Let’s Plan a Meal

**Domain:**
Written presentation

**Benchmarks:**
Design a means for collecting information, such as a questionnaire, and list the results
Present information on limited content, supported by visual aids

**Description:**
Working in pairs, pupils design a survey to find out which foods are the most popular. Based on the results of the survey they plan a meal and prepare a poster.

**Rationale for choice of topic:**
Nutrition is an important subject. Awareness of healthy eating and food choices should be encouraged in children of this age. Food is a topic that is often dealt with in EFL teaching.

**Suggestions for implementation (prior to and/or during):**
Discuss different types of meals for different occasions, times of day, and times of the year. Discuss the components of a meal (courses, main dishes and side dishes, drinks, etc.) and when they are appropriate. Ask pupils to mention which foods they like and when these foods are usually eaten.

Review question form (the use of wh-words, questions marks, etc.).

You may want to discuss the distinction between healthy and less healthy foods, and what makes a healthy, balanced meal.

In order to familiarize the pupils with surveys, you may want to have them practice planning and conducting surveys of other subjects (e.g., hair color, number of siblings) by asking a few classmates questions and recording the results.

Each pair of pupils should be given one grade. It is your responsibility to ensure that the pupils work properly in pairs and do their homework responsibly.

For the presentation section of the task, you may bring in magazines and other resources for the children to use (or have them bring their own).
Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

**Suggested time allotment:**
Two lessons and time outside the classroom to gather information
(The pupils may want to conduct the survey with friends from other classes or with their families.)

**Prerequisites:**
- Familiarity with basic food vocabulary
- Ability to categorize items
- Familiarity with question form
## Let's Plan a Meal

<table>
<thead>
<tr>
<th>Points</th>
<th>Part One</th>
<th>Part Two</th>
<th>Part Three</th>
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</table>
| 5      | Made up 4 questions (with partner)  
Questions correspond to choice of meal  
All questions are well constructed  
Report of results is complete and easy to understand | Meal plan is complete and easy to understand  
Foods chosen reflect survey questions and results | Poster corresponds to information in Part Two  
Poster is neat and well organized  
Most words are spelled correctly |
| 4      | Made up 3 questions (with partner)  
Questions correspond somewhat to choice of meal  
Some questions are well constructed  
Report of results is almost complete and somewhat understandable | Meal plan is almost complete and fairly easy to understand  
Foods chosen somewhat reflect survey questions and results | Poster corresponds somewhat to information in Part Two  
Poster is fairly neat and organized  
Some words are spelled correctly |
| 3      | Made up 1-2 questions (with partner)  
Questions do not correspond to choice of meal  
Questions are not well constructed  
Report of results is incomplete and difficult to understand | Meal plan is incomplete and difficult to understand  
Foods chosen do not reflect survey questions and results | Poster does not correspond to information in Part Two  
Poster is not neat or well organized  
Few words are spelled correctly |