

Building Skills for Health Literacy— Nutrition



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Resource Overview

This resource was designed to assist health education professionals in creating units of instruction on nutrition education. The goal is to teach the skills of the 2008 health education standards as they relate to healthy eating. The National Health Education Standards can be purchased online at www.cancer.org/NHES. The skills presented in this document also relate to the Wisconsin Model Academic Standards for Nutrition, which are available online at www.dpi.wi.gov/ne/index.html and from the Wisconsin Department of Public Instruction.

The Joint Committee on Health Education Standards defines health literacy as the capacity of an individual to obtain, interpret, and understand basic health information and services, along with the competence to use such information and services in ways that enhance health. Health-literate citizens are critical thinkers, problem solvers, and self-directed learners. They communicate effectively, and they are responsible and productive citizens. The need for young people to develop literacy with respect to healthy food and beverage choices is crucial to improving the health of the population and is supported in each of the skills addressed in the health education standards.

A step-by-step approach to building a health education unit of instruction follows. The intent is to help educators properly assess the needs of their target group, choose critical health content and skills, and measure skill attainment. The same design format can be used with any health education content area you wish to address.

Step 1: Perform Needs and Assets Assessment

Before creating any unit, it is important that you assess the current knowledge, skills, and behaviors of the youth within your community. Behaviors can be assessed in a number of ways, such as collecting and analyzing data from the most recent Wisconsin Youth Risk Behavior Survey (YRBS). You can find the YRBS data at www.dpi.wi.gov/sspw/yrbsindx.html. This information can help you determine important issues such as learning outcomes, skill emphasis, final performance tasks, and critical health content for the unit being created.

Step 2: Choose Learning Outcome(s) and Final Performance Task

After conducting your needs and assets assessment, it is important to use the results to make decisions about curriculum. While the broader health

outcome of your curriculum should align with public health outcomes (e.g., decrease obesity or Type II diabetes rates) and the district's Coordinated School Health Program, classroom-based instruction aims to improve learning outcomes such as the skills of the health education standards. The following are learning outcomes you might wish to achieve:

- Increase the number of students who can demonstrate how to access accurate nutrition information.
- Increase the number of students who can analyze external and internal factors that can influence food choices.
- Increase the number of students who can demonstrate self-management of their food and beverage choices.

By improving learning outcomes, such as the skills of the health education standards, health outcomes will be impacted.

Choose a performance task that aligns with the learning outcomes selected. We have provided three sample final performance tasks to help assess learning outcomes. The elementary school assessment focuses on accessing accurate, age-appropriate nutrition information. The middle school assessment addresses how we are influenced into choosing fast food. The high school assessment focuses on practicing self-management related to food and beverages.

Step 3: Determine Critical Health Content

Depending on the learning outcomes and final performance task chosen, decide what critical health content and skill practice are necessary during the unit in order for youth to articulate an effective response to the performance task. This strategy is referred to as “teaching with the end in mind.”

Your needs and assets assessment (step 1) will help you determine what content is critical to the unit you will implement. The following is an example of what you may find:

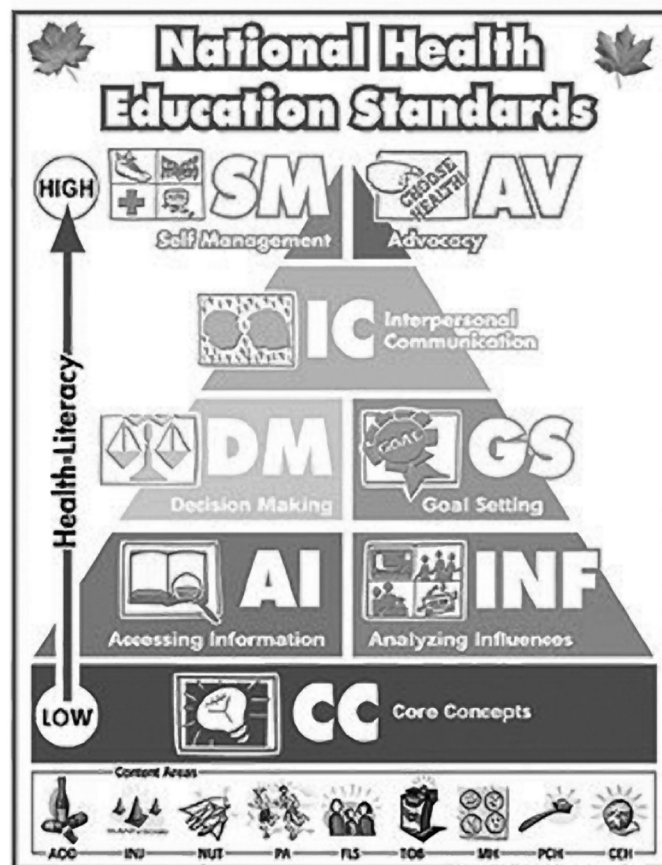
1. A report found that one-third of middle school students are overweight.
2. An online YRBS found that most of the high school students in your district ate less fruit than what is recommended by health experts.
3. A local survey found that only 15% of students understand how to use food labels to get nutrition information.

On the basis of these survey results, the school's health, safety, and wellness council(s) might decide to include lessons on accessing accurate infor-

mation on food products, analyzing internal and external influences on food choices, and applying self-management of one’s food and beverage choices.

Step 4: Determine Which Skills You Will Emphasize

Once you have decided on the learning outcomes of your unit (e.g., increase the number of students who can demonstrate how to access accurate nutrition information, analyze external and internal factors that can influence food choices, and managing healthy food and beverage choices), choose skills that align with the learning outcomes and decide how they will be ordered in your unit. Keep in mind that it is better to spend more time teaching fewer skills and that certain skills are more complex than others.¹ The National Health Education Standards poster developed by the CCSSO Health Education Assessment Project depicts the hierarchy of health skills on the path to health literacy. Skills appearing higher on the pyramid tend to be more complex and require knowledge of the skills below them in order to achieve a better understanding.



¹ *The Power of Teaching*. (2004). Madison, WI: Wisconsin Department of Public Instruction.

From your needs and assets assessment, it may be clear which skills you will focus on in the nutrition unit, even though all skills should be addressed and reinforced at some point in a youth's education. It is important for a school district to map out how instruction in these skills is coordinated and reinforced from year to year, even beyond the health education classroom. The Wisconsin Model Academic Standards for Nutrition are included in the appendices of this publication, as a tool to help you plan a progressive approach to these skills.

This publication provides lesson templates that address the following skills as they relate to healthy food and beverage choices:

1. Accessing accurate information.
2. Analyzing influences.
3. Decision making.
4. Goal setting.
5. Interpersonal communication.
6. Self-management.
7. Advocacy.

As an example, the needs and assets assessment directed you to the following learning outcomes: (1) increasing the number of students who can demonstrate how to access accurate nutrition information, (2) analyzing the impact of internal and external influences on healthy food choices, and (3) managing healthy food and beverage choices. While your unit will thoroughly teach and assess for accessing accurate information and analyzing influences, it may also include a combination of the following secondary skills, which are covered to a lesser degree:

- Communication skills.
- Goal setting and how poor food choices can interrupt life goals.
- Decision-making skills and how food decisions made can affect health outcomes.

Step 5: Lesson Development

You've determined a need, chosen a final performance task, determined critical health content, and decided on skills. Now it's time to create your lessons. The skill template in this resource is set up in the following order:

1. *Teach the skill:* This is your opportunity to teach the skill in a basic way, discussing what the students already know, establishing relevance of the topic, and linking new information with their previous knowledge of the skill. If you use the skill template with other core content areas in the

- future, such as alcohol and other drug abuse (AODA) or injury prevention, you may not have to spend as much time teaching the basic skill, because the students will already be familiar with this format.
2. *Review your chosen assessment:* Teaching with the end in mind requires you to have the final performance task you chose accessible at all times, which will allow you to stay on track with teaching your chosen skills. Before you teach any lesson, review the assessment to make sure you include critical health content and skill practice in the appropriate places to allow students to articulate an effective response to the assessment. If you have also chosen a take-home assessment for elementary, middle, or high school (one short-answer or extended-response assessment item for each grade level is included for each skill), include any critical health content and skill practice required for these assessments as well.
 3. *Apply content and related skill to learning outcomes:* Discuss the skill as it relates to nutrition and how having the skill relates to the learning outcomes chosen for the unit. Ideas for discussions are included in each template. Each skill template is accompanied by a skill-cue poster and a rubric that should be given to the students. These materials provide the skill cues that the Building Skills for Health Literacy strategy uses to align curriculum instruction and assessment. By informing students of the skill cues, they will know exactly what is required of them for each skill and how they will be assessed for skill attainment.
 4. *Skill practice:* Students should be afforded ample time to practice the skills chosen for the unit. It is important to align skill practice activities with the desired learning outcome. If the learning outcomes chosen for the unit are to address both accessing accurate nutrition information and understanding the influences that shape our food choices, both skills should be addressed. Scenarios can easily be adapted to reflect the needs and culture of the youth and the health outcome chosen for the unit. Please keep in mind that there is fluidity to many skills as they relate to real-life food choices. For example, once a decision is made, it may need to be communicated to friends. Also, if there is danger involved in a situation, such as a student acknowledging a friend's eating disorder, students may need to move quickly through decision making, communication, and/or advocacy.
 5. *Parental involvement:* It is important that schools actively engage parents/trusted adults in the education of youth. Each skill template offers suggestions on how parents/trusted adults and youth can engage in a conversation about food and beverage choices. For experienced parents, the activities will serve as a starting point, and it is hoped that they will lead to a broader discussion. You might consider sending a letter to parents informing them of this component within your unit.

6. *Skill reinforcement:* Each skill template offers suggestions for other health education core content areas that can be used to effectively teach the skill. It is recommended that you follow the templates with other core content areas to reinforce the skills. Consider restructuring your health education class around the skills within the core content areas.



Needs and Assets Assessment

The needs and assets assessment section contains resources to assist your district in conducting an assessment of your community/youth. Conducting an assessment is important for deciding the priority health outcome of the unit of instruction or broader health education program and can also help in deciding what critical health content and skills should be covered. The following is a summary of the resources included in this section and their intent:

Data Sources: Provides an overview of needs and assets assessment and lists reliable data sources that a district can use to describe the need within the community.

What Should I Collect Information About? This resource can assist in data collection specific to nutrition outcomes among youth. It will guide in the creation of a youth profile, help identify assets already available to avoid duplication, and explore environmental factors and community norms.

What Should I Do with My Needs and Assets Data? After you have collected your data, look for common themes in terms of barriers/challenges/sources and use these to formulate your problem statement. This resource will help summarize data into a clear and succinct problem statement that offers a summary of issues, problems, and needs facing a community. The problem statement/rationale can provide perspective during program planning activities. An example has been provided.

What Is Needs and Assets Assessment and What Are the Key Data Sources?²

Introduction

Needs and assets assessment can be defined as the process of collecting and assessing data that describe the nature and magnitude of a community's needs as well as its resources or assets (e.g., financial, organizational, intellectual, institutional, and human), in order to facilitate program planning.

The information collected through needs and assets assessment should describe:

1. The extent, magnitude, and scope of the problem in the community.
2. Current efforts to address the problem.
3. Gaps in existing services.
4. Local residents' perceptions of the problem, what causes it, and how it might be addressed.
5. Current science-based knowledge about "what works" to encourage healthy eating.

Needs and assets assessment is an important first step in your program planning process, because it will point toward appropriate (i.e., relevant and realistic) goals and objectives for your programming efforts. In addition, depending on the methods used, it can help inform and get community members interested in your prevention or intervention program. It can also provide baseline (pre-program) data that can be used to evaluate your program's progress later on. Finally, needs and assets data are extremely useful as you develop funding proposals and seek to justify to funders why you need the resources that you are requesting.

Sources of Data

- I. Data that are already available.
 - Census data.
 - City, county, and state vital statistics.
 - Survey data on community-wide youth behaviors and experiences (e.g., YRBS).

² The information in this sheet is adapted from: Card, J. J., Brindis, C., Peterson, J. L., & Niego, S. (2001). *Guidebook: Evaluating Teen Pregnancy Prevention Programs*, 2nd ed., Chapter 4. Los Altos, CA: Sociometrics Corporation.

- Research studies (reports or journal articles) on the prevalence, antecedents, and consequences of youth nutrition choices.
 - Research articles describing science-based best practices to encourage healthy food choices.
- II. Additional data and information that may already be available.
- Local needs assessment reports produced by other organizations in your community (e.g., coalitions, nonprofits, government agencies, universities, foundations, private research organizations, or practitioner networks).
 - Research studies (reports or journal articles) on the prevalence, antecedents, and consequences of malnutrition, hunger, nutrition-related disease, and overweight/obesity *in your local community*.
 - Evaluation reports on youth-focused interventions that have been conducted *locally*.
- III. New data sources that you may wish to tap (with suggested methods for data collection).
- Opinions of key informants or experts from local public and private youth-serving organizations (key informant interviews, focus groups, surveys, community forum events).
 - Opinions of parents or families of adolescents (focus groups, surveys, community forum events).
 - Opinions of youth (focus groups, surveys, community forum events).

What Should I Collect Information About?³

The following information categories should guide your needs and assets assessment data collection efforts. The specific information that you collect should reflect the particular nutritional health issues you would like to address, the populations you seek to work with, the values of your organization, and the broad approaches that you will take (or are considering taking).

I. Youth Profile

- A. General demographic and socioeconomic profile of local youth, families, and your target community (e.g., gender, race, ethnicity, age, income, percentage of households below poverty line, and educational attainment).

- B. Statistics on youth, including percentage at risk for being overweight according to BMI (Body Mass Index), percentage who eat breakfast, under-nutrition, percentage who eat lunch at school, percentage with inadequate and inappropriate food intake, and percentage not eating fruits and vegetables daily.

- C. Statistics on related youth and community issues (e.g., school dropout rates; student use of school food services and fast-food restaurants; and youth and malnutrition).

- D. Youth assets (e.g., positive youth values, interests, and talents).

³ The information in this sheet is adapted from: Card, J. J., Brindis, C., Peterson, J. L., & Niego, S. (2001). *Guidebook: Evaluating Teen Pregnancy Prevention Programs*, 2nd ed., Chapter 4. Los Altos, CA: Sociometrics Corporation.

II. Available Community Resources Serving Youth

- A. Comprehensive health and social services resources (public and private).

- B. Food and nutrition services (public and private, such as WIC [Women, Infants, and Children], meal sites, and nutrition counseling).

- C. School systems resources (e.g., funds to support school-based programs, intramural/athletic programs, district wellness coordinator, school nutrition and wellness policies, school nutrition services and staff, existing nutrition education in the curriculum, and other nutrition education resources in school).

- D. Youth development efforts (e.g., opportunities for youth to participate in sports, arts, career development activities, tutoring, mentoring, community service, and youth groups).

- E. Concurrent wellness efforts (local, state, national).

III. Community Environment and Norms

- A. Community attitudes and perceptions regarding nutrition, eating behaviors, specific foods, school breakfast, wellness policies, thinness, overweight/obesity, and the role communities can play in impacting the problem.

- B. Formal and informal policies (in schools, communities, other organizations, and the media) that create a positive (supportive) or negative (damaging) environment for youth, such as school wellness policies, school facilities use policies, land use, and zoning.

- C. Funding options and possibilities (including potential sources of money, in-kind contributions, donations of equipment or materials, and volunteers) for your programming efforts.

- D. Community nutrition and food resources (e.g., number and location of grocery stores and restaurants, advertising, community meal programs, and food pantries).



Final Performance Tasks

This section contains three final performance tasks (elementary, middle, and high school) that can be used to assess students on skill and knowledge attainment for your unit. Teaching with the end in mind requires that the performance task and other assessment items be chosen prior to developing the lessons. This technique allows you to craft the content of your lessons to include the critical health content and skill practice necessary for the students to articulate an effective response to the final performance task. Using the results of the needs and assets assessment, choose a performance task that aligns with the learning outcome chosen for the unit.

Tales with a Twist (Elementary)

Teacher Information

Overview

In this task, students will take some of the core concepts on nutrition that they have learned, discuss the source they used and the reasons why they believe it is a dependable source, and then apply the information to a famous fairy tale to present accurate age-appropriate nutrition information.

Requirements

The student will be given a choice of six prompts that he or she will use to finish the story with a positive message on nutrition. At the end of the story, the student will indicate where the information came from, for example, class handouts, parents, teachers, or Web sites. The student will be asked why he or she selected a particular source and what makes the source valid.

Time

This performance event can be completed in one to two class periods.

Materials

Students will need access to age-appropriate informational resources on nutrition and diet, provided by the teacher.

Instructions

- A review of age-appropriate nutrition information and the current Dietary Guidelines for Americans would be helpful.
- Discuss what makes sources of information dependable.
- Students choose a story to complete by writing accurate information and advice about nutrition.
- Discuss why the source(s) was chosen.

Tales with a Twist

1. Little Red Riding Hood is off with a basket of fruit for Grandmother to eat. On her way, the Big Bad Wolf spies her basket with a very curious eye. In order for Little Red Riding Hood to continue through the woods, she must

explain to the wolf why it is important for Grandmother to get the fruit. She tells him

(Example: Fruits are good sources of vitamin C that can help fight cold symptoms.)

2. In preparation for the ball, Cinderella’s Dairy Godmother says, “I can help you feel on top of the world tonight, but to feel that way for a lifetime you need to eat wisely. That includes getting enough *milk, yogurt, and cheese.*” Her Dairy Godmother suggests

(Example: Dairy products are excellent sources of calcium and protein for strong bones and muscles.)

3. Goldilocks says that Baby Bear’s chair is just right, but when she sits down to the porridge (made from the Breads, Cereals, Rice, and Pasta Group), she finds a note that says, “Goldilocks, you can share my porridge if you know how cereals help keep you healthy.” Goldilocks leaves a note for Baby Bear that says

(Example: Whole grains are good sources of fiber that help get rid of food wastes.)

4. Jack, a local gardener, is well known for giant beanstalks that reach the sky. He climbs up one of the plants and offers some advice to his friends on the importance of eating vegetables. He says

(Example: Vegetables are low in fat and provide many important vitamins for our health.)

5. Before Snow White came along, the Seven Dwarfs didn't eat well. Snow White helped them change their bad habits. She started with a lesson on meats, poultry, fish, beans, eggs, and nuts. She told them

(Example: These foods contain proteins to help me grow and contain nutrients for building and repairing cells.)

6. The refrigerator in the witch's house was well stocked with foods containing fats, oils, and sugars. When Hansel and Gretel came along, the witch tried to get them into the house by offering them foods with these ingredients. They said to the witch, "No, thank you, because

(Example: Some snack bars are high in fat and sugar and low in nutrient value.)

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates the ability to access accurate information on nutrition.
2. How well the student can explain why the source or sources used are dependable.

Scoring Criteria

Assessing Accurate Information (AI) The skill score is based on the student's ability to access and apply valid nutrition information to a story. Students are assessed on their ability to give reasons why the sources are dependable in providing accurate nutrition information.

Tales with a Twist

Student Instructions

The Tales with a Twist assignment is about characters with which you are probably familiar. Each tale has been changed a little and is now about one of the food groups. Read each of the stories and choose the one you would like to complete. Complete the story by writing two or three pieces of correct information about nutrition and advice about the food group in the story. Responses should be in complete sentences.

You should include the following at the end of the tale:

- Source used to provide nutrition information.
- The reason you selected that source.
- The reasons you believe this is a dependable source of information.

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you can provide accurate information on nutrition.
2. How well you describe the reasons the sources you used are dependable in providing accurate information on nutrition.

Tales with a Twist

1. Little Red Riding Hood is off with a basket of fruit for Grandmother to eat. On her way, the Big Bad Wolf spies her basket with a very curious eye. In order for Little Red Riding Hood to continue through the woods, she must explain to the wolf why it is important for Grandmother to get the fruit. She tells him

2. In preparation for the ball, Cinderella's Dairy Godmother says, "I can help you feel on top of the world tonight, but to feel that way for a lifetime you need to eat wisely. That includes getting enough *milk, yogurt, and cheese.*" Her Dairy Godmother suggests

- 3. Goldilocks says that Baby Bear’s chair is just right, but when she sits down to the porridge (made from the Breads, Cereals, Rice, and Pasta Group), she finds a note that says, “Goldilocks, you can share my porridge if you know how cereals help keep you healthy.” Goldilocks leaves a note for Baby Bear that says

- 4. Jack, a local gardener, is well known for giant beanstalks that reach the sky. He climbs up one of the plants and offers some advice to his friends on the importance of eating vegetables. He says

- 5. Before Snow White came along, the Seven Dwarfs didn’t eat well. Snow White helped them change their bad habits. She started with a lesson on meats, poultry, fish, beans, eggs, and nuts. She told them

- 6. The refrigerator in the witch’s house was well stocked with foods containing fats, oils, and sugars. When Hansel and Gretel came along, the witch tried to get them into the house by offering them foods with these ingredients. They said to the witch, “No, thank you, because

Fast-Food Influences: Mission Possible (Middle School)

Teacher Information

Overview

Students will analyze influences that apply as they make food choices on a visit to the local mall. They will become aware of the meals and snacks and beverages they usually pick and the reasons they choose these foods. They will reflect on the reasons why they may be making these food choices by responding to written reflection prompts. The scenario and prompts follow.

You plan to meet two friends at the mall food court. When you get there, you and your friends decide to eat lunch while you sit and talk. You have plenty of options. What influences the choices you make?

1. To help you identify and analyze the factors that might influence your choices, respond to the following questions:
 - a. Why are you in the food court?
 - b. Do you feel hungry or thirsty?
 - c. What restaurants are there? What types of food do they offer?
 - d. How much time do you have to eat?
 - e. What foods do you see?
 - f. How do they appear to you?
 - g. What foods can you smell?
 - h. Which restaurants offer a combo or meal deal?
 - i. How much money do you have to spend on food and drink?
 - j. Which restaurant has the most appealing signs?
 - k. Which restaurants are serving free samples?
 - l. Are any restaurants offering free toys or games for purchasing certain food items?
 - m. Which restaurant has the best ads?
 - n. What were the messages in those ads?
 - o. Is there a particular type of food you are hungry for? If so, why?
 - p. Which restaurant or food are you sitting closest to in the mall?
 - q. What do you often eat at the food court?
 - r. What foods are your friends choosing?

- s. What foods would you choose if you were having lunch with your parents?
 - t. What are the foods you eat at home that may affect the choices you make at the food court (based on cultural background, etc.)?
 - u. What will you choose to eat?
 - v. Which restaurant offers the healthiest foods and beverages?
2. Now consider how the factors you described influence your food and beverage choices. Respond to the following:
 - a. In what ways and to what extent did the following external factors influence you: (1) advertising and signs, (2) available foods, (3) peer choices, (4) parental advice, (5) smells, (6) cost, (7) convenience, (8) prizes, (9) packaging, and (10) food appearance.
 - b. In what ways and to what extent did the following internal factors influence you: (1) hunger, (2) thirst, (3) culture, (4) eating habits, (5) mood, and (6) your knowledge of nutrition.
 3. How did these external and internal factors interact to guide your food and beverage choices?

After visiting the food court, answer the questions above in writing and prepare to discuss your answers in class.

Time

Two class periods and one visit to a food court. The visit to the food court could be done on a weekend day or in the evening if the parents allow it, after the discussion of influences and a discussion of the types of questions they are to answer.

Instruction

Many types of factors influence food choices. Help students gain an appreciation of the large impact that advertising has on food choices. This could be done by analyzing ads or by viewing a documentary such as *Supersize Me*. Help students understand the impact of culture on food choice. This could be done through exploring family and cultural food traditions. For homework, encourage the students to do a mall study on a weekend or in the evening and answer the questions listed in the prompt. If the students are not allowed to do this by their parents, see if the parents will allow a student visit to another restaurant. After students complete the answers, a class discussion of external and internal influences will take place as well as the collection of the student's answers.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates the ability to analyze both internal and external influences as they relate to making food choices.
2. How well the student demonstrates the ability to describe the interaction among influences affecting food choices.

Sample Response

1. To help you identify and analyze the factors that might influence your choices, respond to the following questions:
 - a. Why are you in the food court?

I am at the food court because it is a fun place to be with my friends. We don't eat together at school, and this kind of makes up for it.
 - b. Do you feel hungry or thirsty?

I am a little hungry, but I am very thirsty.
 - c. What restaurants are there? What types of food do they offer?

There is Subway, McDonald's, Taco Bell, a bunch of Chinese places (three to be exact), Burger King, and an Italian place we always sit near; sandwiches, soda, meals with meat, and rice or pasta with vegetables and meat or tofu.
 - d. How much time do you have to eat?

We have about 30 minutes to eat because we want to shop for about an hour.
 - e. What foods do you see?

I see the sub ingredients at Subway and chicken at a Chinese place.
 - f. How do they appear to you?

They look fresh and appealing.
 - g. What foods can you smell?

I can smell something from each restaurant.
 - h. Which restaurants offer a combo or meal deal?

It seems all of these restaurants have combo meals. Everyone tries to get you to buy something for \$5 or less.
 - i. How much money do you have to spend on food and drink?

Five dollars.
 - j. Which restaurant has the most appealing signs?

McDonald's has the best signs.
 - k. Which restaurants are serving free samples?

The Chinese places are always giving out chicken samples.
 - l. Are any restaurants offering free toys or games for purchasing certain food items?

Burger King has a toy that's free with meal purchase.

- m. Which restaurant has the best ads?
McDonald's has the best ads.
- n. What were the messages in those ads?
It's fun at McDonald's.
- o. Is there a particular type of food you are hungry for? If so, why?
I'm kind of hungry for Chinese food because I haven't had any in a long time.
- p. Which restaurant or food are you sitting closest to in the mall?
We're sitting next to the Italian place and Taco Bell.
- q. What do you often eat at the food court?
I like the \$5 foot-long special at Subway and choose the turkey club because it tastes good and is lower in fat. I tend to choose soda when I am with my friends. They would laugh if I chose skim milk, which is what I would take if I were with my parents. I sometimes get flavored water too.
- r. What foods are your friends choosing?
My two friends like Burger King because they think you get the most for your money.
- s. What foods would you choose if you were having lunch with your parents?
If my family were here, we would choose Subway as well because we can always take home what we don't eat and have it for lunch the next day. My sister always goes to McDonald's for Chicken McNuggets. That is her only choice.
- t. What are the foods you eat at home that may affect the choices you make at the food court (based on cultural background, etc.)?
Once in a while I like to choose Chinese food because my grandfather eats it at home. My grandfather is Mandarin.
- u. What will you choose to eat?
Today I'm going to get the \$5 special at Subway with a medium-sized soda.
- v. Which restaurant offers the healthiest foods and beverages?
If you ask me I would say Subway.

Fast-Food Influences: Mission Possible

Student Instructions

Many factors interact to influence our food choices. In this activity you will reflect on the factors influencing your choices at a mall food court.

You plan to meet two friends at the mall food court. When you get there, you and your friends decide to eat lunch while you sit and talk. You have plenty of options. What influences the choices you make?

1. To help you identify and analyze the factors that might influence your choices, respond to the following questions:
 - a. Why are you in the food court?
 - b. Do you feel hungry or thirsty?
 - c. What restaurants are there? What types of food do they offer?
 - d. How much time do you have to eat?
 - e. What foods do you see?
 - f. How do they appear to you?
 - g. What foods can you smell?
 - h. Which restaurants offer a combo or meal deal?
 - i. How much money do you have to spend on food and drink?
 - j. Which restaurant has the most appealing signs?
 - k. Which restaurants are serving free samples?
 - l. Are any restaurants offering free toys or games for purchasing certain food items?
 - m. Which restaurant has the best ads?
 - n. What were the messages in those ads?
 - o. Is there a particular type of food you are hungry for? If so, why?
 - p. Which restaurant or food are you sitting closest to in the mall?
 - q. What do you often eat at the food court?
 - r. What foods are your friends choosing?
 - s. What foods would you choose if you were having lunch with your parents?
 - t. What are the foods you eat at home that may affect the choices you make at the food court (based on cultural background, etc.)?
 - u. What will you choose to eat?
 - v. Which restaurant offers the healthiest foods and beverages?
2. Now consider how the factors you described influence your food and beverage choices. Respond to the following:
 - a. In what ways and to what extent did the following external factors influence you: (1) advertising and signs, (2) available foods, (3) peer choices, (4) parental advice, (5) smells, (6) cost, (7) convenience, (8) prizes, (9) packaging, and (10) food appearance.

- b. In what ways and to what extent did the following internal factors influence you: (1) hunger, (2) thirst, (3) culture, (4) eating habits, (5) mood, and (6) your knowledge of nutrition.
3. How did these external and internal factors interact to guide your food and beverage choices?

After visiting the food court, answer the questions above in writing and prepare to discuss your answers in class.

Assessment Criteria

Answers will be scored on the following:

1. How well you demonstrate the ability to analyze both internal and external influences as they relate to making food choices.
2. How well you demonstrate the ability to understand the interaction among influences affecting food choices.

How Well Is She (How Well Am I) Managing Her (My) Food Choices? (High School)

Teacher Information

Overview

This task requires students to evaluate a scenario of eating over three days and offer suggestions to improve the food choices made by comparing them to the recommendations of the Food Guide Pyramid and the nutrient content of available foods. Students should review the guidelines for healthy choices for this individual by visiting www.MyPyramid.gov. Students should evaluate the selections, describe the nutrient content of the chosen foods, and offer alternative choices if the student thinks it is necessary. Students can justify some of the choices on the basis of social and environmental food influences. In Part II, students will log and analyze their own food and beverage choices using a second set of questions as a guide.

Part I

Advise a Peer

Review the following story of three days in the life of a 16-year-old girl who is a member of the swim team and works at the local retail outlet. She weighs 102 pounds and is 5'1" tall. Her commitment to the swim team has her working out in the pool for at least two hours a day, five days a week. Determine her recommended daily food and beverage intake using MyPyramid.gov. Evaluate her food choices based on the recommendations.

Thursday

She was up late studying for a first-hour chemistry exam. She decides to sleep an extra 10 minutes and rushes to school. She didn't have any time for breakfast at home, so as she enters the school, she grabs a breakfast bag and quickly eats the yogurt and graham crackers. The chemistry test was easier than she thought and she scored a 95!

Her second-hour study hall teacher allows snacks in the classroom, so she stops by the student store and picks up a granola bar and a carton of chocolate milk to eat while she does homework for the afternoon classes.

She is really hungry by lunchtime and decides to have two slices of pizza, salad, and a chocolate chip cookie, along with a small sports drink. Her friends give her two candy bars they bought in a fundraising campaign for the prom.

She has swim team practice after school and forgot a snack, so she eats the candy bars in the locker room. She also forgot to bring a water bottle from home,

so she stops at the vending machine for water to take to the pool with her. At the coach's urging, she drinks the entire bottle during practice. She is feeling a little sluggish and practice is tough. Right after practice she goes home to shower and change. She drinks a glass of fat-free milk and eats an apple and a peanut butter and jelly sandwich before heading over to a friend's house to study.

Her friend is munching on chips and drinking a soda, and even though she is not hungry, she digs in. The large bag of chips and four cans of soda are empty when she leaves at 9:00 p.m.

It has been a long day and she is tired. She knows that Mom is not home to make dinner, so she goes to the nearest drive-through for a burger and fries to eat as she chills out and watches a little TV.

Friday

She has a big swim meet tonight, so she gets up a few minutes early to eat breakfast at home. She has a couple of slices of whole wheat toast, a banana, and a glass of milk, and she packs a few snacks to take along to school. She takes a bagel, dry cereal in a snack bag, an apple, and two juice boxes to eat on the bus as she travels to the meet.

She remembered her water bottle from home and fills it before study hall and drinks while reviewing for the math test this afternoon.

At lunch, she doesn't like what is on the menu, so she grabs a turkey and cheese sub sandwich, a carton of milk, and an orange from the à la carte line.

Before getting on the bus to go to the swim meet, she refills her water bottle. As she rides, she eats the bagel, cereal, and apple and drinks the two juice boxes. Her team wins the meet, and she gets a personal best time. The team wants to celebrate on the way home. She stops at the concession stand before getting on the bus and grabs a fruit drink and candy bar because she is starving.

The team bus stops at a local fast-food restaurant and everyone goes in for a quick dinner. Some of her friends are eating burgers and fries, and some are eating salad. She chooses the grilled chicken sandwich and apple slices along with two cartons of chocolate milk.

She is not hungry when she gets home, but Mom has just made a batch of cookies to celebrate the big win. She is tired and grabs three cookies on the way to bed.

Saturday

No school or practice today! She can sleep in until it is time to go to work at the local retail outlet. Dad is cooking breakfast this morning, and she has pancakes with syrup and butter, orange juice, and milk before she leaves for work. During her break at work she grabs a sports drink from the vending machine.

After work she goes home for dinner with her family. She eats two servings of spaghetti, a bowl of salad, two pieces of garlic bread, and a few cookies for dessert. She has water to drink.

She meets friends at the movies and eats a large popcorn and drinks a large soda. After the movie, they go out for ice cream and she enjoys a sundae. She is staying overnight at a friend's house, and the two girls stay up all night playing video games and munching on snacks. They eat crackers and bananas and drink apple juice.

Here are the guiding questions in analyzing this student's self-management of her food choices. You will then compare it with your management of food choices.

THURSDAY

1. What are the possible impacts of skipping breakfast?
2. In buying a few snacks at the school store, did she manage her food cravings effectively?
3. Did she make a healthy lunch choice?
4. Is her choice of candy bars a healthy option before swim practice? Why or why not?
5. Did she get enough fluids during her swimming practice? Why or why not?
6. Did she make a good choice of snacking on chips and drinking soda when she wasn't hungry? Explain the reasons for your answer.

FRIDAY

1. How effectively did she manage her food choices the day of her big swim meet?
2. Did she take in enough fluids before and after the swim meet? Why or why not?
3. Were the post-meet snacks and meal nutritionally sound?
4. How do snacks and late meals affect her nutritional intake?
5. How does eating three cookies before bed contribute to her nutritional needs?

SATURDAY

1. Evaluate her meals.
2. Evaluate her fluid intake.
3. Assess her snack management on Saturday night.

OVERALL

1. To what degree did she make healthy food and beverage choices over the three days?
2. How do they compare with the MyPyramid recommendations?
3. What suggestions can you make to improve the nutritional quality of her food and beverage choices for these three days?
4. What goal would you suggest she try to reach to improve her food and beverage choices?

Part II

During the review of another teen's food choices, students should record their own food choices over three days and compare them with the www.MyPyramid.gov recommendations. They should highlight three choices that were healthful and the reasons they made them. They should then list three choices that need to be improved and indicate what they will eat the next time they are in that situation. Individuals will then define a goal(s) for improving their own eating habits (e.g., choose milk more often, eat more fruits and vegetables, switch to whole grain bread, and limit fast food to once per week) and practice working toward that goal for three days. They will reflect on the degree to which they were successful at meeting that goal and what, if anything, they will do differently in the future.

Three Days of Managing Your Food Choices

Thursday				
Foods and drinks chosen	Why was this a healthy or unhealthy choice for me?	What were the barriers to the healthier choice?	What can I do to overcome this barrier next time?	What did I do for exercise on this day?
Friday				
Foods and drinks chosen	Why was this a healthy or unhealthy choice for me?	What were the barriers to the healthier choice?	What can I do to overcome this barrier next time?	What did I do for exercise on this day?
Saturday				
Foods and drinks chosen	Why was this a healthy or unhealthy choice for me?	What were the barriers to the healthier choice?	What can I do to overcome this barrier next time?	What did I do for exercise on this day?

Guide Questions to Analyzing Your Own Food Choices

1. How do you feel physically if you miss a meal? Emotionally?
2. How do you manage your food choices when you are feeling starved or when you have cravings?
3. When you are really hungry, do you tend to eat more and eat faster? How do you know?
4. Do you eat a lot of sweets before engaging in physical activity?
5. Do you think about your fluid intake and the choices surrounding fluids during the day? How do these choices change depending on who you are with? Do these choices change on weekends?

6. Do you tend to snack when you are not particularly hungry? In what situations do you tend to do this?
7. If you eat late at night, what types of foods do you tend to eat?
8. Before participating in a sporting event, do you think about getting enough nutrition and fluids in your body? What foods and beverages do you tend to choose?
9. How is your nutrition different on weekends as opposed to weekdays?
10. What are some of the ways you try to make healthy choices in your diet?
11. How do friends impact your food choices? How is this a barrier or a help to healthier food choices?
12. Are there social and environmental situations that are barriers or a help to healthier choices?
13. What are three positive behaviors you do to manage your food choices?
14. What are three behaviors you wish to improve upon?

Time

Three class periods plus six days of recording and analyzing of food choices. This includes three days of logging, then setting a goal and logging for three more days.

Materials

The prompt, two questions, and the Web site www.MyPyramid.com.

Instruction

Review the information on the Web site along with the self-management skills that apply to this prompt. Some of the lead-up lessons should focus on nutrients and what they provide. A lesson that focuses on fast food and nutrition would be helpful. A discussion of all the different types of sports drinks and power drinks would also be helpful.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates self-management skills in his or her food choices.
2. How well the student analyzes another person's self-management skills and offers appropriate related food choices.
3. How well the student offers suggestions for improving self-management related to food choices.

Scoring Criteria

Self-Management (SM) The skill score is based on the student’s ability to practice health-enhancing behaviors and reduce health risks. Self-management skills should include the following:

- Identifies and demonstrates healthful behaviors, habits, and techniques.
 - Stress management and coping strategies.
 - Eating regular meals and snacks.
 - Drinking adequate fluids.
 - Eating a variety of foods.
- Identifies protective behaviors.
 - Eating when hungry and stopping when comfortable.
 - Strategies to avoid/manage unhealthy behaviors.

Sample Response

Guide Questions to Analyzing Your Own Food Choices

1. How do you feel physically if you miss a meal? Emotionally?
 - When I eat breakfast, I don’t fall asleep in class.
 - When I eat a sandwich at lunch, I am less likely to want candy after school.
 - When I eat a salad at lunch, I’m starving by 2:00 p.m.
 - I feel stronger when I drink a sports drink before practice.
 - If I don’t eat a snack after school, I am tempted to snack all night long.
 - When I eat pizza for dinner, I wake up really thirsty at night.
2. How do you manage your food choices when you are feeling starved or when you have cravings?
 - When I am really hungry, I eat whatever is around. I don’t care about nutrition.
 - When I crave salt, you better stay out of my way!
 - Sometimes just a taste satisfies my craving.
3. When you are really hungry, do you tend to eat more and eat faster? How do you know?
 - I eat slowly when I don’t like what is served.
 - When I’m hungry, I gobble food and am done eating before everyone else.
 - When I’m really hungry, I may eat until I’m stuffed and not realize it until I’m uncomfortable.
4. Do you eat a lot of sweets before engaging in physical activity?
 - Sugar gives me quick energy and makes me hyper.
 - Sugar caused me to “crash.”
 - Sugar is not recommended before exercise, and it can actually cause problems during exercise.

5. Do you think about your fluid intake and the choices surrounding fluids during the day? How do these choices change depending on who you are with? Do these choices change on weekends?
I drink milk with meals and soda with friends.
I drink more water if I have my water bottle with me.
There is only a soda machine at our school, so if I forget water, I won't have fluids to drink.
6. Do you tend to snack when you are not particularly hungry? In what situations do you tend to do this?
Boredom, TV ads, and seeing others eat cause me to snack when I am not hungry.
7. If you eat late at night, what types of foods do you tend to eat?
Easy-to-eat foods, not a lot of preparation, taste good, not "boring" foods, snack foods, foods I can nibble while watching TV/reading, etc.
8. Before participating in a sporting event, do you think about getting enough nutrition and fluids in your body? What foods and beverages do you tend to choose?
Yes—water makes it easy to digest foods, personal preferences, "tried and true" foods that won't upset my system. No—no time, eat whatever is around.
9. How is your nutrition different on weekends as opposed to weekdays?
On weekends my schedule is relaxed and I don't eat breakfast, as I sleep in. I stay up late, more meals at home or out with friends.
10. What are some of the ways you try to make healthy choices in your diet?
I pack snacks, I bring water in my water bottle, I bring money for snacks, I make a plan to eat a meal or a snack, and I sit when I eat.
11. How do friends impact your food choices? How is this a barrier or a help to healthier food choices?
Some of my friends care about nutrition; others do not care at all. I have friends who snack and some who do not. I have friends who are health conscious and one who works at a fast-food restaurant.
12. Are there social and environmental situations that are barriers or a help to healthier choices?
The lines are longest depending on cost, time to eat, and popularity of the fast foods sold.
13. What are three positive behaviors you do to manage your food choices?
Any habits and behaviors.
14. What are three behaviors you wish to improve upon?
Using MyPyramid, adjusting number of servings and serving sizes to my MyPyramid, and increasing exercise.

How Well Is She (How Well Am I) Managing Her (My) Food Choices?

Student Instructions

In this task you will evaluate a scenario of a teenage girl's food choices over three days and offer suggestions to improve her diet by comparing her choices to the recommendations of the Food Guide Pyramid and the nutrient content of available foods. You should define the guidelines for healthy choices for this individual by reviewing www.MyPyramid.gov. You will evaluate the selections, describe the nutrient content of the chosen foods, and offer alternative choices within the setting to improve the overall diet. You can justify some of the choices on the basis of social and environmental food influences.

In Part II, you will log and analyze your food and beverage choices for three days. Then you will set a goal, try to reach it for three days, and analyze your efforts. A second set of questions will help you analyze your food and beverage choices.

Part I

Advise a Peer

Review the following story of three days in the life of a 16-year-old girl who is a member of the swim team and works at the local retail outlet. She weighs 102 pounds and is 5'1" tall. Her commitment to the swim team has her working out in the pool for at least two hours a day, five days a week. Determine her recommended daily meal plan using MyPyramid.gov. Evaluate her food choices based on the recommendations.

Thursday

She was up late studying for a first-hour chemistry exam. She decides to sleep an extra 10 minutes and rushes to school. She didn't have any time for breakfast at home, so as she enters the school, she grabs a breakfast bag and quickly eats the yogurt and graham crackers. The chemistry test was easier than she thought and she scored a 95!

Her second-hour study hall teacher allows snacks in the classroom, so she stops by the student store and picks up a granola bar and a carton of chocolate milk to eat while she does homework for the afternoon classes.

She is really hungry by lunchtime and decides to have two slices of pizza, salad, and a chocolate chip cookie, along with a small sports drink. Her friends give her two candy bars they bought in a fundraising campaign for the prom.

She has swim team practice after school and forgot a snack, so she eats the candy bars in the locker room. She also forgot to bring a water bottle from home, so she stops at the vending machine for water to take to the pool with her. At the coach's urging, she drinks the entire bottle during practice. She is feeling a little

sluggish and practice is tough. Right after practice she goes home to shower and change. She drinks a glass of fat-free milk and eats an apple and a peanut butter and jelly sandwich before heading over to a friend's house to study.

Her friend is munching on chips and drinking a soda, and even though she is not hungry, she digs in. The large bag of chips and four cans of soda are empty when she leaves at 9:00 p.m.

It has been a long day and she is tired. She knows that Mom is not home to make dinner, so she goes to the nearest drive-through for a burger and fries to eat as she chills out and watches a little TV.

Friday

She has a big swim meet tonight, so she gets up a few minutes early to eat breakfast at home. She has a couple of slices of whole wheat toast, a banana, and a glass of milk, and she packs a few snacks to take along to school. She takes a bagel, dry cereal in a snack bag, an apple, and two juice boxes to eat on the bus as she travels to the meet.

She remembered her water bottle from home and fills it before study hall and drinks while reviewing for the math test this afternoon.

At lunch, she doesn't like what is on the menu, so she grabs a turkey and cheese sub sandwich, a carton of milk, and an orange from the à la carte line.

Before getting on the bus to go to the swim meet, she refills her water bottle. As she rides, she eats the bagel, cereal, and apple and drinks the two juice boxes. Her team wins the meet, and she gets a personal best time. The team wants to celebrate on the way home. She stops at the concession stand before getting on the bus and grabs a fruit drink and candy bar because she is starving.

The team bus stops at a local fast-food restaurant and everyone goes in for a quick dinner. Some of her friends are eating burgers and fries, and some are eating salad. She chooses the grilled chicken sandwich and apple slices along with two cartons of chocolate milk.

She is not hungry when she gets home, but Mom has just made a batch of cookies to celebrate the big win. She is tired and grabs three cookies on the way to bed.

Saturday

No school or practice today! She can sleep in until it is time to go to work at the local retail outlet. Dad is cooking breakfast this morning, and she has pancakes with syrup and butter, orange juice, and milk before she leaves for work. During her break at work she grabs a sports drink from the vending machine.

After work she goes home for dinner with her family. She eats two servings of spaghetti, a bowl of salad, two pieces of garlic bread, and a few cookies for dessert. She has water to drink.

She meets friends at the movies and eats a large popcorn and drinks a large soda. After the movie, they go out for ice cream and she enjoys a sundae. She is

staying overnight at a friend's house, and the two girls stay up all night playing video games and munching on snacks. They eat crackers and bananas and drink apple juice.

Here are the guiding questions in analyzing this student's self-management of her food choices. You will then compare it with your own management of food choices.

THURSDAY

1. What are the possible impacts of skipping breakfast?
2. In buying a few snacks at the school store, did she manage her food cravings effectively?
3. Did she make a healthy lunch choice?
4. Is her choice of candy bars a healthy option before swim practice? Why or why not?
5. Did she get enough fluids during her swimming practice? Why or why not?
6. Did she make a good choice of snacking on chips and drinking soda when she wasn't hungry? Explain the reasons for your answer.
7. Do you eat late meals very often? If yes, which types of foods do you choose?

FRIDAY

1. How effectively did she manage her food choices the day of her big swim meet?
2. Did she take in enough fluids before and after the swim meet? Why or why not?
3. Were the post-meet snacks and meal nutritionally sound?
4. How does eating three cookies before bed contribute to her nutritional needs?

SATURDAY

1. Evaluate her meals.
2. Evaluate her fluid intake.
3. Assess her snack management on Saturday night.

OVERALL

1. To what degree did she make good food choices over the three days?
2. How do they compare with the MyPyramid recommendations?
3. What do you recommend to improve her food and beverage choices?
4. What goal would you suggest she try to reach to improve her food and beverage choices?

Part II

Record your own food choices over three days and compare them to the MyPyramid.gov recommendations. Highlight three choices that were healthful and the reasons you made them. Then list three choices that need to be improved and what you could have eaten in the same situation. You can then define a goal(s) for improving your own eating habits for good health (e.g., choose milk more often, eat more fruits and vegetables, switch to whole grain bread, and limit fast food to once per week). Try it for three days. Reflect on how this experience went and what you learned, using the following questions:

1. What was my goal?
2. To what extent did I try to reach this goal in the three days?
3. To what extent was I successful in reaching it?
4. What challenges or barriers got in the way?
5. What helped me reach my goal?
6. What would I do differently the next time I try to improve my food choices?

Three Days of Managing Your Food Choices

Thursday				
Foods and drinks chosen	Why was this a healthy or unhealthy choice for me?	What were the barriers to the healthier choice?	What can I do to overcome this barrier next time?	What did I do for exercise on this day?
Friday				
Foods and drinks chosen	Why was this a healthy or unhealthy choice for me?	What were the barriers to the healthier choice?	What can I do to overcome this barrier next time?	What did I do for exercise on this day?
Saturday				
Foods and drinks chosen	Why was this a healthy or unhealthy choice for me?	What were the barriers to the healthier choice?	What can I do to overcome this barrier next time?	What did I do for exercise on this day?

Guide Questions to Analyzing Your Own Food Choices

1. How do you feel physically if you miss a meal? Emotionally?
2. How do you manage your food choices when you are feeling starved or when you have cravings?
3. When you are really hungry, do you tend to eat more and eat faster? How do you know?
4. Do you eat a lot of sweets before engaging in physical activity?

5. Do you think about your fluid intake and the choices surrounding fluids during the day? How do these choices change depending on who you are with? Do these choices change on weekends?
6. Do you tend to snack when you are not particularly hungry? In what situations do you tend to do this?
7. If you eat late at night, what types of foods do you tend to eat?
8. Before participating in a sporting event, do you think about getting enough nutrition and fluids in your body? What foods and beverages do you tend to choose?
9. How is your nutrition different on weekends as opposed to weekdays?
10. What are some of the ways you try to make healthy choices in your diet?
11. How do friends impact your food choices? How is this a barrier or a help to healthier food choices?
12. Are there social and environmental situations that are barriers or a help to healthier choices?
13. What are three positive behaviors you do to manage your food choices?
14. What are three behaviors you wish to improve upon?

Assessment Criteria

Answers will be scored on the following:

1. How well you demonstrate self-management skills in your food choices.
2. How well you analyze another person's self-management skills related to food choices.
3. How well you offer suggestions for improving self-management related to food choices.

Scoring Criteria

Self-Management (SM) The skill score is based on your ability to practice health-enhancing behaviors and reduce health risks. Self-management skills should include the following:

- Identifies and demonstrates healthful behaviors, habits, and techniques.
 - Stress management and coping strategies.
 - Eating regular meals and snacks.
 - Drinking adequate fluids.
 - Eating a variety of foods.
- Identifies protective behaviors.
 - Eating when hungry and stopping when comfortable.
 - Strategies to avoid/manage unhealthy behaviors.



Health Content on Nutrition (CC)

Learner Outcome

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

In order to apply skills, what key concepts do students need to learn and at what depth during your nutrition unit of instruction? The goal of this lesson is to explore key content related to the health impact of food choices that is relevant and immediately applicable to skills you will teach, such as understanding the influences surrounding food choices, accessing accurate nutrition information, effective communication, decision making related to food choices, and advocacy. The appendices include a few content lessons that could be included in your unit of instruction.

Consider the following for addressing critical content:

- Definitions of healthy foods and beverages.
- Definitions of energy-rich and nutrient-dense foods.
- Health impacts of food choices.
- Benefits of healthy food and beverage choices.
- Short-term and long-term effects of an unbalanced diet.
- Family and community norms around food, nutrition, and eating behaviors.
- Laws, statutes, and policies that regulate the sale of foods and beverages.
- Percentages of young people who eat the recommended amounts of fruits and vegetables.
- Food choices and the effects on growth and development, including fetal growth.
- Relationships between emotions, eating behavior, and food choices.

Any time youth discuss health content, they must:

- Use complete, factual information.
- Be sure the statements are accurate.
- Show relationships among ideas.
- Make factual conclusions about health.

Review Your Chosen Assessment

Review the final performance task and any short-answer or extended-response items you've chosen for the unit. What instructional activities and health content should be addressed prior to this lesson to help students articulate an effective response? Think ahead to other lessons you are creating—where should other health content and skill practice be included or reinforced? It may also be beneficial to have a bulletin board showing all the skills. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPosters.pdf.

Correcting Misconceptions

There are a lot of misconceptions about foods and nutrition, and many youths and adults are very susceptible to these misconceptions. Create a list of common nutrition beliefs, some true and some false. Have the students vote on these as being true or false. Create a set of classroom misconceptions that students have heard. Here are some possible misconceptions you can use:

1. Blueberries guarantee that you will live longer.
2. If a small amount of a vitamin is good, a lot must be better.
3. Quick weight loss is the best way to lose weight.
4. All you have to do to eat a healthy vegetarian diet is not eat meat.
5. Fatigue and aches and pains have a lot to do with a person's diet.
6. Eating a variety of foods is not the best way to get all of your nutrient needs.
7. According to recent research, low-carbohydrate diets, such as the Atkins diet, are the most successful diets for weight loss.
8. Eating large numbers of fruits and vegetables has minimal health benefits.
9. Meat is essential to a healthy diet.
10. Milk is essential to a healthy diet.
11. I don't need to eat fruit if I take vitamins.
12. Sugar gives you energy.
13. White bread is as nutritionally sound as whole wheat bread.
14. To lose weight it is best to skip meals.

Creating Classroom Norms

Some students like knowing that they are in the majority when it comes to opinions about nutrition issues. Consider a 5-point Likert Scale (strongly agree, agree, neutral, disagree, strongly disagree) pre-unit survey:

1. I believe that good nutrition includes lots of fruits and vegetables and whole grains.
2. I use nutritional information in making the most of my food and beverage choices.
3. Food companies do a good job of convincing young people to purchase and use their products.
4. My food and beverage choices have a big impact on how good I feel.
5. I think healthier food choices should be more easily available at lower cost.

Using Statistics to Educate on Social Norms

Choose five nutrition- or food-related statistics from a recent survey and discuss the answers. Consider tailoring the questions with data relevant to the ages of the students. An example for a middle school would be to address the ninth-grade statistics and discuss how the statistics change as students get older. In 2007, one in five high school students reported eating at least five servings of fruits and vegetables each day. Do you think it is higher or lower in middle school? It is important for students to be prepared with the information and skills to make healthful choices.

The following examples are from the 2007 Wisconsin YRBS findings:

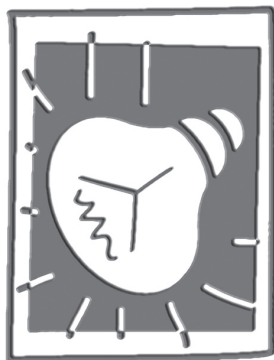
- 14% of high school students reported not eating breakfast.
- 58% of students went two or more days in a row without breakfast.
- 25% reported drinking one or more cans, bottles, or glasses of soda per day over the last seven days.
- Males are significantly more likely to drink soda compared to females.
- Males are more likely to be overweight compared to females.

Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents and other trusted adults. Find engaging ways for both students and parents or other trusted adults to talk about what was covered in some of the lessons. Have the youth share with a parent or other trusted adult a statistic he or she learned, for example, males are significantly more likely to drink soda compared to females.



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TIPS



Core Concepts

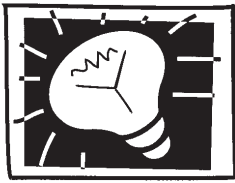
2007 Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

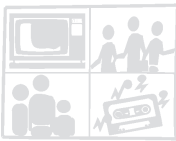
- Use complete, factual information.**
- Be sure the facts are accurate.**
- Show relationships among ideas.**
- Make factual conclusions about health.**







CC



The Rubrics

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Core Concepts

2007 Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

Concepts Rubric

- 4** The response is complex, accurate and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
- 3** The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
- 2** The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1** The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.



National Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Health Education Standard 1 Performance Indicators

Pre-K–Grade 2

- 1.2.1 Identify that healthy behaviors affect personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

Grades 3–5

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

Grades 6–8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Grades 9–12

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how the environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can affect personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.



Accessing Accurate Information (AI)

Learner Outcome

Students will demonstrate the ability to access valid information and products and services to enhance health.

Teach the Skill

Students of all ages need skills to access accurate information. This includes the ability to access appropriate community resources to meet specific needs, and to determine the accuracy and reliability of the information source.

The following are things to consider:

- What makes a media or informational resource worthy of use (reliability)?
- What makes a resource valid?
- What are the characteristics of a resource with strong qualifications?
- What does it mean to be a strong community resource?
- Why is it important to get accurate information on nutrition?
- What factors can make it difficult to get accurate nutrition information?
- What does it mean to evaluate a source's strengths?
- When evaluating effective, accurate nutrition Web sites, what issues must be considered? (Is the information up to date? What are the professional qualifications of the author or the site? Is the site under the control of a university? Is the information reviewed? Is the information biased, a sales pitch, or designed to entertain as opposed to presenting balanced information?)
- Other thoughts:

Discuss what it means to access accurate information by addressing the skill cues on the accessing accurate information rubric.

Students should be able to:

1. Identify or cite specific sources of information.
2. Explain what type of help each source offers.
3. Explain why each source is reliable or unreliable.
4. Identify type of help available from each source.
5. Explain where to get reliable sources from the family, the media, and other sources of information.
6. Demonstrate ability to use appropriate community resources that address specific needs.

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPsters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content should be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other critical health content should be included?

Apply Content and Relate Skill to Learning Outcomes

From your needs and assets assessment data, you have chosen a learning outcome to focus on during the unit: Increase the number of students who know how and where to find accurate nutrition information.

Facilitate a discussion on accessing accurate health information by using the rubric as a guide. The following are things to consider:

- Why is accessing accurate nutrition information important?
- Where do you obtain information on products related to nutrition?
- Where do you obtain information on services related to nutrition?
- What can make obtaining nutrition information difficult?
- How can the Internet affect how we receive health information?
- Is it safe to diagnose yourself or self-prescribe a diet over the Internet on such issues as eating disorders, nutritional deficiencies, or weight loss?

- What other media sources attempt to give us nutrition information (commercials, TV shows)?
- How do we assess the reliability of these sources?
- When evaluating effective, accurate nutrition Web sites, what issues must be considered? (Is the information up to date? What are the professional qualifications of the author or the site? Is the site under the control of a university? Is the information reviewed? Is the information biased, a sales pitch, or designed to entertain as opposed to presenting balanced information?).
- Other thoughts:

Accessing accurate information activities meet the Wisconsin Model Academic Standards for Nutrition: Standard A, C.8.8, C.12.8, C.12.1.

Skill Practice

The following are examples of learning activities to help students access accurate information.

Elementary School: All-in-the-Family Food Plan

Your task is to plan your family's meals for a day. Your goal as you plan the menu is to emphasize foods that can reduce the risk of heart disease. As you plan your menu, consider the following:

1. The menu should have a variety of food choices.
2. The menu should be nutritionally balanced.
3. The menu should emphasize heart-healthy foods and beverages.
4. The menu should include foods your family will eat and enjoy.

Use the following to ensure you've accessed accurate information:

1. Identify or cite specific sources of information.
2. Explain what type of help each source offers.
3. Explain why each source is reliable or unreliable.
4. Demonstrate ability to use appropriate community resources that address specific needs.

You will do some research on what types of foods may help reduce the risk of heart disease, and what is meant by a nutritionally balanced diet. Once you have planned the menu, you will write a report explaining it. This report should include the following:

1. The menu you have developed.
2. Visuals of the foods you have chosen, showing items grouped in an organized way (such as by meal with food groups together).
3. A description of the sources you chose, why you selected them, and what makes them reliable.

Middle School—For the Health of It: Making Good Food Choices

Your task is to create a PowerPoint presentation that promotes 10 healthy food choices for adolescents. You will need to include in your presentation to the class a discussion of the benefits of your selected food choices, as well as tips on how to incorporate these food and beverage suggestions into one's daily routine.

Research

The first thing you will need to do is collect information for your presentation. You may look at books, magazines, and the Internet for this information. You may also talk to doctors, dietitians, nurses, and other health professionals. Collect as much information as you can from a variety of sources about the health benefits of various foods and the ways that people can incorporate these healthy food and beverage choices into their daily schedules. Use the following skill cues to address the sources of information for your PowerPoint presentation:

1. Identify or cite specific sources of information.
2. Explain what type of help each source offers.
3. Explain why each source is reliable or unreliable.
4. Explain how to find appropriate nutrition information.
5. Demonstrate the ability to use appropriate community resources that address specific needs.

Message

When you have collected your information, organize it in a PowerPoint presentation. It should include the following:

- A title.
- Clear and thorough descriptions of the health benefits of your food and beverage choices.

- Clear and thorough descriptions of ways a person could incorporate these food choices into a daily routine, including meals and snacks.
- The sources you used and why they are reliable.

High School—High Fructose Corn Syrup (HFCS): The Good, the Bad, and the Ugly

Your task is to investigate the safety of HFCS in food in the following scenario: You are a reporter for the *City Times Headline News*. An anonymous caller left a tip that Super Rush Cola is addicting, as it contains HFCS. The caller also claims that HFCS is making the entire city depressed and fat. You need to check out this story, as pop star Icee Crystal is drinking Super Rush Cola by the gallon, and her agent is blaming HFCS for Icee's latest concert cancellation. Could there be any truth in the agent's claims? What is HFCS? How is it used? Where would you go for information on HFCS? Are there additional myths, concerns, and facts about HFCS that should be disclosed to the public? How will you determine how reliable your sources are? Is there a story here for the *Headline News*?

Research

The students will investigate the claims on HFCS, including any online blogs, lay press articles, medical research reports, and scientific journal articles.

Use the following skill cues for accessing accurate information to help you choose where you will get your information:

- Identify or cite specific sources of information.
- Explain what type of help each source offers.
- Explain why each source is reliable or unreliable.
- Explain how to find the needed help.
- Demonstrate ability to use appropriate resources that address specific needs.

Write Your Story

You will need to write your story for the next edition to set the record straight.

Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find ways for both students and parents to talk about what was covered during this lesson.

It is important for both parents/trusted adults and youth to be able to assess sources of information for reliability. Have a parent/trusted adult brainstorm some sources used for obtaining nutrition information in the community. Have the parent/trusted adult and youth work together to put one of those sources to the test with the following skill cues:

1. Identify or cite specific sources of information.
2. Explain what type of help this source offers.
3. Explain why the source is reliable/unreliable.
4. Demonstrate ability to use appropriate community resources that address specific needs.
5. Investigate how nutritional needs can be met by this program, or the challenges the program faces to meet nutritional needs (such as the lack of fresh produce at food pantries).

Skill Reinforcement

The skills addressed in this resource cut across many health education content areas. You may consider replicating the accessing accurate information template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Tobacco
- Consumer health

Skill Assessments

Elementary School

Suzie has been reading books about food in her science class. The titles of the books are *Gregory, the Terrible Eater; It's Disgusting and We Ate It!*; and *My Little Sister Ate One Hare*. Read one of these books and provide three pieces of nutrition information that you think are true. Find a source that confirms these facts. What makes the source reliable?

Scoring Criteria

Accessing Accurate Information (AI) The skill score is based on the student's ability to access valid health information and/or health-promoting products and services. Comprehensive student work includes the following:

1. Identify or cite specific sources of information.
2. Explain what type of help each source offers.
3. Explain why each source is reliable or unreliable.

Middle School⁴

Mary has read three articles on caffeine, and each one has a different theory regarding the effects caffeine has on the body. She is unsure which article is correct. What are three key questions Mary should ask herself about each article when she tries to determine whether the information is valid? Explain why these questions are important.

Scoring Criteria

Accessing Accurate Information (AI) The skill score is based on the student's ability to access valid health information and/or health-promoting products and services. Comprehensive student work includes the following:

- Identify or cite specific sources of information.
- Explain what type of help this source offers.
- Explain why the source is reliable/unreliable.
- Demonstrate ability to use appropriate community resources that address specific needs.

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High School

Nutrition Web Evaluation for Consumers

Use the following criteria to evaluate the accuracy and reliability of a given Web site that provides nutrition information. Circle what you think is the best answer.

Criteria for evaluating the reliability of a given Web site	High quality	Acceptable	Promising	Poor quality
Currency and timeliness of the information provided				
When was the Web site last updated?	Every month	Within the last three months	Within the last year	Over a year
	4	3	2	1
Does the Web site contain advertisements?	Site has no ads	Site has one or two ads	Site has three ads	Site is loaded with ads
	4	3	2	1
Relevancy and importance of the information provided				
a. Is the site age-appropriate?	4	3	2	1
b. Is the resource written specifically for youth and/or written so multiple audiences can understand?	4	3	2	1
c. Would you cite this source while writing papers or articles?	4	3	2	1
Authority and the source of the information				
What are the author's qualifications?	Author has health, medical, or nutrition professional degree	Meets two of the previous three criteria	Name only	No references
	4	3	2	1
Does the URL (e.g., .com, .edu, .gov, .org, and .net) reveal something about the author or source or are you redirected to another site?	.edu or .gov; not redirected	.org and some .net depending on who purchased the domain; warnings when leaving site with other links	Some .org and .net depending on who purchased the domain name; redirected to other sites without warning	.com; redirected to other sites without warning
	4	3	2	1

Accuracy and correctness of the informational content				
a. Has the information been reviewed or refereed?	Research information	Shortened version of research	Some lay publications	Some lay publications, product selling information; research funded by corporation selling the product
	4	3	2	1
b. Does the language or tone seem biased, emotional, or like a sales pitch? What is the language or tone of the resource?	Free of emotion	Generally balanced	Trying to sell a product	Very biased or emotionally driven
	4	3	2	1
Purpose of the Web site	Inform or teach	Sell a product or service	Entertain	Make claims that are too good to be true
	4	3	2	1
Total Score				
<p>35–40 Outstanding nutrition Web site. Use it to provide accurate nutritional information.</p> <p>27–34 Web site provides some sound nutrition information, but has some problems that limit its use.</p> <p>17–26 Web site is geared toward influencing or selling questionable nutritional information.</p> <p>10–16 Web site is nutritional propaganda.</p> <p>Adapted from the CRAAP (currency, relevance, authority, accuracy, and purpose) Test.</p> <p>Source: www.csuchico.edu/lins/handouts/evalsites.html</p>				

Characteristics of Student Work

The accessing accurate information skill evaluates the students’ ability to access valid health information and health-promoting products and services.

Students are assessed on their ability to:

- Identify or cite specific sources.
- Evaluate the validity of the source.
- Provide rationale for appropriateness of the source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from the source.

High School Test

Review the components of the CRAAP test adaptation and the criteria used to assess the quality of the Web site.

Have the students do a search on nutrition or healthy eating and choose a Web site to evaluate, or assign them one of the following URLs to put to the test with the evaluation tool:

- www.MyPyramid.gov
- www.arborcom.com
- www.eatright.org
- www.eatrightwisc.org
- www.actionforhealthykids.org
- www.peta.org
- www.vegsoc.org
- www.vitamins-nutrition.org
- www.calorie-counter.net
- www.hsph.harvard.edu/nutritionsource
- www.eatingwell.com
- www.quackwatch.org
- www.chasefreedom.com
- www.ediets.com

Discuss the similarities and differences in their scores prior to the next exercise. Discuss the findings from each group.

Scoring Criteria

Assessing Accurate Information (AI) The skill score is based on the student's ability to access valid health information and/or health-promoting products and services. Comprehensive student work includes the following:

1. Identify or cite specific sources of information.
2. Explain what type of help each source offers.
3. Explain why each source is reliable or unreliable.
4. Demonstrate ability to use appropriate community resources that address specific needs.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include A.8.2, B.8.4, B.12.3, B.12.6, C.4.5, C.8.5, C.8.8, C.12.1, C.12.6, C.12.8, D.8.5, D.12.1, D.12.3, D.12.4, D.12.5, F.4.4, F.8.4, F.12.3.

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TIPS

Accessing Information

2007 Health Education Standard 2

Students will demonstrate the ability to access valid health information and products and services to enhance health.

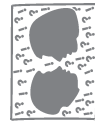
Identify sources of information.

Explain how to find the needed help.

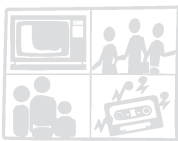
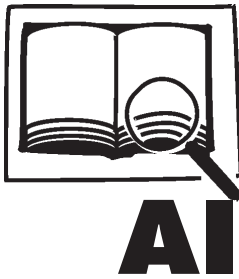
Explain what type of help this source offers.

Explain why it's a good source.

AI







The Rubrics

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Accessing Information

2007 Health Education Standard 2

Students will demonstrate the ability to access valid health information and products and services to enhance health.

Characteristics of Student Work

This skill category evaluates the students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where the student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service.

Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 2

Students will demonstrate the ability to access valid information and products and services to enhance health.

Rationale

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Health Education Standard 2 Performance Indicators

Pre-K–Grade 2

- 2.2.1 Identify trusted adults and professionals who can help promote health.
- 2.2.2 Identify ways to locate school and community health helpers.

Grades 3–5

- 2.5.1 Identify characteristics of valid health information, products, and services.
- 2.5.2 Locate resources from home, school, and community that provide valid health information.

Grades 6–8

- 2.8.1 Analyze the validity of health information, products, and services.
- 2.8.2 Access valid health information from home, school, and community.
- 2.8.3 Determine the accessibility of products that enhance health.
- 2.8.4 Describe situations that may require professional health services.
- 2.8.5 Locate valid and reliable health products and services.

Grades 9–12

- 2.12.1 Evaluate the validity of health information, products, and services.
- 2.12.2 Use resources from home, school, and community that provide valid health information.
- 2.12.3 Determine the accessibility of products and services that enhance health.
- 2.12.4 Determine when professional health services may be required.
- 2.12.5 Access valid and reliable health products and services.





Analyzing Influences (INF)

Learner Outcome

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Teach the Skill

Youth need skills to analyze internal and external influences on health behavior. The following are things to consider:

- What is influence?
- How can it affect how a person thinks?
- Are some influences stronger than others?
- How can self-esteem and other personal factors influence health decisions?
- How do messages from the media influence health decisions?
- What does it mean to be media literate?
- Are messages we receive from media sources always accurate?
- How can friends influence behavior?
- Can influences be both good and bad?
- How are influences interrelated?
- Other thoughts:

Discuss the skill cues for analyzing influences. It may be helpful to provide an example and model the skill cues in your discussion (e.g., media messages and how they affect self-image).

Students should be able to:

1. Show a variety of influences.
2. Show both internal and external influences.
3. Explain the complexity of the influences.
4. Show how the influences affect health choices.

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPsters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content should be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other content needs to be included?

Apply Content and Relate Skill to Learning Outcomes

From your needs and assets assessment data, you have chosen a learning outcome to focus on during the unit. For example, you may have selected: Increase the number of students who know how external and internal factors can influence food and beverage choices.

Facilitate a discussion on internal and external influences on food choices and eating behavior. It is important for youth to understand that their ability to analyze and change/remove influences for themselves and others will help maintain or improve eating habits and health.

The following are questions to pose in the discussion with students:

- What are some examples of influences on food and beverage choices, both internal and external?
- What can prompt you to eat, even if you're not hungry?
- How does culture influence a person's food choices?
- How can advertising influence food choices?

- In what ways does the availability of grocery stores influence food choices?
- How can the media influence how people choose food and beverages?
- How does one's family influence food choices?
- How do friends or family members influence decisions made about food and beverages?
- Who is a good influence on your food and beverage choices?
- How can external influences impact food and beverage choices?
- How does the price of food influence food choices?
- How does portion size influence food decisions?
- How does time pressure influence food choices?
- Other thoughts:

Skill Practice

Because the unit should focus on a limited number of skills, you may choose to cover influences over more than one class period, thus allowing more time for practice. The goal is to provide enough practice to help students feel comfortable and competent using these skills in real-world situations. Choosing different types of activities will allow students to look at influences from different perspectives. The following are examples of activities to help students analyze influences.

Elementary School: May the Vegetable Force Be with You

Your group has been hired by an advertising agency to study how students might be influenced to eat more vegetables. The agency wants to use these influences to change eating habits. Considering the factors that influence a young person's food choices, create a set of six questions that you will ask others in class that are related to how young people are influenced to eat certain foods. Ask this set of questions to 10 students. Draw conclusions on how elementary students can be influenced to increase the amount of vegetables they eat. Make sure that at least one of your questions addresses the personal habits of your fellow students.

Scoring Criteria

Analyzing Influences (INF) The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors.
 - Media (TV, magazines, newspapers, radio, Internet).
 - Parents.
 - Ethnic/cultural/traditional/holiday celebrations.
 - Peers/friends.
 - Geographic/season.
 - Societal/manners/restrictions of setting (no eating on the bus, peeling an orange is messy).
 - Technology (processed and fortified foods).
 - Time.
 - Sensory characteristics (smell, taste, touch, sight, sound).
 - Resources/financial situation.
 - Access to food, place to purchase food.
- Identifies and analyzes internal factors.
 - Physiological needs, hunger, low energy, interests, wants.
 - Habits.
 - Values, beliefs.
 - Psychological needs.
 - Emotional state/mood.
 - Likes/dislikes.
 - Knowledge of nutrition.
- Addresses interrelationships and complexity of influences. (How do influences impact eating behavior, such as having no time to eat?)
- Presents a variety of influences as appropriate.

Middle School—“Got Thirst?”: Making Sound Beverage Choices

Discuss with students how advertisers pick a market to target their advertising. Advertising appeals to different groups of people (demographics), and focusing on specific target market groups will exert external influence. Your students' task is to find three beverage advertisements that appear on television, on billboards, or in magazines. Cut out, take a picture or screen shot of, or sketch the advertisements and analyze them for the type(s) of influence they are using to get you to buy a certain beverage product. Have the students respond to the following questions:

- What external influences are they using to try to get you to buy the products?
- In what ways is the advertising targeting a specific group or groups? What groups are targeted?

- Is this an effective ad? Why or why not? Which strategies or messages make it effective?
- What internal influences could be impacting beverage choices?
- How might these external and internal influences interact to impact behavior?

Examples of external influences using target demographics include featuring a mom giving out juice drinks at a child's birthday party to appeal to parents, or focusing on a group of athletes to promote a sports drink to active adolescents and young adults. An advertisement showing, for example, African American girls drinking a non-dairy beverage that is rich in calcium is another way that external influences are used to sell a product to a specific audience.

After analyzing the three ads, facilitate a whole-class sharing of the most common strategies or messages. Ask students to share the advertisement that had the biggest influence on them and explain why it might impact beverage selections and behavior.

High School: Selling Nutrition

Food and beverage products are marketed to people of all ages. Your task is to investigate ways in which the food choices of young people are influenced by what they see on television. You will do this by watching and analyzing the food and beverage commercials that are shown during cartoons or other shows targeted at young people and the influences used to get you to buy the food product. Summarize your findings in a report and present the results to your classmates. Consider the following factors used in advertising:

- Media: appearance of the advertisement, catchy songs, and memorable phrases, etc.
- Parents: ads where mom is the food decision maker or dad is the “coach.”
- Ethnicity: ads may try to appeal to certain ethnic groups or feature certain ethnic foods.
- Age groups: advertisements aimed at seniors who want to feel younger.
- Peers: strength in numbers; fit in with the crowd.
- Association: happy or beautiful people buy this; you will be happy or beautiful too if you buy it.
- Geography: certain foods are popular in certain locations.
- Society: everyone eats at this restaurant; celebrity endorsement.
- Promotions: buy one, get one free; or add a soda for a penny.
- Quality: this food is good for you, will make you feel better.

Data Collection

Spend time watching cartoons and other shows targeted at young people. Watch long enough to observe 10 food or beverage commercials. You will be studying the commercials that are shown during this time, so do not change the channel every time a commercial appears. Keep a log of all the food commercials you see during this time. Each time a food or beverage commercial appears, make the following entry in your log:

1. The time of day that the commercial is shown.
2. The type of product advertised.
3. The target audience (age, gender).
4. The techniques and influences used to get young people to eat the food (e.g., using cartoon characters or famous athletes to promote the product, or using bright colors and catchy music).
5. Feelings and messages: What feelings did the advertisement evoke? What are the main messages?

The following is an example of a log entry.

Time	Food advertised	Characteristics of children in advertisement; target audience	Techniques and influences	Feelings and messages
9:03 a.m.	Kid's fast-food meal	All races, boys and girls, appear to be 4–7 years old	Clown, bright colors, kids having fun eating and playing	This place is fun

You may want to ask your parent or caregiver to watch television with you and discuss what you see in the advertisements.

Report and Presentation

Take the information you have collected and analyze the different techniques advertisers use to influence the food choices of young people. Think about these questions:

1. What types of foods were shown in the commercials?
2. What types of influences and techniques were used to get the young people engaged?
3. How does the main message relate to healthy food and beverage choices?
4. Estimate how often young children are exposed to messages about food and nutrition while watching TV. (Assume children watch TV one hour per day for a week.) What percentage of these ads reinforce healthy food choices?

Present your findings in a written report and in a presentation to your class. Your report and presentation can include words, pictures, and charts. Your report should be three to four pages, and your presentation should be 10 minutes. In your report and presentation, be sure you do the following:

1. Share the data you collected.
2. Explain how the main messages relate to the product advertised.
3. Explain how the commercials are designed to influence the food choices of young people. How might these messages relate to other influences from such sources as family, culture, health care, peers, school, etc.?

Skill Assessments

Elementary School⁵

List things that might influence a person's snack choices. For each thing you identify, explain how it can influence a person's snack choices.

or

Tom's mother sent him to the grocery store to buy a loaf of bread. She did not tell him what kind of bread to buy. List things that might influence Tom's bread choice.

Scoring Criteria

Analyzing Influences (INF) The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors such as three of the following:
 - Grocery stores where the family shops.
 - Advertising of food products.
 - Food items in vending machines.
 - Parents and their food choices.
 - Ethnic/cultural/traditional/holiday celebrations that happen in the family.
 - Friends.
 - Convenient locations of food products, like a gas station that sells snacks.
 - Societal restrictions of setting (no eating on the bus; peeling an orange is messy).
 - Food that is easy to prepare and easy to get.
 - Sensory characteristics (smell, taste, touch, sight, sound).
 - Price and affordability.
- Identifies and analyzes internal factors:
 - Physiological needs, hunger, low energy, interests, wants.
 - Values, beliefs.
 - Psychological needs.
 - Emotional state/mood.
 - Likes/dislikes.
 - Knowledge of nutrition.

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Middle School⁶

Many Americans are obsessed with losing weight and getting fit. Give two examples of how the media have contributed to this weight obsession among Americans.

Scoring Criteria

Analyzing Influences (INF) The skill score is based on the student’s ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors such as three of the following:
 - Media (TV, magazines, radio).
 - Parents (comments on weight, dieting practices, foods at home).
 - Ethnicity (body size beliefs).
 - Legal (use of supplements).
 - Peers (comments on body size).
 - Geography (food choices, diet and fitness services).
 - Society (celebrity diets).
 - Technology (Internet, interactive nutrition information).
 - Resources, financial situation.
 - Packaging.

High School⁷

Parker, Sarah, and Jasnica are all on the JV team and were snacking on pizza before practice. One of the varsity players saw them eating and said to them, “I can’t believe you’re eating that.”

Parker’s older sister is an aspiring model, and Parker and Jasnica read fashion magazines together on the weekend, commenting on how the clothes and models look.

Jasnica’s mother loves to cook and insists that everyone clean their plate at every meal.

Sarah’s father recently commented that the girls shouldn’t sit around watching TV or they will get fat.

Parker recently noticed that Sarah has been spending a long time in the school bathroom every day after lunch.

Jasnica and Sarah talk a lot about calories and exercise, and have started reading diet and fitness blogs on the Internet.

⁶ ©2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Adapted from assessment item #22009.

⁷ ©2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment items #32410 and #32411.

A boy at school referred to the girls as the Three Chub-Cadettes when they were waiting for the bus.

Describe how these factors may influence their food choices. State which of these factors are external and which are internal. Describe possible interactions among these factors.

or

Some young people periodically go on fad or crash diets to lose weight rapidly. Write an article for a teen magazine to educate young people on a healthful way to manage their weight. In the article, include descriptions of three influences, with at least one being an internal influence that can impact a young person to go on a fad or crash diet. How might these influences work together, and how might an external influence impact an internal influence?

Scoring Criteria

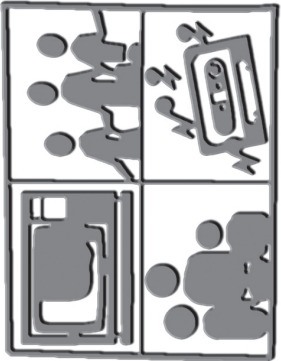
Analyzing Influences (INF) The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors such as three of the following:
 - Media.
 - Parents.
 - Ethnicity.
 - Legal (supplements, diet program contracts).
 - Peers (pressures to be thinner).
 - Geography.
 - Societal pressures to be thinner, clothing options.
 - Technology (body fat scales, computer weight-loss programs).
 - Resources available and financial situation.
- Identifies and analyzes internal factors such as three of the following:
 - Psychological factors (curiosity, wants, desires).
 - Emotions and mood.
 - Likes/dislikes.
 - Sensory characteristics (sight, smell, taste, sound, touch).
- Addresses interrelationships and complexity of influences (e.g., how do influences impact eating behavior?).

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include C.4.5, C.8.8, C.12.1, C.12.7, D.8.3, D.12.1, D.12.3, E.4.3, E.4.5, E.8.3, E.12.3, E.12.4, E.12.5, E.12.6, F.4.2, F.8.2, F.12.2, F.12.3.

Analyzing Influences

2007 Health Education Standard 3 *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*



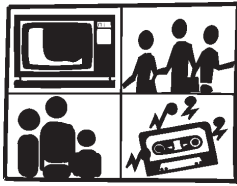
TIPS

- Show a variety of influences.
- Show both internal and external influences.
- Explain the complexity of the influences.
- Show how the influences affect health choices.

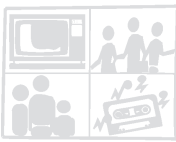
INF







INF



The Rubrics

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Analyzing Influences

2007 Health Education Standard 3

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Characteristics of Student Work

This skill category evaluates students' ability to analyze the influence of internal and external elements on health behavior. The quality of student responses may vary from low, with little or no evidence that the student recognizes that internal and external factors influence personal, family, and community health, to high, with responses that show evidence of an appreciation of the complexity of the influences and provide analysis of the factors affecting personal, family, and community health.

Skill Cues

- identifies and analyzes external factors
 - media
 - parents
 - ethnic
 - legal
 - peers
 - geographic
 - societal
 - technology
- identifies and analyzes internal factors
 - curiosity
 - interests
 - desires
 - fears
 - likes/dislikes
- addresses interrelationships and complexity of influences
- presents variety of influences as appropriate

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 3

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Health Education Standard 3 Performance Indicators

Pre-K–Grade 2

- 3.2.1 Identify how the family influences personal health practices and behaviors.
- 3.2.2 Identify what the school can do to support personal health practices and behaviors.
- 3.2.3 Describe how the media can influence health behaviors.

Grades 3–5

- 3.5.1 Describe how the family influences personal health practices and behaviors.
- 3.5.2 Identify the influence of culture on health practices and behaviors.
- 3.5.3 Identify how peers can influence healthy and unhealthy behaviors.
- 3.5.4 Describe how the school and community can support personal health practices and behaviors.
- 3.5.5 Explain how the media influence thoughts, feelings, and health behaviors.
- 3.5.6 Describe ways that technology can influence personal health.

Grades 6–8

- 3.8.1 Examine how the family influences the health of adolescents.
- 3.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 3.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 3.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 3.8.5 Analyze how messages from the media influence health behaviors.
- 3.8.6 Analyze the influence of technology on personal and family health.

- 3.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 3.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 3.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 3.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

Grades 9–12

- 3.12.1 Analyze how the family influences the health of individuals.
- 3.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 3.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 3.12.4 Evaluate how the school and community can affect personal health practices and behaviors.
- 3.12.5 Evaluate the effect of the media on personal and family health.
- 3.12.6 Evaluate the impact of technology on personal, family, and community health.
- 3.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 3.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 3.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.



Decision Making (DM)

Learner Outcome

Students will demonstrate skills for making safe and healthful choices that positively impact their health.

Teach the Skill

Students of all ages are able to make decisions, but some decisions have more serious outcomes than others. This can be true of decision making as it relates to our food choices. Facilitate a discussion on past decisions students have made.

The following are things to consider:

- What kinds of decisions do you make automatically and often (what to wear each day, what to eat, etc.)?
- What kinds of decisions do you make that are not automatic and take some thought (choice of friends, choice of subjects to take in school, choice to go to college, etc.)?
- What makes a decision “good”?
- Why is it important to develop good decision-making skills?
- Are some decisions more difficult than others?
- What makes them more difficult?
- What are some things that can influence decisions?
- What trusted adults are available to help with a decision?
- How can decisions affect other people?
- Are there legal implications to some decisions?
- Other thoughts:

Discuss the steps in the decision-making process, provide an example, and model the skill cues (e.g., “Should I do my homework?”).

Students should be able to:

1. Identify the decision to be made.
2. Identify options and possible consequences.
3. State the decision clearly.
4. Evaluate and reflect on the decision.

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPsters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content should be facilitated during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other content needs to be included?

Apply Content and Relate Skill to Learning Outcomes

From your needs and assets assessment data, you have chosen a learning outcome to focus on during the unit: Increase the number of students who can demonstrate the ability to make healthy food and beverage choices.

The needs assessment provided many important findings to help develop content and skills to address this health outcome. According to the 2007 Wisconsin YRBS, only 18% of high school students reported eating five or more servings of fruits and vegetables during the last week. In addition, over half of high school students reported missing breakfast two days in a row. In terms of sugared beverages, a quarter of high school students had at least one serving of sugared soda a day, with males consuming a much higher amount on average.

Consider the following questions:

- What makes a decision healthful?
- What things should be considered before deciding what foods to eat?
- What factors influence decisions made about food choices?
- How can the decision to eat a certain food affect one’s health?
- How can the decision to eat a certain food affect a family’s health?

- If someone decides to eat certain foods, what additional decisions, such as serving size, need to be made?
- Who are the trusted adults in my life that help me make food choices?
- How can decisions change over time?
- Other thoughts:

Skill Practice

Elementary School—Eat and Go: Healthy Decisions

Your task is to keep track of the kinds and amounts of food you eat for two days and the kinds and amount of physical activity you do during the same time. You will use the information you collect to examine your diet and physical activity decisions. You'll analyze your decisions based on the choices you have made.

Collecting Information

You will need to keep a two-day food and physical activity log (a list of the foods you ate and the physical activity you did for each day) for yourself. Your log should include the following:

1. The food you ate for all meals and snacks for the two days. This should include both what you ate and how much you ate. Be as specific as possible (you may have a parent or older brother or sister help you with this). For example, “toast” is not as specific as “two slices of toast with margarine and jelly.”
2. Any kind of physical activity you did during the two days and for how long you did each activity.

As you track your food intake and physical activity, consider the following:

- What are my options?
- Is one option healthier than others?
- Which foods did you eat? How much did you eat?
- What is the health impact of regularly eating this item (e.g., more energy, can concentrate on my studies, feel better)? Keep in mind that your

answers might be different if you have access to school breakfast that is made for you or if you have no options at home but one or two items each day.

Use a chart like the following to record this information.

Two-Day Exercise and Physical Activity Chart					
Food Intake Chart: What did you eat and how much?					
Time	Food eaten		Amount		Why select this food?
Physical Activity Chart: What did you do and for how long?					
Day 1	What did I do?	How long?	Day 2	What did I do?	How long?

Analysis of Information and Report

When you have finished your log, write a report that answers some questions about the information in the log. You may have to find other sources of information (books, the Internet, your teacher) to help you answer some of these questions. If you use other sources, be sure to list them. In your report, do the following:

1. Look at two times when you made a decision about what food to eat and two times when you made a decision about what physical activity to do.
 - What choices did you make?
 - What were your options?
 - Why did you make the choices you did?
 - Were some of these choices made for you by your family or by what was being served at school?
 - Were your choices healthful? Why or why not?
 - Did anyone help you make your choice?
 - Were there times you did not have a choice? When?

Middle School—Food: The Choice You Make Is Most Times Your Own

In this activity you will respond to the scenario as though it happened to you as a young adult.

You have just learned that your job is moving from a full-time position to half time for the next three months. You have to make a few changes in your diet to budget your food shopping with the amount of money you will now be making. You love to exercise and want to keep foods that will provide the nutrition you need. On your next shopping trip, you decide to eliminate

5 of the following 10 foods that you always used to buy. Which ones will you decide not to purchase and why? As you reflect on your choices, do you notice anything in common with the products? Extra credit: Which cost more—the items you chose or the items you did not choose? This will entail going shopping with your parent(s) and pricing the products.

Three pounds of McIntosh apples
Three sausage and cheese pizzas
A 12-pack of power drinks
A large bag of potato chips
A box of chicken nuggets
A large container of yogurt
A loaf of whole wheat bread
A pound of sliced turkey
A 12-pack of water
One bag of baby carrots
Peanut butter
A salad with tomatoes and onions

High School: Freedom to Decide

Your parents are going out of town unexpectedly for the weekend. You and your older brother will be staying home. Your parents give you \$80 for food and meals for both of you for the weekend. Your parents didn't get the grocery shopping done before they left, so you will need to get milk, fruit, eggs, bread, lunch meat, cheese, and salad/raw vegetables for sure. A quick check of the cupboards and refrigerator reveals that you have oatmeal, cornflakes, microwave popcorn, bagels, margarine, peanut butter, pickles, and ketchup. Your brother will be working all weekend, so he's put you in charge of the meals and cooking, and he'll do the cleanup when the meals are prepared at home.

- What is your decision on how often you will eat at home for the seven meals and snacks?
- Consider the following options: Using the grocery store advertisements to plan your purchases, buying foods, just buying snacks for the weekend, eating fast food, and planning and purchasing groceries for your meals for the weekend, from Friday night until Sunday night. Make a list of what you plan to do for each meal.
- Do your cooking skills affect your decisions? How did you decide what to purchase at the grocery store (easy to prepare, smaller package, price/promotions, want to eat it, things that you may not usually have at home)? Did you stick to your budget?

- Did you choose any takeout meals? Why or why not?
- Did you choose any fast-food meals? If so, which restaurant did you choose?
- Evaluate the choices you made. To what degree were they more or less healthy than when your parents are around?

Skill Assessments

Elementary School⁸

You are in a cafeteria with your family waiting to buy lunch. These are the menu choices:

Entrée	Side dishes
Baked fish Fried chicken Bean and cheese burrito Pork chops in gravy Turkey sandwich on whole wheat bread Chili with beef and beans	Cooked carrots Onion rings Lettuce salad with fat-free dressing Steamed spinach Mashed potatoes and gravy Corn on the cob Buttered noodles Whole wheat crackers
Drinks	Dessert
Orange juice Skim milk Water Cola (regular and diet) Milk shake Berry punch (10% fruit juice)	Chocolate cake Ice cream sundae with vanilla ice cream, chocolate syrup, whipped cream, and strawberries Banana Apricot halves

Choose a healthy, balanced lunch, with one entrée, two side dishes, one drink, and one dessert. Explain how each of these foods would be a healthful choice. List food choices that are not as good and explain why they might not be the best choices.

Scoring Criteria

Decision Making (DM) The skill score is based on the student's ability to use decision-making skills to enhance health. The qualities of effective decision making include the following:

- Is personalized.
- Shows progression through a decision-making process.
 - Identifies the decision to be made.
 - Considers options and consequences.

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- Takes action or makes decisions.
- Evaluates or reflects on action.

Middle School⁹

You want to cook a healthy meal for your family. Using the menu below, choose the foods that you think would be the healthiest meal choices for dinner. You must choose one food from each category. For each food you choose, explain why that food is a healthier choice than the others in the category.

Category	Options
Entrée	Fried chicken Roasted chicken
Grain product	Pasta in cream sauce Instant rice pilaf (from a box mix) Steamed brown rice
Vegetable	Broccoli and cheese sauce Steamed broccoli
Green salad with dressing	Olive oil vinaigrette Low-fat ranch dressing Lemon juice Blue cheese dressing
Beverage	1% milk Water Soda Diet soda Coffee

Scoring Criteria

DM The skill score is based on the student's ability to use decision-making skills to enhance health. Comprehensive student work:

- Is personalized.
- Shows progression through a decision-making process.
 - Identifies the decision to be made.
 - Considers options and consequences.
 - Takes action or makes decisions.
 - Evaluates or reflects on action.

⁹ ©2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Adapted from assessment item #22309.

High School¹⁰

It is your turn to host the soccer team's dinner prior to their 8:00 p.m. game. You want to plan a meal that will help the team perform well during the game. Describe the steps in the decision-making process you should use as you plan the meal. Discuss two factors you should consider when selecting the foods and/or planning the dinner and explain why you should consider these factors. What foods may help the team's performance? Compare the best choice with the worst choice and explain why they are so different. Are there any foods that should be avoided pre-event?

Scoring Criteria

DM The skill score is based on the student's ability to use decision-making skills to enhance health. Comprehensive student work:

- Is personalized.
- Shows progression through a decision-making process.
 - Identifies the decision to be made.
 - Considers options and consequences.
 - Takes action or makes decisions.
 - Evaluates or reflects on action.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include A.4.4, A.8.3, B.8.4, B.12.6, C.4.1, C.4.5, C.8.5, C.8.8, C.12.1, C.12.2, C.12.9, D.12.7, E.4.5, E.12.1, E.12.3, E.12.4, E.12.5, E.12.6, F.12.4.

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Decision Making

2007 Health Education Standard 4

Students will demonstrate the ability to use decision-making skills to enhance health.

TIPS

Show all the steps of the decision-making process.

Identify the decision to be made.

Identify options and possible consequences.

State the decision clearly.

Evaluate and reflect on the decision.

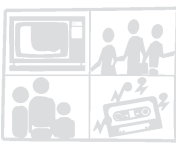
DM







DM



The Rubrics

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Decision Making

2007 Health Education Standard 4

Students will demonstrate the ability to use decision-making skills to enhance health.

Characteristics of Student Work

This category evaluates the ability to use decision making to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to make a decision, to high, showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision.

Skill Cues

- is personalized
- shows progression through a decision-making process
 - identifies the decision to be made
 - considers options and consequences
 - takes action or makes decisions
 - evaluates or reflects on action

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 4

Students will demonstrate the ability to use decision-making skills to enhance health.

Rationale

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Health Education Standard 4 Performance Indicators

Pre-K–Grade 2

- 4.2.1 Identify situations when a health-related decision is needed.
- 4.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Grades 3–5

- 4.5.1 Identify health-related situations that might require a thoughtful decision.
- 4.5.2 Analyze when assistance is needed in making a health-related decision.
- 4.5.3 List healthy options to health-related issues or problems.
- 4.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 4.5.5 Choose a healthy option when making a decision.
- 4.5.6 Describe the outcomes of a health-related decision.

Grades 6–8

- 4.8.1 Identify circumstances that can help or hinder healthy decision making.
- 4.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 4.8.3 Determine when individual or collaborative decision making is appropriate.
- 4.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

- 4.8.5 Predict the potential short-term impact of each alternative on self and others.
- 4.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 4.8.7 Analyze the outcomes of a health-related decision.

Grades 9–12

- 4.12.1 Examine barriers that can hinder healthy decision making.
- 4.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 4.12.3 Justify when individual or collaborative decision making is appropriate.
- 4.12.4 Generate alternatives to health-related issues or problems.
- 4.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 4.12.6 Defend the healthy choice when making decisions.
- 4.12.7 Evaluate the effectiveness of health-related decisions.



Interpersonal Communication (IC)

Learner Outcome

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Teach the Skill

Students of all ages need skills to communicate effectively. The following are things to consider:

- What makes communication effective?
- What makes communication ineffective?
- What does it mean to negotiate?
- What does it mean to justify your position?
- What does it mean to be assertive?
- Why is it important to verbalize what you want?
- What factors can make it difficult to communicate effectively?
- What does it mean to respect someone's views?
- How are verbal and nonverbal communications different?
- Why is it important to develop listening skills?
- What are strategies for resolving conflicts?
- Why is it important to communicate with trusted adults?
- Why is it important to communicate effectively?
- Other thoughts:

Discuss what it means to demonstrate good interpersonal communication and provide an example and model the skill (e.g., “Why I don’t want you to do my assignment for me.”).

Students should be able to:

1. Demonstrate interactions among individuals.
2. Use message tactics and strategies.
 - Clear, organized ideas or beliefs.
 - “I” messages.
 - Tone—respectful versus aggressive and confrontational.
 - Body language.
 - Reflective listening.
3. Demonstrate refusals.
 - Give a clear “no” statement.
 - Present reasons why you believe what you do.
 - Walk away.
 - Delay, change the subject.
 - Repeat refusal.
 - Provide an excuse.
 - Put it off.

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPosters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and health content should be facilitated during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other health content needs to be included?

Apply Content and Relate Skill to Learning Outcomes

From your needs and assets assessment data, you have chosen a learning outcome to focus on during the unit. The outcome you have chosen is: Increase the number of students who demonstrate the ability to communicate effectively about healthy food choices.

It is important for youth to understand that their ability to communicate effectively will help maintain or improve their personal health. The following are things to consider:

- How does self-esteem affect the ability to communicate?
- How do you communicate to someone that you do not want to eat the food item that person wants you to eat (e.g., fast food)?
- How do you communicate to someone that you would prefer to eat at a place with healthier food options?
- How do you communicate your desire for healthy food options to your parents or guardians?
- What is the link between thoughtful decision making and effective communication skills?
- Other thoughts:

Skill Practice

Because the unit should focus on a limited number of skills, you may choose to cover interpersonal communication in no more than one class period. The goal is to provide enough practice to help students feel comfortable and competent using this skill in real-life nutrition situations.

The following are examples of learning activities that will help students learn interpersonal communication skills related to nutrition.

Elementary School: Food Safety Superhero

In your small group you will create a superhero to keep us safe from food-borne illness, bacteria, and other germs. Brainstorm ways your superhero can protect children and families from all of the illnesses that could arise from unsafe food practices. Then choose one idea and draw an illustration of your superhero carrying out the food safety task or challenge. Write a short paragraph describing your illustration. The following should be included:

1. Interaction between two people.
2. Messages that are clear and organized.
3. Use of “I” messages when appropriate.
4. Use of a respectful tone.

As part of your picture, organize key messages on food safety that you want to communicate to other students in your school.

Middle School: When the Ants Go Marching In

Follow these steps to complete this assignment:

1. Gather information on safe food-handling habits and risks as they relate to outdoor activities, such as picnics.
2. Divide into small groups.
3. In your group, use the information you gathered to develop song lyrics to the tune of “When the Saints Go Marching In” or “When Johnny Comes Marching Home Again.”
4. The lyrics should be clear, organized, and accurate. There must be one “I” message in the lyrics and there must be interaction (see the sample response).
5. Small groups will perform their song lyrics to the class.

Sample Response

“The Ants Go Marching In” (tune of “When Johnny Comes Marching Home Again”)

The ants go marching one by one, hurrah, hurrah.
 The ants go marching one by one, hurrah, hurrah.
 The little one stops to suck his thumb and they all go marching down
 under the ground, to get out of the rain, boom, boom, boom.
 The ants go marching two by two, hurrah, hurrah.
 The ants go marching two by two, hurrah, hurrah.
 (repeat chorus)

The mayo is sitting out too long, hurrah, hurrah.
 It makes me angry when you leave it out too long, hurrah, hurrah.
 It causes me to rub my tummy, and makes me go to the john.
 To the john, to the john, boom, boom, boom.

When you give me hot chicken salad, hurrah, hurrah.
 When you give me hot chicken salad, hurrah, hurrah.
 I feel queasy, but not wheezy and I will tell you not to do that.
 And we will end up in bed, in bed.
 And we will end up in bed.

Uncle Harry licked the spoon, hurrah, hurrah.
Uncle Harry licked the spoon, hurrah, hurrah.
I told him not to stick it in the potato salad; we all went yuck, yuck
and they all go down to the john.
To the john, to the john, boom, boom, boom.
Will this happen to you? To you? To you? To you? To you? To you?
Boom, boom, boom. (Continue verses)

High School: Food-Safe Homes

1. Research common food-safety mistakes made in homes.
2. Create a booklet for families outlining key food-safe actions to avoid common mistakes.
3. Create a short persuasive speech that describes the importance of food safety at home and the key actions to take.

Skill Assessments

Elementary School¹¹

Paula is having lunch with her friends in the school cafeteria. She sees that the choices are spaghetti or hot dogs. Paula likes spaghetti and knows that it is a healthful food choice. Her best friend, Lydia, takes one look at the spaghetti, says “Gross!” and selects a hot dog with fries. Write a dialogue between Paula and Lydia. Have Lydia use peer pressure to try to persuade Paula to have a hot dog and fries. Have Paula defend her healthful choice of spaghetti.

Scoring Criteria

Interpersonal Communication (IC) The skill score is based on the student’s ability to use interpersonal communication skills to enhance health. Comprehensive student work:

- Demonstrates interactions among individuals.
- Uses message tactics and strategies.
 - Clear, organized ideas or beliefs.
 - Use of “I” message.
 - Tone—respectful vs. aggressive and confrontational.
 - Body language.

Middle School

Julia and Serena are planning to attend a party at a local pizzeria. They are discussing what kind of pizza to eat. Julia wants cheese, sausage, and mushrooms, and Serena wants the vegetable pizza on a whole grain crust because it has half the calories and is more nutritious, according to the printed nutrition information sheet.

Describe two techniques they could use when offered a food that they do not want and give an example of what they might say or do in each situation.

Scoring Criteria

IC The skill score is based on the student’s ability to use interpersonal communication skills to enhance health. Comprehensive student work:

- Demonstrates interactions among individuals.
- Uses message tactics and strategies.
 - Clear, organized ideas or beliefs.
 - Use of “I” message.

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- Tone—respectful vs. aggressive and confrontational.
- Body language.
- Specify alternatives to choices.
- Discuss compromises.

High School

Sam is on the cross country team and has been given information on what to eat the evening before a meet. His brother James, who is one year younger, is a picky eater and will not eat some of the foods on the list. Sam is trying to convince James that these foods are good for you and taste good as well.

Present a possible discussion that might take place between the two brothers.

Scoring Criteria

IC The skill score is based on the student’s ability to use interpersonal communication skills to enhance health. Comprehensive student work:

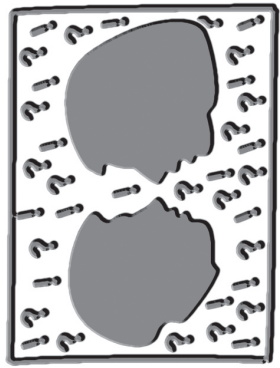
- Demonstrates interactions among individuals.
- Uses message tactics and strategies.
 - Clear, organized ideas or beliefs.
 - Use of “I” message.
 - Tone—respectful vs. aggressive and confrontational.
 - Body language.
 - Include compromises and alternatives.
- **NOTE:** Demonstrating refusals may not be appropriate in these scenarios, as you can’t skip eating or not attend an event to avoid eating; alternatives and compromises are effective instead.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include A.4.1, A.8.1, A.12.1, A.12.2, A.12.3, B.8.2, B.8.4, B.12.1, B.12.5, C.4.5, C.8.5, C.12.1, C.12.8, D.8.3, D.12.5, E.4.5, E.8.3, E.12.3, E.12.5.



Interpersonal Communication

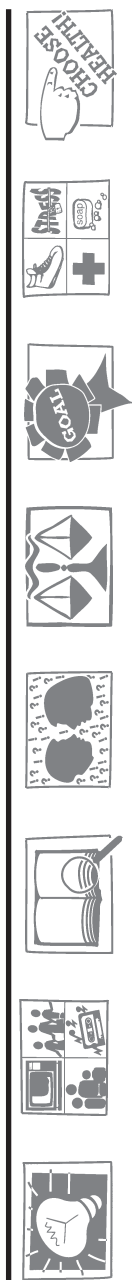
2007 Health Education Standard 5 *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*



TIPS

- Show dialogues that express needs, ideas, and opinions.**
- Be clear and organized.**
- Show effective ways to say “no.”**
- Use appropriate and effective verbal and nonverbal strategies.**

- “I” messages
- body language
- appropriate tone
- attentive listening

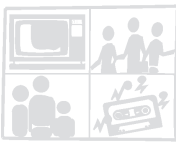


IC





IC



The Rubrics

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Interpersonal Communication

2007 Health Education Standard 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Characteristics of Student Work

This skill category evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low, providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health, to high, demonstrating the use of appropriate communication techniques to exchange information effectively.

Skill Cues

- demonstrates interactions among individuals
- message tactics and strategies
 - clear, organized ideas or beliefs
 - use of "I" message
 - tone—respectful vs. aggressive and confrontational
 - body language
- demonstrates refusals
 - clear "no" statement
 - walk away
 - provide a reason
 - delay, change the subject
 - repeat refusal
 - provide an excuse
 - put it off

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.

- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Health Education Standard 5 Performance Indicators

Pre-K–Grade 2

- 5.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 5.2.2 Demonstrate listening skills to enhance health.
- 5.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.
- 5.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Grades 3–5

- 5.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 5.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 5.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 5.5.4 Demonstrate how to ask for assistance to enhance personal health.

Grades 6–8

- 5.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 5.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 5.8.3 Demonstrate effective conflict management or resolution strategies.
- 5.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Grades 9–12

- 5.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 5.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 5.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 5.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.



Goal Setting (GS)

Learner Outcome

Students will demonstrate the ability to use goal-setting skills to enhance health.

Teach the Skill

Students of all ages need skills to use goal setting to enhance health. Students need to understand and apply all the components of a goal-setting process. A “good” goal has five distinct elements. Review SMART goal setting with students to help them set and achieve goals.

Specific

What do you want to achieve? How will you achieve it? Why is it important to you? Clearly define the outcome you want.

Measurable

Establish concrete criteria for measuring your success. Use actual numbers, target dates, or specific events to indicate when your goal has been achieved.

Achievable

Your goals should be possible with commitment and effort.

Relevant

Your goals should be important to you. Set goals that are significant to you and that you can make changes to.

Timely

Your goals should have a time element established. This will keep you on track and prevent you from procrastinating or simply pushing a goal off into the future.

Use the following tips to help you with your goal setting:

- Keep it simple.
- Write it down!
- Use motivating, positive language.
- Share your goals with others and ask for their support.
- Review your progress often.
- Identify barriers that could keep you from achieving your goal.
- Make a strategy to overcome those barriers.
- Reward yourself along the way. Even small achievements deserve recognition.
- Create goals for different increments of time (one week, one month, three months, one year, five years, ten years, etc.).
- Make sure your goals are yours—not just what others expect of you.
- Be sure to track your progress along the way. Use a journal or goal tracking form.
- Evaluate and reflect upon your progress.
- Other thoughts:

Discuss what it means to develop a logical progression for goal setting. It may be helpful to provide an example and model the skill (e.g., getting an A on next Friday's test). Students should be able to:

1. Write a clear goal statement. (Specify)
2. Ensure the goal is realistic. (Achievable, Relevant)
3. Make a plan for meeting the goal. (Achievable, Timely)
4. Show how to evaluate and adjust the plan if needed. (Measurable, Timely)

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered

through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPsters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content should be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, decide if there is other critical health content that needs to be included.

Apply Content and Relate Skill to Learning Outcomes

From your needs and assets assessment data, you have chosen a learning outcome to focus on during the unit: Increase the number of students who can demonstrate goal setting for healthy food and beverage choices.

Facilitate a discussion on the goal-setting process. The following are things to consider:

- How can health outcomes affect the ability to achieve goals?
- How can planning and achieving goals decrease undesired health outcomes?
- What are examples of clear goal statements related to healthy food choices?
- Why is it important to communicate with parents/trusted adults about nutritional goals?
- Other thoughts:

Skill Practice

You may choose to cover goal setting in one class period. Choosing different age-appropriate types of activities will allow students to look at goal setting from many perspectives.

The following activities are provided as examples; they should be adapted to reflect the needs and culture of the youth and healthy food choice objectives chosen for the unit.

Students should be able to:

1. Write a clear goal statement.
2. Be sure the goal is SMART.
3. Make a plan for meeting the goal.
4. Show how to evaluate and adjust the plan if needed.

Elementary School: Menu Plans

Your goal is to create menus for nutritionally balanced meals that emphasize foods that can reduce the risk of heart disease. Your task is to plan your family's meals for two days. As you plan your meal menus, consider the following:

1. Write a goal that connects the menu and a healthy heart.
2. Build a menu that is nutritionally balanced.
3. Explain how the food items selected for the menu help you maintain a healthy heart.
4. Identify potential barriers to achieving this menu (e.g., time and money).

Before you begin, you will need to do some research on what types of foods may help reduce the risk of heart disease and what is meant by a nutritionally balanced diet. Once you have planned each day's menu, you will write a report explaining the menus. This report should include the following:

1. Your clearly stated goal.
2. The menus you have developed.
3. Meals that show a wide variety of foods.
4. A description of how the food items selected will help you to a healthy heart.
5. The barriers to achieving the menu and how you might overcome them.

Middle School—Food and Fitness: What Are Your Goals?

In this activity you will set a food and fitness goal. First, you will examine your current food intake and physical activity. From this information you will write a food and fitness goal along with a plan for reaching it. Try your plan out for three days and evaluate its effectiveness for eventually reaching your food and fitness goal.

Data Collection

1. In a journal, keep track of everything you eat over a period of three days. Be sure to keep track of the number of servings of each food item you consume. For example, if you have milk every day, don't forget the serving on your cereal.
2. During the same three days, keep track of all your physical activity. Be sure to include physical education classes, activities with your friends and family, and after-school events.

Data Analysis

Now you need to evaluate your results. Consider the following:

- List strengths and weaknesses of your diet.
- List strengths and weaknesses of your physical activity.
- Think about what kinds of changes, if any, you should make to your diet and physical activity, and why.
- Think about what you need to do to make the kinds of changes you want to make.
- Think about what barriers exist that may prevent you from making the kinds of changes you would like to make.

Report

Write a report based on your analysis. In the report, include the following:

- A summary of the data you have collected.
- A summary of the analysis of your diet.
- A summary of the analysis of your physical activity.
- One or two goals that you have set regarding your diet or physical activity.
- An explanation of why you have set these goals.
- A plan you could follow to achieve the goals.
- Ways to monitor whether you are attaining your goals.
- Any barriers that exist that might prevent you from attaining your goals.

The results of your three-day trial of your plan to reach your goal include not only whether you stuck to your plan but also what, if anything, prevented you from reaching it. Summarize what you learned from your trial and explain how it might help guide future goal setting. If you feel that your diet and levels of physical activity are excellent and do not require any changes, explain why you believe this is so. You will need to turn in your report for scoring.

High School: May Your Nutrition Goals Be with You

Your task is to set a diet-related goal. Use the goal-setting cues discussed in class. They include the SMART criteria. Be sure to:

1. Write a clear goal statement. (Specific)
2. Have a goal that is realistic. (Achievable, Relevant)
3. Make a plan for meeting the goal. (Achievable, Timely)
4. Show how to monitor, evaluate, and adjust the plan if needed. (Measurable, Timely)
5. Create a realistic plan you could follow to achieve the goals.
6. Identify any barriers that might prevent you from attaining the goals.
7. Develop strategies to overcome these barriers.

Now try your plan out for two days and evaluate its success. Describe not only the extent to which you followed your plan, but also any barriers you encountered and the strategies you used to overcome those barriers. Describe what you learned from this activity and how you might apply that learning to future goal setting.

Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find ways for both students and parents to talk together about what was covered during this lesson.

Parents/trusted adults play a critical role in helping youth set and achieve life goals. Have parents/trusted adults brainstorm with their youth some ways that they can help them achieve their nutrition goals. Parents/trusted adults may also discuss how goal setting is already modeled within the family.

Skill Reinforcement

The skills addressed in this resource cut across many health education content areas. You may consider replicating the goal-setting template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Physical activity

Skill Assessments

Elementary School¹²

Your family has a goal to increase the fiber in the foods they eat every day. Explain why this is a healthful goal. Describe three steps they could follow to meet their goal. How easy or hard will it be for your family to take these steps? What might stop them from taking these steps? What might help them take these steps?

Goal Setting (GS) The skill score is based on the student's ability to use goal-setting skills to enhance health. The goal-setting skill includes the following:

- Shows clear progression through a goal-setting process.
 - Clear goal statement.
 - Identifies realistic goal.
 - Plans for reaching goal.
 - Evaluates or reflects on action.

Middle School

Marcus has decided to establish a goal to get the proper amount of fluids in his body before he goes to karate practice. He read an article in his health class that states that an athlete needs to drink between 32 and 64 ounces of fluid every day. Describe the health benefits of adequate fluid intake. Help Marcus write a goal statement and develop a plan for him to achieve that goal when practice starts at 4:00 p.m. Describe possible barriers to reaching his goal and ways to overcome them.

GS The skill score is based on the student's ability to use goal-setting skills to enhance health. The goal-setting skill includes the following:

- Shows clear progression through a goal-setting process; uses SMART goal setting.
 - Clear goal statement.
 - Identifies realistic goal.
 - Plans for reaching goal.
 - Evaluates or reflects on action.

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High School

You have just learned that eating too much salt is not good for bone health, in addition to possibly affecting blood pressure. You decide to limit salt intake and set a goal to reduce your average daily dietary sodium. Describe the challenges in achieving this goal. List high-sodium foods that you eat regularly that you should eat in moderation. Develop an action plan to meet your goal. Try out your plan for two days. Reflect on your success in following your plan. Identify what you learned that could help you in future goal setting.

GS The skill score is based on the student's ability to use goal-setting skills to enhance health. The goal-setting skill includes the following:

- Shows clear progression through a goal-setting process.
 - Clear goal statement.
 - Identifies realistic goal.
 - Plans for reaching goal.
 - Evaluates or reflects on action.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include C.4.3, C.4.4, C.8.1, C.8.3, C.12.1, C.12.3.

Goal Setting

2007 Health Education Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Show all the steps in a goal-setting process.

Write a clear goal statement.

Be sure the goal is realistic.

Make a plan for meeting the goal.

Show how to evaluate and adjust the plan if needed.



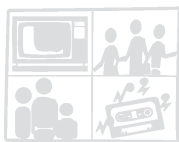
TIPS



GS







The Rubrics

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Goal Setting

2007 Health Education Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Characteristics of Student Work

This category evaluates the ability to use goal setting to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to set a goal, to high, showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan.

Skill Cues

- shows clear progression through a goal-setting process
 - clear goal statement
 - identifies realistic goal
 - plans for reaching goal
 - evaluates or reflects on action

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Health Education Standard 6 Performance Indicators

Pre-K–Grade 2

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

Grades 3–5

- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

Grades 6–8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Grades 9–12

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.





Self-Management (SM)

Learner Outcome

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Teach the Skill

In the hierarchy of health literacy skills, self-management is where every healthy adult should strive to be. Facilitate a discussion about the importance of being able to manage one's health. The following are things to consider:

- What is the link between behaviors and health outcomes (e.g., exercise and cardiovascular disease risk)?
- How does one identify unhealthy behaviors (e.g., drinking five sodas every day)?
- How might one avoid unhealthy behaviors (e.g., replace soda with flavored, unsweetened water)?
- How might youth recognize signs of an eating disorder and get appropriate help?
- What strategies can one use to improve personal health (e.g., practicing stress management, joining a gym, always wearing a bike helmet and wearing a seat belt, not eating late-night snacks that are high in fat)?
- Other thoughts:

Discuss the skill cues for self-management and provide an example and model the skill cues.

Students should be able to:

1. Demonstrate healthful behaviors, habits, and/or techniques.
 - Eat lots of fruits and vegetables.
 - Get teeth cleaned every six months.
2. Identify or demonstrate protective behaviors.
 - Help plan healthy meals with parents or guardians.
 - Encourage the eating of healthy snacks such as butter-free popcorn.
3. Identify strategies to avoid/manage unhealthy situations.
 - Choose low-fat items from restaurant menus.
 - Pack a high-fiber snack for after practice.
 - Bring a salad to a picnic.

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPosters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and health content should be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other health content needs to be included?

Apply Content and Relate Skill to Learning Outcomes

From your needs and assets assessment data, you have chosen a learning outcome to focus on during the unit: Increase the number of students demonstrating self-management by practicing health-enhancing behaviors.

Facilitate a discussion on self-management and its relationship to the nutrition health behavior chosen. It is important for youth to understand that their ability to manage their health will benefit them for a lifetime. The following are things to consider:

- What are some examples of protective behaviors related to food choices (make sure food products are cleaned before being prepared, don't overeat, drink water frequently)?
- What makes a situation risky (preparing food with dirty hands, eating food that was not properly cooked, not drinking fluids when exercising)?
- How does one identify and avoid situations that may lead to unhealthy food and beverage choices (going to fast-food restaurants with friends, not planning for a snack after school, eating in front of the television)?
- How might one manage a situation that has already presented itself (such as changing a diet that is out of balance or seeking help for a friend with an eating disorder)?
- Other thoughts:

Skill Practice

Because of the hierarchy of health literacy skills, you may choose to cover self-management at the middle school and high school levels only. In addition, you may choose to cover self-management over two or more class periods. Choosing different types of age-appropriate activities will allow students to look at self-management from different perspectives.

Middle School: Food Poisoning Mystery

There have been 10 cases of food poisoning at a restaurant in your city. The health inspector found various violations, including improper food handling, which could have contributed to the contamination.

Follow these steps to complete this assignment:

1. Read background information on safe food-handling habits and the role of the health inspector.
2. As a class, develop a checklist for evaluating food-handling habits for safety.
3. Demonstrate safe food-handling procedures in a food preparation laboratory.
4. Develop a personalized checklist for safe food-handling habits to use at home. For example, consider pets in relation to food safety.
5. Use the checklist in preparing a meal at home. Identify what you and your family did well and what you can do to improve.

Students will:

1. Demonstrate healthful behaviors, habits, and/or techniques.
2. Identify or demonstrate protective behaviors.
3. Identify strategies to avoid/manage unhealthy or dangerous situations.

High School: The Picnic Is the Thing

You have been put in charge of packing for a picnic for your family reunion of 25 people. Decide what you will pack, making sure to include some family favorites. Identify five strategies you think are necessary to make sure the foods you eat are safe and remain tasty.

Student work will:

1. Identify or demonstrate protective behaviors.
2. Identify strategies to avoid/manage unhealthy or dangerous situations.

Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find ways for both students and parents to talk together about what was covered during this lesson.

Youth need to be able to identify situations that may lead to undesired health behaviors. A discussion of eating disorders might be appropriate here. Parents/trusted adults and youth should discuss how important good food and beverage choices are to one's health.

Skill Reinforcement

The skills addressed in this resource cut across many health education content areas. You may consider replicating the self-management template with other content areas such as the following:

- AODA
- Injury prevention
- Physical activity
- Family life and sexuality
- Mental health
- Personal and consumer health

Skill Assessments

Middle School¹³

Describe behaviors that will help maintain a healthful diet. Describe health-enhancing and realistic behaviors a young person could do to improve his or her diet.

Scoring Criteria

Self-Management (SM) The skill score is based on the student's ability to practice health-enhancing behaviors and reduce health risks. The self-management skill includes the following:

- Identifies and demonstrates healthful behaviors, habits, and techniques.
 - Stress management and coping strategies.
 - Monitoring blood pressure.
 - Monitoring blood sugars and fats per physician recommendations.
 - Eating regular meals and snacks.
 - Drinking adequate fluids.
 - Eating a variety of foods.
- Identifies protective behaviors.
 - Eating when hungry and stopping when comfortable.
 - Food safety steps.
 - Hygiene steps.
 - Strategies to avoid/manage unhealthy situations.

High School

You and your family will be taking a vacation that will involve a long ride in the car. To help keep costs down, your family has decided to buy foods that they can bring with them in the car, in bags and in a cooler. Your family will also eat one meal per day at a fast-food restaurant, and they would like to stick to a healthy, well-balanced diet. You have been put in charge of selecting the food that you will take along on the trip and selecting the fast-food restaurants.

1. Describe the foods and beverages you will select that will help provide everyone with a balanced diet.
2. Using these foods, plan a simple menu for three meals and a snack.

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3. Pick two fast-food restaurants that you will eat at and choose the healthiest food and beverage items from their menus that you would recommend to your family.
4. Share this information with your parent or guardian. Discuss with this individual how well this would work for your family, making changes as needed.

Scoring Criteria

SM The skill score is based on the student's ability to practice health-enhancing behaviors and reduce health risks. The self-management skill includes the following:

- Identifies healthful behaviors such as the following:
 - Healthy restaurant choices.
 - Healthy food and beverage choices from grocery stores.
- Demonstrates healthful behaviors, habits, and/or techniques such as the following:
 - Strategies to limit unhealthy food and beverage choices and select healthier options in fast-food restaurants, such as reading the nutrition information provided.
 - Alternatives to fast food (easy-to-cook meals, other restaurant and takeout choices).
 - Eating breakfast every morning.
 - Drinking water rather than soda with meals.
 - Having fruit available for snacks.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include A.4.2, A.12.2, A.12.3, B.4.6, B.8.4, B.8.6, C.4.2, C.8.3, C.8.6, D.4.1, D.8.1, E.12.5.

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Self Management

2007 Health Education Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Demonstrate habits that contribute to health.

Describe or demonstrate specific first aid and safety techniques.

Identify strategies to avoid or manage unhealthy or dangerous situations.

List the steps in the correct order if there is one.



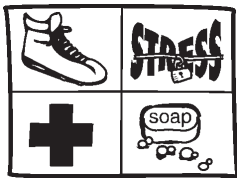
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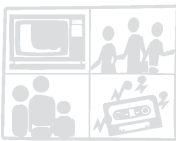
SM







SM



The Rubrics

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Self Management

2007 Health Education Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Characteristics of Student Work

This category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

Skill Cues

- identifies healthful behaviors
 - stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
 - first aid techniques
 - safety steps
 - strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order if appropriate

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale

Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Health Education Standard 7 Performance Indicators

Pre-K–Grade 2

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

Grades 3–5

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Grades 6–8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Grades 9–12

- 7.12.1 Analyze the role of individual responsibility in enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.





Advocacy (AV)

Learner Outcome

Students will demonstrate the ability to advocate for personal, family, and community health.

Teach the Skill

Youth need skills to advocate for their own health and for the health of others. Facilitate a discussion on how their responsibility to advocate for their health increases as they get older.

The following are things to consider:

- What does it mean to advocate?
- What are effective methods for communicating information to others about nutrition issues and the food industry?
- Why is it important to be prepared when communicating with others about nutrition issues?
- What does it mean to be persuasive?
- What are some recognizable advocacy efforts of prominent people (celebrities, entrepreneurs)?
- Other thoughts:

Discuss what it means to advocate and provide an example and model the skill cues (e.g., why your friend should limit the number of meals he or she eats at fast-food restaurants).

Students should be able to:

1. Take a clear stand for a healthful choice.
2. Explain why the stand taken is good for health.
3. Use information to support the choice.
4. Show awareness of the audience for the message.
5. Be persuasive.
6. Show conviction about the message.

Students should receive a copy of the skill-cue poster and rubric. It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at www.ccsso.org/content/pdfs/HEAPPsters.pdf.

Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and health content should be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other health content needs to be included?

Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health behavior to focus on during the unit: Increase the number of students who can advocate for healthy food and beverage choices.

Facilitate a discussion on advocacy and its relationship to the actions of the food or grocery industry. It is important for youth to understand that their ability to advocate for themselves and others will help maintain or improve their health as well as the health of others.

The following are things to consider:

- What are strategies for persuading friends to make good food choices?
- What are effective strategies for communicating health knowledge to others?
- For youth advocates, what are other preventive strategies they could use to persuade leaders in the food or grocery industry (e.g., reports on number of ads on television for high-sugar products)?

- How does health advocacy affect your community?
- How does health advocacy affect others around the world?
- Other thoughts:

Skill Practice

Because of the hierarchy of health literacy skills, you may choose to cover advocacy at the middle school and high school levels only. In addition, you may choose to cover advocacy over two or more class periods. Choosing different types of age-appropriate activities will allow students to look at advocacy from different perspectives.

The following activities are provided as examples. Though this is a skill that is more likely to be practiced in middle or high school, we have included one elementary lesson. These lessons should be adapted to reflect the needs and culture of the youth and the health outcome chosen for the unit.

Elementary School: Rappin' to Nutrition

In this activity you will write a nutrition rap to persuade people to eat healthier foods. Create a rhyme about healthy eating that fits into a set rhythm. Then record the song and perform it.

- List rhyming words that fit together to present the message about healthy eating.
- Organize information in an effective way to present a positive nutrition message.
- Present your rap to the class. Students can also take turns presenting their raps during morning announcements.
- Videotape the rap and put it on a site that is frequented by young people, or show it at school to other students.
- Use the skill cues for advocacy to guide this activity:
 - Takes a clear, health-enhancing stand/position.
 - Supports the position with relevant information.
 - Shows awareness of audience.
 - Encourages others to make healthful choices.
 - Demonstrates passion/conviction.

*Sample Response***“My Pyramid Rap”**

I read the paper the other day.
The Department of Ag had something to say.
They said if offered food to eat,
You should follow the Dietary Guidelines beat.

I decided to learn about a new guide chart.
I looked at the stripes as the place to start.
It said we should eat six plus servings of bread.
Prevent heart attacks or you could be dead.

Another great group is veggies and fruit.
Three to five servings of each will suit.
This group provides vitamins, minerals, and fiber.
It helps your digestion system become hyper.

In the pyramid there is less milk and meat.
Two to three servings is enough to eat.
These two groups provide our source of protein.
But too much fat won't keep us very lean.

The smallest of the stripes is fats, oils, and sweets.
We eat too much of this and this is not neat.
Coronary heart disease is still our leading killer.
Especially because of these high-calorie fillers.

We must bulk up on fruits, veggies, and grain.
Or else our body will go down the drain.
Our diets are too important, so eat right.
The pyramid model helps keep our bodies out-of-sight.

Middle School: Selling Nutrition

Your task is to develop a cartoon that sells one aspect of healthy food and beverage choices. If you do not have the ability to create a moving cartoon, create an ad board instead. It could contain one of the following food choice options:

- Eat lots of fruits.
- Veggies make your day.
- A fluid life includes lots of water.
- Moderation is a model.

In your cartoon, make sure you apply the following advocacy cues:

- Take a clear, health-enhancing stand/position.
- Support the position with relevant information.
- Show awareness of audience.
- Encourage others to make healthful choices.
- Demonstrate passion/conviction.

High School: Believe It or Not

Your task is to write an editorial that supports the conclusions of the following blog.

Step 1

Look for the following skill cues in the article below:

- Takes a clear, health-enhancing stand/position.
- Supports the position with relevant information.
- Shows awareness of audience.
- Encourages others to make healthful choices.
- Demonstrates passion/conviction.

Step 2

Find a research article that supports the blog below.

Cola Dangerous to Your Bones

To all the young women out there who want to have strong bones, stay away from cola drinks! In a recent medical study reported in the *Journal of Adolescent Health*, 150 teenage girls who drank more than 8 ounces of cola a day were more than 3 times as likely to have bone fractures as girls who drank less than 8 ounces a day. Other kinds of soft drinks did not show this effect. The high concentration of phosphoric acid found in certain cola drinks was found to cause the bones to lose calcium. Therefore, getting enough calcium when a person is young is the main reason the nutritionists who conducted the study—Judy Styrene and Max Arbor, from The Institute of Food Chemistry—encourage young girls to include dairy products in their diets. Good advice is, “Drink your milk!”

Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find ways for both students and parents to talk together about what was covered during this lesson. They may find issues that they both can advocate for, such as community gardens, building school gardens for educational reasons, and making sure successful programs such as the Got Dirt? Gardening Initiative are brought into the school or after-school curriculum.

As youth get older, they will be tasked with advocating for their own health and making good food choices.

Skill Reinforcement

The skills addressed in this resource cut across many health education content areas. You may consider replicating the advocacy template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Tobacco
- Mental health
- Personal and consumer health

Skill Assessments

Elementary School¹⁴

When Joe's younger brother eats, he likes to gulp his food. Joe has decided to teach his brother how important it is to chew his food thoroughly before swallowing. Joe wants to do this in a way that will convince his younger brother to change the way he eats. Write what Joe should say to his younger brother. Make sure that what you write would be convincing to a child younger than you. Include the health-related reasons why chewing food is important.

Scoring Criteria

Advocacy (AV) The skill score is based on the student's ability to advocate for personal, family, and/or community health. The advocacy skill:

- Takes a clear, health-enhancing stand/position.
- Supports the position with relevant information.
- Shows awareness of audience.
- Encourages others to make healthful choices.
- Demonstrates passion/conviction.

Middle School

You are the manager of a restaurant that the Health Department has cited for unsafe food practices. Create a training session for current and new employees on the possible causes of food contamination and its consequences. Make sure the training materials are persuasive for your audience and present the key content and food preparation skills necessary for safe food.

Scoring Criteria

AV The skill score is based on the student's ability to advocate for personal, family, and/or community health. The advocacy skill:

- Takes a clear, health-enhancing stand/position.
- Supports the position with relevant information.
- Shows awareness of audience.
- Encourages others to make healthful choices.
- Demonstrates passion/conviction.

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High School¹⁵

Your school is deciding whether to remove soda from the vending machines and offer only beverages such as juice, milk, water, iced tea, and sports drinks. You know the soda vending machine is popular and makes money for the school. Write a letter to the editor of the school newspaper and explain why or why not the soda should be removed. Use both facts and your strong feelings on this matter to try to persuade readers. Regardless of your feelings on whether the soda should be removed, encourage your readers to make healthy beverage choices.

Scoring Criteria

AV The skill score is based on the student's ability to advocate for personal, family, and/or community health. The advocacy skill:

- Takes a clear, health-enhancing stand/position.
- Supports the position with relevant information.
- Shows awareness of audience.
- Encourages others to make healthful choices.
- Demonstrates passion/conviction.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include B.8.1, B.8.3, B.8.6, C.4.2, C.12.5, C.12.7, D.4.4, D.8.3, D.8.5, D.12.2, D.12.5, E.12.1.

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Advocacy

2007 Health Education Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Take a clear stand for a healthy choice.

Explain why the stand taken is good for health.

Use information to support the choice.

Show awareness of the audience for the message.

Be persuasive.

Show conviction about the message.



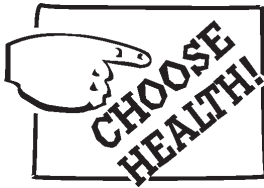
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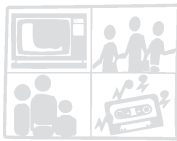
AV







AV



The
Rubrics

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Advocacy

2007 Health Education Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Characteristics of Student Work

This skill category evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low, where the student shows little evidence of attempting to argue for a health-related position, to high, where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

Skill Cues

- takes a clear, health-enhancing stand/position
- supports the position with relevant information
- shows awareness of audience
- encourages others to make healthful choices
- demonstrates passion/conviction

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



National Health Education Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Rationale

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Health Education Standard 8 Performance Indicators

Pre-K–Grade 2

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

Grades 3–5

- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Encourage others to make positive health choices.

Grades 6–8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

Grades 9–12

- 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.



Appendices





Wisconsin's Model Academic Standards for Nutrition

Introduction

Eating well can make a positive difference in a student's ability to achieve in school. Under-nutrition during any period of childhood can negatively impact on a student's behaviors, school performance, and overall cognitive development. Over-nutrition, specifically in relation to obesity, can also hamper academic and social growth and development. Nutrition education in school promotes healthier eating in students.

The Wisconsin Model Academic Standards for Nutrition provide guidance to students, parents, educators, administrators, policy makers, and the community to support state and local school district nutrition education efforts by:

- Setting appropriate expectations for learner performance and achievement by the end of 4th, 8th, and 12th grades.
- Suggesting a framework for effective and comprehensive nutrition education programs and curricula.
- Demonstrating how nutrition education can be used to help meet core academic standards and to give students opportunities to synthesize knowledge and experience across disciplines.
- Defining the methods, goals, and outcomes of nutrition education.
- Providing a mirror and a window to cultural diversity within the United States and the world through food.

These standards are optional tools for schools to use to help set the bar for high-quality, comprehensive nutrition education across the state of Wisconsin. Learning about healthy eating and nutrition is part of understanding the importance of being mentally, socially, and physically fit and taking responsibility for leading a healthy and active lifestyle. Preparing students for life as productive adults requires critical thinking skills, content knowledge, and more. To succeed

in the twenty-first century, all students will need to master core subject material and gain the skills that enable them to navigate the complex life and work environments in this globally competitive information age. Learning about nutrition is one way to help students apply knowledge and critically view multiple aspects of food, health, and society, while developing higher-level thinking skills. Teachers can use the Nutrition Education Standards as a framework to develop age-appropriate lessons that are consistent in scope and sequence. Copies of the Wisconsin Academic Standards for Nutrition Education can be obtained from the Department of Public Instruction or downloaded from <http://dpi.wi.gov/ne/index.html>.

There are six Nutrition Education Standards with age-appropriate performance goals. The ultimate goal is that “students will gain the knowledge and skills to select foods for a healthy diet that supports health and reduces the risk of illness and future chronic diseases.”

A. Nutrition for Energy and Growth

Content Standard

Students in Wisconsin will understand the concepts related to and the connections between food choices, eating habits, activity, and healthy growth.

Rationale

Nutritional needs vary across the life cycle. Growth and energy are dependent on healthy eating and nutrition. Students who understand the personal relationship of food choices to energy and growth may be more likely to maintain or improve health.

Performance Goals

By the end of grade 4, students will:

- A.4.1 Identify why people need to eat different kinds of foods.
- A.4.2 Identify feeling hungry vs. feeling full/satisfied.
- A.4.3 Identify the benefits of the relationship between physical activity (using energy) and the need for food and water; state that people need to eat food to have energy and grow.
- A.4.4 Match food groups to their primary contribution for a healthy body, realizing that some foods are better fuel than others (nutrient density).

By the end of grade 8, students will:

- A.8.1 Explain the concepts of variety, moderation and balance, and balancing caloric intake and energy expenditure.
- A.8.2 Identify recommended amounts of foods from each food group using the food guidance system.
- A.8.3 Compare portion and serving sizes and demonstrate an awareness of the amount of food consumed and the calories and other nutrients consumed as compared to recommended or label amounts.
- A.8.4 Describe how factors such as age, physical activity, and gender affect nutritional requirements.

By the end of grade 12, students will:

- A.12.1 Describe the nutritional needs associated with life stages (prenatal through late adulthood).
- A.12.2 Explain how overweight/obesity is the result of overeating and under activity.
- A.12.3 Demonstrate an awareness that the amount of food served may not be an appropriate amount to consume based on the contribution of that food to the day's overall intake of calories and nutrients.

B. Food Safety

Content Standard

Students in Wisconsin will understand how to keep food safe for consumption and how to prepare food safely.

Rationale

Food-borne illness is a common and serious consequence of poor hygiene, unsafe food handling, and improper food preparation.

Performance Goals

By the end of grade 4, students will:

- B.4.1 Identify when adults should help with food preparation.
- B.4.2 Identify ways to keep food fresh and safe to eat.
- B.4.3 Recognize that eating improperly prepared or spoiled food can make you sick.
- B.4.4 Trace a food from origin to table.

- B.4.5 Describe a food chain.
- B.4.6 Explain the importance of hand washing during food preparation.

By the end of grade 8, students will:

- B.8.1 Identify and explain the importance of key food safety messages (clean, cook, chill, avoid cross-contamination).
- B.8.2 Verbalize how to safely prepare/pack foods.
- B.8.3 Explain the relationship between food safety practices and health.
- B.8.4 Describe factors associated with a safe food supply (food handling, production, storage, and preparation techniques).
- B.8.5 Construct a food chain.
- B.8.6 Identify points in food preparation where hand washing is needed.

By the end of grade 12, students will:

- B.12.1 Explain the importance of key food safety messages (clean, cook, chill, avoid cross-contamination) and identify Critical Control Points in an HACCP (Hazard Analysis Critical Control Point) plan.
- B.12.2 Identify the effects of food preparation techniques on the nutritional value of the food.
- B.12.3 Explain how food importing/exporting, processing, handling, and cooking methods can affect the safety of our food supply.
- B.12.4 Identify potential sources of food contamination between the origin of a food and consuming the food.
- B.12.5 Explain how contaminants may enter the food supply at various points in a food chain.
- B.12.6 Explain why the USDA has a food recall process and how the process works.

C. Critical Thinking Skills/Practical Reasoning

Content Standard

Students in Wisconsin will understand and use critical thinking and practical reasoning skills to address food choices, nutrition, and health concerns.

Rationale

Critical thinking and practical reasoning are used in everyday problem solving. Students who develop these skills are more likely to approach everyday problem solving more deliberately, with greater flexibility and increased open-mindedness.

Performance Goals

By the end of grade 4, students will:

- C.4.1 Be able to distinguish between food and nonfood items.
- C.4.2 Identify a healthy eating habit.
- C.4.3 Graph progress toward achieving a set nutrition goal, using a simple log chart.
- C.4.4 Compare and contrast snacks that can contribute to or undermine healthy eating habits, and identify why one snack might be a better choice than another snack.
- C.4.5 Recognize factors in advertisements to sell foods.
- C.4.6 Demonstrate how to use food labels to select a healthy food or snack.

By the end of grade 8, students will:

- C.8.1 Demonstrate the ability to apply a decision-making process to food choices at home and away from home.
- C.8.2 Identify the consequences of consuming too much or too little food.
- C.8.3 Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal.
- C.8.4 Plan snacks and/or meals that are consistent with the Food Guidance System.
- C.8.5 Identify examples of how food companies, advertising, and the media encourage people to buy and eat different foods.
- C.8.6 Differentiate between hunger and non-hunger cues to eating.
- C.8.7 Demonstrate how to use food labels to make healthier choices.
- C.8.8 Identify reliable sources of nutrition information.

By the end of grade 12, students will:

- C.12.1 Use reliable nutrition information to make dietary and health decisions, and compare and contrast fad diets, including the perceived and actual cost of weight loss attempts.

- C.12.2 Calculate Body Mass Index (BMI) and interpret results, realizing that body composition is only one factor in assessing health.
- C.12.3 Critically analyze dietary habits related to health and how they may affect body weight and long-term health.
- C.12.4 Work within a budget to plan a week of nutritious meals for a family of four.
- C.12.5 Describe the benefits of buying locally grown and/or produced foods.
- C.12.6 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food choices.
- C.12.7 Give examples of how economics influences food prices, availability, and marketing strategies.
- C.12.8 Evaluate the usefulness and credibility of nutrition information available online and in the media.
- C.12.9 Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms.

D. Nutrition for Health Promotion of Healthy Behaviors

Content Standard

Students in Wisconsin will understand concepts related to personal health promotion and disease prevention, and will practice behaviors to promote health, prevent disease, and reduce health risks.

Rationale

Making nutritious food choices is a cornerstone of healthy behaviors. Knowledge of nutrition concepts will assist students in making informed choices regarding their lifestyles.

Performance Goals

By the end of grade 4, students will:

- D.4.1 Understand the concept of variety and identify that eating a variety of foods is important to health.
- D.4.2 Describe the consequences of overeating.
- D.4.3 Identify sources of fat, sugar, salt, fiber, protein, and calcium in the diet.
- D.4.4 Recognize the relationship between diet and chronic diseases, such as high blood pressure, heart disease, and obesity.

By the end of grade 8, students will:

- D.8.1 Define the concepts of balance and moderation as part of a healthy diet.
- D.8.2 Identify avenues of support for eating disorders and where to go with concerns.
- D.8.3 Describe the relationship between food choices and health problems, such as dental caries, osteoporosis, diabetes, obesity, and high blood pressure.
- D.8.4 Demonstrate the ability to influence and support others in making positive eating and physical activity choices.
- D.8.5 Identify key nutrients from each food group and list ways nutrients can promote health and prevent chronic disease.
- D.8.6 Demonstrate understanding of health promotion concepts.

By the end of grade 12, students will:

- D.12.1 Understand the links between community resources, healthy eating and physical activity, and how this affects personal health.
- D.12.2 Advocate for positive eating and physical activity choices in the community, such as increased access to fresh fruits and vegetables through community/school gardens, farmers' markets, and local produce cooperatives.
- D.12.3 Describe the relationship of social and emotional factors in dysfunctional eating and identify the consequences of eating disorders and the need for early intervention and treatment.
- D.12.4 Demonstrate the ability to adapt healthy eating and physical activity messages and communication techniques to the characteristics of a particular audience, considering cultural and social perspectives.
- D.12.5 List the functions and food sources for key nutrients and the relationship of key nutrients to health and prevention of chronic disease.
- D.12.6 Describe how food choices are influenced by availability, individual and family preferences, and the media.

E. Diversity

Content Standard

Students in Wisconsin will understand that nutritional status and health can be impacted by many factors, and healthy eating must be individualized to meet personal preferences and characteristics.

Rationale

The Wisconsin population is growing more diverse. Nutritional status is affected by the food choices available and the nutritional adequacy and appropriateness of the food available. In addition, diversity in body size and shape, economic resources, and racial and ethnic background may influence and impact food choices.

Performance Goals

By the end of grade 4, students will:

- E.4.1 Understand that people eat many different foods as part of a healthy diet.
- E.4.2 Recognize that people come in many shapes and sizes.
- E.4.3 Identify examples of cultures and their food customs and habits.
- E.4.4 Identify different dietary needs related to food allergies and medical conditions.
- E.4.5 Describe how food choices are influenced by availability, individual and family preferences, the media, and background.

By the end of grade 8, students will:

- E.8.1 Locate supplier(s), source(s), or retail outlet(s) for ethnic foods within the community.
- E.8.2 Demonstrate respect for others' body weight, size, shape, and abilities and identify factors that contribute to differences in people (genetics, lifestyle behaviors, age).
- E.8.3 Describe the food customs and habits, or various cultures, and recognize that our culture, ethnicity, and health status may impact our food choices.
- E.8.4 Discuss different dietary needs related to food allergies and medical conditions.

By the end of grade 12, students will:

- E.12.1 Analyze the availability and variety of affordable and nutritionally adequate foods in the community, including ethnic and other local markets.
- E.12.2 Examine genetic and cultural connections to weight, size, and body shape.
- E.12.3 Analyze how culture, family traditions, and economic situations influence eating and activity behaviors.

- E.12.3 Evaluate the nutritional and health implications of eating habits of various cultures, economic situations, family traditions, and lifestyles.
- E.12.4 Identify how social and cultural messages about food and eating influence nutrition choices.
- E.12.5 Provide examples of how our health status and belief system may impact our food choices.

F. Identification and Classification of Food

Content Standard

Students in Wisconsin will be able to identify and classify foods. They will also demonstrate an interest and appreciation for a variety of foods.

Rationale

Foods are classified in many ways. Awareness of the variety and types of foods available may increase willingness to try unfamiliar foods. Identifying and trying new foods is one of the first steps leading to knowledge of foods. Students who understand why foods are processed, and how foods change during processing, establish a foundation for understanding how nutritional content can change with changes in the form of a food.

Performance Goals

By the end of grade 4, students will:

- F.4.1 Recognize foods by name.
- F.4.2 Describe different kinds of food (by physical and sensory characteristics—shape, taste, color, texture, etc.).
- F.4.3 Categorize foods by source (plant or animal), including processed foods.
- F.4.4 Identify the basic food groups and give examples from each group for meals and snacks.

By the end of grade 8, students will:

- F.8.1 Identify foods by food group and nutrient contributions.
- F.8.2 Use descriptive words and sensory characteristics to evaluate and classify foods.
- F.8.3 Identify processed foods by source (plant or animal products) and explain how food may change during processing.
- F.8.4 List the basic food groups, give examples from each group, and use the food groups to plan a meal and snack.

By the end of grade 12, students will:

- F.12.1 Identify foods by form, function, and source (plant or animal).
- F.12.2 Explain why foods are processed, analyze how foods change during processing (form, texture, additives, nutritional value), and describe how processed foods fit into a food guidance system.
- F.12.3 Describe the relationship between the food guidance system and the Dietary Standards for Americans.
- F.12.4 Explain the role of food manufacturing in a global economy, including the negative and positive ramifications of food processing and importing/exporting.



Educational Resources

The following are content lessons that could be included in a nutrition education unit of instruction.

Core Concepts (CC) Skill Assessment

Elementary School¹⁶

The nutrition facts labels from the packages of two brands of crackers are shown below.

Brand #1: Crazy Crackers		
Nutrition Facts		
Serving size: 18 crackers (29 g)		
Amount per serving		
	Calories 120	Calories from fat 35
	Total fat 4 g	
	Trans fats 0 g	
	Cholesterol 0 mg	
	Sodium 200 mg	
	Dietary fiber 2 g	
	Protein 2 g	

Brand #2: Curvy Crackers		
Nutrition Facts		
Serving size: 18 crackers (29 g)		
Amount per serving		
	Calories 165	Calories from fat 70
	Total fat 8 g	
	Trans fats 1 g	
	Cholesterol 3 mg	
	Sodium 400 mg	
	Dietary fiber 2 g	
	Protein 2 g	

Which brand of cracker seems to be the healthier choice? Why? What are three important facts on the labels to pay attention to? Explain how each of these things might affect a person's health.

¹⁶ ©2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment item #12410.

Scoring Criteria

Core Concepts (CC) The content score is based on the student's ability to describe the factors that cause processed food to be less healthy:

- The amount of fat in a product.
- The amount of energy (calories) in a product.
- The amount of sodium (salt) in a product.
- The amount of cholesterol in a product.
- Portion size.

Remember to emphasize that processed food like crackers will have varied levels of the above.

Middle School

Adapt this lesson for middle school by using three labels from cracker or cereal boxes. (Have the students bring in labels ahead of class time.) Compare labels and have students select the product they think is healthiest and tell why.

Scoring Criteria

CC The content score is based on the student's ability to describe the factors that cause processed food to be less healthful:

- The amount of fat in a product.
- The amount of energy (calories) in a product.
- The amount of sodium (salt) in a product.
- The amount of cholesterol in a product.
- The amount of sugar in a product.
- The amount of fiber in a product.
- The amount of vitamins and minerals in a product.
- Portion size.

Remember to emphasize that processed food like crackers or cereal will have varied levels of the above.

High School¹⁷

Read the nutrition label on the next page and then describe what this food contributes to a healthy diet and what the % daily values mean.

¹⁷ ©2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment item #32309.

Nutrition Facts	
Serving size: 1 container (170 g)	
Amount per serving	
Calories 160	Calories from fat 0
	% Daily value*
Total fat 0 g	0%
Trans fat 0 g	
Cholesterol 0 mg	0%
Sodium 135 mg	6%
Total carbohydrate 29 g	10%
Fiber 0 g	0%
Sugars 29 g	
Protein 9 g	18%
Vitamin A 0%	Vitamin C 4%
Calcium 35%	Iron 2%
Not a significant source of calories from fat or saturated fat.	
*Percent daily values (DV) are based on a 2,000 calorie diet.	

Scoring Criteria

CC The content score is based on the student's ability to describe the components of a valid label:

- Percentages of daily values for both a 2,000 calorie diet and a 2,400 calorie diet.
- Percentages of daily values for all listings on the label.
- Information on trans fats.
- Information on vitamins and minerals and why only a few are listed.
- Portion size.

Wisconsin Model Academic Standards for Nutrition that relate to these skill concepts include A.4.3, A.8.3, C.4.4, C.4.6, C.8.1, C.8.7.

Fast-Food Fat-Finding Mission (Middle School)

Teacher Information

Overview

Students will analyze the fat content of a fast-food restaurant meal that they might pick when going to that restaurant. Students will become aware of the amount of fat in a fast-food meal by calculating the number of grams of fat in their favorite meal and then measuring out this amount using solid vegetable shortening. They will then tell what they learned by responding to written reflection prompts.

Requirements

You're hungry now! You want food fast! You choose this fast-food restaurant because. . . . But what are you eating? How much fat is in your fast-food meal? Your mission is to write down your typical/favorite fast-food meal, why you like it, how often you eat it, and why you started eating at this fast-food restaurant.

If possible, students should visit the restaurant of their choice and pick up the nutrition information available on-site. If nutrition information is not available, students should ask why it is not available and how they can access this information. Using the nutritional guide from a fast-food restaurant, record the number of fat grams for each item you chose. Then total the number of fat grams for your meal. Using the solid vegetable shortening at the table, measure out the number of fat grams your meal has. (Notes: 1 tablespoon of shortening = 11 grams of fat; 1 gram of fat has 9 calories.)

Entrée _____	fat grams _____
Second entrée _____	fat grams _____
Side _____	fat grams _____
Second side _____	fat grams _____
Beverage _____	fat grams _____
Dessert _____	fat grams _____
Total fat grams _____	
Total calories in the meal _____	Total calories from fat _____

After reviewing this information, are you influenced to change your future food choices at this restaurant?

Respond to the following prompts:

- Why do you go to this fast-food restaurant more than other restaurants? Example:
I am going to _____ to eat because I _____.
- I started going to this restaurant . . .
- After doing my calculation I was surprised that . . .
- I learned that . . .
- Next time I am hungry and in a hurry I will . . .
- I could still have this meal if I . . .
- I could modify this meal and make it lower in fat and healthier by . . .
- I will share this information with . . .
- If I eat high-fat fast-food meals frequently, I am more at risk for . . . (List at least three risks.)
- Could healthier food choices in fast-food restaurants have a positive influence on our choices? If yes, how so?
- Will finding out the fat content of your meal influence your meal choice the next time you go to a fast-food restaurant? Why or why not?

Time

Two class periods.

Materials

An assortment of fast-food nutrition guides, work sheet, and a writing utensil.

Instruction

Knowledge of calories/grams of fat and diseases related to high-fat meals.

Assessment Criteria

Answers will be scored on how completely and correctly the student applies nutrition information.

Scoring Criteria

CC The content score is based on the student's ability to:

- Describe the impact of fats in the American diet.
- Determine which fast foods have a high fat content and which have a lower fat content.
- Describe the factors, such as personal, health, social, and environmental, that could influence a person's food choices.

Sample Response

My Choice Is Subway

Entrée	<u>Six-inch Turkey Breast sub (no cheese or mayo)</u>	fat grams	<u>4</u>
Second entrée	<u>Veggie Delite Salad</u>	fat grams	<u>1</u>
Side	<u>Honey mustard dressing</u>	fat grams	<u>0</u>
Second side	_____	fat grams	_____
Beverage	<u>skim milk</u>	fat grams	<u>0</u>
Dessert	<u>Oatmeal raisin cookie</u>	fat grams	<u>4</u>
		Total fat grams	<u>13</u>
Total calories	<u>600</u>	Total calories from fat	<u>117</u>

(Optional: To determine % calories from fat, $117/660 = 17.2\%$)

Fast-Food Fat-Finding Mission (Middle School)

Student Instructions

You're hungry now! You want food fast! How much fat is in your fast-food meal?

Your mission is to write down your typical/favorite fast-food meal. Using the nutritional guide from a fast-food restaurant of your choice, record the number of fat grams for each item you choose. Then total the number of fat grams for your meal. Using the solid vegetable shortening at the table, measure out the number of grams of fat your meal has. One tablespoon of shortening = 11 grams of fat; one gram of fat = 9 calories.

Entrée _____	fat grams _____
Second entrée _____	fat grams _____
Side _____	fat grams _____
Second side _____	fat grams _____
Beverage _____	fat grams _____
Dessert _____	fat grams _____
Total fat grams _____	
Total calories _____	Total calories from fat _____

(Optional: To determine % calories from fat, $117/660 = 17.2\%$)

Respond to the following prompts:

- Why do you go to this fast-food restaurant more than others? Example: I am going to _____ to eat because I _____.
- I started going to this restaurant . . .
- After doing my calculation I was surprised that . . .
- I learned that . . .
- Next time I am hungry and in a hurry I will . . .
- I could still have this meal if I . . .
- I could modify this meal and make it lower in fat and healthier by . . .
- I will share this information with . . .
- If I eat high-fat fast-food meals frequently, I am more at risk for . . . (List at least three risks.)

- Could healthier food choices in fast-food restaurants have a positive influence on our choices? If yes, how so?
- Will finding out the fat content of your meal influence your meal choice the next time you go to a fast-food restaurant? Why or why not?

Assessment Criteria

Answers will be scored on how completely and correctly you apply nutritional information.

Delicious Fitness (High School)

Teacher Information

Overview

This task requires students to work with a partner to develop a snack bar menu. The goal of this task is to have students demonstrate the ability to describe healthy food choices through menu item advertisements. The student will do this by making his or her best sales pitch for a food choice. Students can use computer-generated art or any other type of visual. The message should reach a particular audience such as teens, parents, or a younger sibling with clear reasons why this choice is the best. Supporting information will be critical.

Requirements

The school has just opened a new fitness center with a juice and snack bar. The students have been hired to name the juice and snack bar and create a paper menu of the items to be served. The menu should include a description of each item that will entice the customer to order the item, and it should provide information to assist the customer in making a nutritional choice. The students should include in the description highlights of the food's nutritional benefits and a brief nutritional label or chart that includes grams of fat, carbohydrates (including sugars and fiber), protein, and total calories per serving.

The food and beverage menu must meet the following requirements:

- Two items that are low in fat (total fat, saturated fat, and trans fat).
- Two items that are high in fiber.
- Two items that are low in sugar.
- Two items that use fruit (only one can be fruit alone).
- Two items that use a vegetable (only one can be a vegetable alone).
- Two items that use whole grains.
- Two items that are high in protein.
- Two items that are high in calcium.

The student teams may use food labels, nutritional analysis computer programs/ Web sites, and cookbooks with nutritional information for each recipe to determine if the food meets the above requirements.

Time

Two to three days, depending on how the assessment is used.

Materials

Food labels, computer nutrition program, access to the Internet, cookbooks, nutrition resource information. If students will be writing the menu by hand—paper, markers, colored pencils, magazines, and so forth, or access to a computer with clip art to prepare the menu.

Instruction

This activity could be used at the end of a nutrition unit as a culminating activity or could be used as a teaching tool with the students researching the components of nutrition.

Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the students demonstrate an understanding of health concepts.
2. Documentation of credible resources used.
3. How well the students use accurate information to advocate for healthy food choices.

Scoring Criteria

Accessing Accurate Information (AI) The skill score is based on the student's ability to access valid health information and/or health-promoting products and services. Comprehensive student work:

- Demonstrates the ability to access accurate, appropriate information and resources to meet specific needs.
- Identifies or cites specific sources of information.
- Evaluates validity of source of information.
- Provides rationale for appropriateness of source.

Sample Response

Café Delish

Berry Smooth—Great taste, great look, and fat free. What more do you want!

This berry treat is packed with a smooth combination of strawberries, raspberries, and nonfat vanilla yogurt. It supplies you with essential vitamins and calcium. It's berry delish. Fat 0 grams, Carbs 48 grams, Protein 7 grams.

Total calories 220.

Delicious Fitness (High School)

Student Instructions

Your school has just opened a new fitness center with a juice and snack bar. You and your partner have been hired to create a name for the juice and snack bar and create a paper menu of the items to be served. Your menu should include a description of each item that will entice the customer to order the item, and it should provide information to assist the customer in making a nutritional choice. Include in your description highlights of the food's nutritional benefits and a brief nutritional label or chart that includes grams of fat, carbohydrates (including sugars and fiber), protein, and total calories per serving. Keep in mind that you will advocate for your juice and snack bar, so be persuasive and use engaging information to support your choice.

The food and beverage menu must meet the following requirements:

- Two items that are low in saturated fats and trans fats.
- Two items that are high in fiber.
- Two items that are low in sugar.
- Two items that use fruit (only one can be fruit alone).
- Two items that use a vegetable (only one can be a vegetable alone).
- Two items that use whole grains.
- Two items that are high in protein.
- Two items that are high in calcium.

You and your partner may use food labels, nutritional analysis computer programs such as Dyne Healthy, and cookbooks with nutritional information for each recipe to determine if the food meets the above requirements.

Assessment Criteria

Answers will be scored on the following:

1. How accurately you apply nutrition information to food item selection.
2. Documentation of credible resources used.



Additional Resources

To build a quality unit of instruction utilizing the components found in this document, the following issues need to be considered:

- A **logical sequence of lessons** that move from engagement lessons to content-based and/or skill-based lessons to support the **assessment you chose**.
- Making students aware that most people make good food choices through **normative education** lessons. **(Standard A)**
- Lessons that cover the **consequences and safety risks of food preparation and how to find reliable information on the safety of supplements and food recalls**. **(Standard B.8.4 and B.12.2–6)**
- Lessons on **nutrition services, including community and school food service programs**. **(Standard C)**
- **Skills to access accurate nutrition information** are critical in effective nutrition education programs. **(Standards A, C)**
- A **sensitivity to the specific needs of the local school and community in terms of cultural appropriateness** and local nutrition services. **(Standard E)**
- **Lessons that coordinate with and involve other disciplines** at each grade level (e.g., health, literature, science, social studies).

