



## Practical Performance 1 (Let's Break the Food!)

| Student Name |  | Grade 11 (Gen) |  |
|--------------|--|----------------|--|
| Date         |  | Mark           |  |

### The learning outcomes which are covered in the task:

- Recognize basic parts involved in eating (mouth, teeth, stomach)
- Show that food needs to be broken into small pieces
- Identify that food gives the body energy (feel strong/play)

### Materials :

- Soft bread or biscuit
- Plastic cup
- Water
- Spoon



### Student Instructions

1. 👁️ Look at the food (bread/biscuit)
2. 🖐️ Break it into small pieces (use hands or spoon)
3. 💧 Put it in water (cup)
4. 🥄 Mix it
5. 👁️ Watch what happens

Look 👁️ | Break 🖐️ | Mix 💧 | Watch 👁️

### 1. Where does food go first?

👄 Mouth ☐

👤 Stomach ☐

🖐️ Hand ☐

### 2. What breaks food?

🦷 Teeth ☐

👁️ Eyes ☐

👂 Ears ☐

### 3. What happened to the food?

🍪 ➡️ Small ☐

🍪 ➡️ Big ☐

🍪 ➡️ Hard ☐

### 4. Easy to swallow?

😊 Yes ☐

😞 No ☐

### 5. Food gives us:

💪 Energy ☐

😴 Sleep only ☐

### Match (Draw a line)

|          |
|----------|
| 🦷 Teeth  |
| 👄 Tongue |
| 💧 Saliva |

|             |
|-------------|
| Move food   |
| Soften food |
| Break food  |

## Assessment Rubric (Out of 20)

| Criteria             | 5<br>(Excellent)                  | 4<br>(Good)          | 3<br>(Basic)          | 1-2<br>(Emerging)  | Mark |
|----------------------|-----------------------------------|----------------------|-----------------------|--------------------|------|
| <b>Participation</b> | Completes all steps with support  | Completes most steps | Partial participation | Needs full support |      |
| <b>Observation</b>   | Notices changes clearly           | Notices some changes | Limited noticing      | No response        |      |
| <b>Recognition</b>   | Identifies mouth/teeth correctly  | Identifies with help | Partial recognition   | Cannot identify    |      |
| <b>Understanding</b> | Shows idea of "small food easier" | Some understanding   | Limited               | No understanding   |      |
| Total/20             |                                   |                      |                       |                    |      |