

7

Learning Activity Sheet for TLE

Quarter 3

Lesson

7

Worksheet for TLE Grade 7
Quarter 3: Lesson 7 (Week 7)
SY 2024-2025

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LEARNING ACTIVITY SHEET

Learning Area:	TLE 7	Quarter:	3
Lesson No.:	7	Date:	
Lesson Title/ Topic:	Food Selection, Preparation, and Cooking		
Name:		Grade & Section:	

I. Activity No. 1: I Am What I Eat (2 meetings)**II. Objective(s):**

1. To identify the reasons for selecting the food you consume.
2. To create a consolidated graph of the food you consumed.
3. To value the importance of appropriately selecting, preparing, and cooking food for consumption.

III. Materials Needed:

- Manila paper/Cartolina
- Felt tip pen
- Colored papers
- Scissors
- Glue/Paste
- Scotch tape

IV. Instructions:

GOAL: The "I am What I Eat" activity aims to enhance your understanding of the connection between nutrition, dietary choices, and overall well-being. This activity encourages you to explore the impact of your food choices on your physical and mental health, emphasizing the concept that our bodies reflect the nutrients we consume.

ROLE: Your role is a Food Diary Keeper. You are responsible for maintaining a detailed food diary over a specified period, recording all meals, snacks, and beverages consumed. This role requires consistency and honesty in documenting your eating habits.

SITUATION: List all the food you consumed for the past three (3) days, including snacks, meals, and beverages. Along with the food that you consumed, cite the reason/s as to how you choose or select that kind of food to be consumed.

PERFORMANCE/PRODUCT: A consolidated graph of the food consumed for three (3) days will be the basis for identifying what you are in relation to what you eat/consume.

STANDARDS: Please check the rubric/criteria for the consolidated graph.

CRITERIA	Outstanding (10 points)	Satisfactory (8 points)	Developing (6 points)	Beginning (4 points)	RATING
CONTENT	91%-100% of the content is fully developed and strongly on-topic. Students include personal opinions, thoughts, and feelings in the content.	81%-90% of the content is well developed and remains on-topic for the most part.	71%-80% of the content is somewhat developed and remains on-topic some of the time.	70% of the content is underdeveloped and does not remain on-topic.	
CREATIVITY	Output is exceptionally creative. A lot of thought and effort was used to make the banner.	Output is creative, and a good amount of thought was put into decorating it.	Output is creative, and some thought was put into decorating it.	The output does not reflect any degree of creativity.	
CRAFTMANSHIP	The output is exceptionally attractive in terms of neatness. It is well-constructed and not messy.	The output is exceptionally attractive in terms of neatness. It is well-constructed and not messy.	The output is exceptionally attractive in terms of neatness. It is well-constructed and not messy.	The output is distractingly messy.	
PUNCTUALITY	The consolidated graph was submitted on time	The consolidated graph was submitted but one day late	The consolidated graph was submitted but two days late	The consolidated graph was submitted but three or more days late	
TOTAL					/40

GUIDELINES:

- Recall and list all the food you consumed for the past three (3) days, including snacks, meals, and beverages.
- Along with the food that you consumed, cite the reason/s as to how you choose or select that kind of food to be consumed.
NOTE: You can ask your parents how they choose/select the meals served/consumed at home.
- From the list you created, create a consolidated graph creatively using Manila paper/Cartolina, colored papers, scissors, and other materials.
- Once the consolidated graph is done, present it in class.

BELOW IS A SAMPLE TEMPLATE FOR LISTING THE MEALS CONSUMED:

Day 1	Day 2	Day 3
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

BELOW IS A SAMPLE TEMPLATE FOR THE CONSOLIDATED GRAPH:

“I AM WHAT I EAT”

Day 1

• (List down here the food you consume and on its side, the reason/s why you select or chose that kind of food)

Day 2

• (List down here the food you consume and on its side, the reason/s why you select or chose that kind of food)

Day 3

• (List down here the food you consume and on its side, the reason/s why you select or chose that kind of food)

V. Synthesis/Extended Practice/Differentiation:

Teachers with resources such as laptops/tablets, LCD projectors/LED screens may require the students to use electronic output.

Synthesis question/s:

- a) How does creating a consolidated graph of the food you consume help you identify patterns in your dietary choices?
- b) How can this awareness impact your food selection for a healthier lifestyle?

Extended Practice Drills/Activities: (below are optional drills and practices to ensure the learner's understanding of the topic)

- a) **Food Diary:** Keep a weekly food diary, recording everything you eat and drink. Reflect on the reasons behind each food choice. Use this information to create a consolidated graph at the end of the week.
- b) **Recipe Modification:** Choose a favorite recipe and modify it to make it healthier. Reflect on how the changes impact the nutritional value of the dish. Share the modified recipe and your reflections.

Suggested differentiated activities:

- a) **Visual Learners:** Create a visual presentation (e.g., a poster, infographic, or slideshow) representing your food choices and their reasons. Use colors and images to enhance understanding.
- b) **Verbal/Written Expression:** Write a reflective essay discussing the factors influencing your food choices, the insights gained from creating the consolidated graph, and your commitment to making healthier food selections.
- c) **Group Discussion:** Form small discussion groups to share and compare food graphs. Discuss commonalities and differences in food choices and explore how cultural, social, and personal factors influence dietary habits.

Suggested Readings:

- a) *"In Defense of Food" by Michael Pollan:* This book explores the Western diet and the impact of processed foods on health, encouraging readers to make more conscious food choices.
- b) *"The Omnivore's Dilemma" by Michael Pollan:* Delve into the complex web of food choices we face in modern society and the consequences of those choices on our health and the environment.
- c) *"Mindless Eating: Why We Eat More Than We Think" by Brian Wansink:* This book discusses the psychology of eating habits, providing insights into the factors that influence our food choices.

Note: These activities and readings are designed to cater to different learning styles and levels of engagement of the learners while addressing the objectives of the "I AM WHAT I EAT" activity.