



## Nutrition Performance Task

Katie Strey—Timberlane Reg. H.S.

National AAHPERD Convention 2011

---

### NUTRITION IN THE NEWS

**CONTENT AREA:** Nutrition

**GRADE LEVEL:**

This teaching strategy could be implemented at the middle school or high school level. Middle school students may need more time for completion. Appropriateness will depend on the level of prior nutrition knowledge.

**HEALTH ED STANDARDS:**

- 1) Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 3) Students will demonstrate the ability to access valid information, products, and services to enhance health.
- 8) Students will demonstrate the ability to advocate for personal, family, and community health.

**OBJECTIVES:**

After completing this exercise, students will be able to: 1) describe healthy food choices to maintain healthy body weight; 2) access nutrition information to aid in making healthy food choices; 3) formulate a health enhancing message regarding nutrition to the general public.

**MATERIALS:**

Successful implementation of this assessment will require flip cameras for videotaping—approximately one camera for every 3-4 students. Students will also need access to the school library or internet for nutrition research and word processor for typing. Software will vary for each school, but access to a video editing program will be necessary for quality student work. Standard program is Windows Movie Maker, Adobe, or iMovie (mac computers only). Other beneficial resources would be handouts, nutrition books, podcasts, free downloadable music.

**PRIOR INSTRUCTION:**

Before implementing this teaching strategy, students will need prior knowledge of basic nutrition concepts and healthy food decision making. Some nutrition topics that are important are essential nutrients, weight control, sugars in beverages, healthy snacking, meal planning, healthy options for eating out, reading food labels, organic vs. non-organic.

**PROCEDURE:**

First, complete all preparation work ahead of time. Plan to reserve flip cameras reserved if necessary from your media center. Consider the age group and the length of your classes to determine how much work time students will need to write their script, film their segment, and edit their video, as well as, show their video to their classmates in class. Some work (i.e. scripting or editing) could be completed outside of class. You may need to reserve some time to teach students how to use the flip cameras or the video editing software. If you need help with this, ask your technology department to teach these components to your classes. After planning, give students the performance task guidelines and the rubric. Explain the assignment and show prior examples if possible. After completing the video project, students should complete a peer evaluation to assess the cooperation of the group.

**ASSESSMENT:**

Students will be assessed using the rubric that was created. Make sure to explain the rubric when you explain the project so the students know the expectations and the components of the project in advance. The rubric will assess the video project, the meeting of a script deadline, and cooperation skills of the group.

# Nutrition in the News

A Health Education Production



How does food affect my health?

How do I control my body weight?

**Purpose:** To create a news segment teaching others about making healthy choices regarding food.

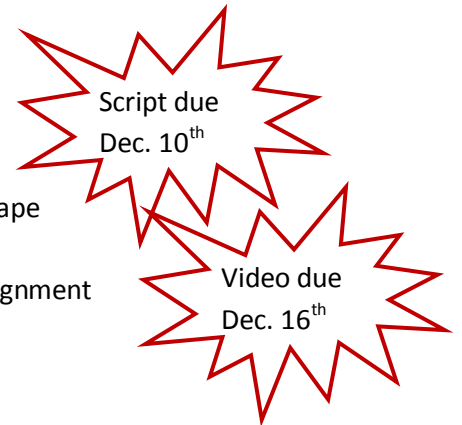
**Task:** In this *Nutrition in the News* project you will be a member of a television production crew that will broadcast a segment on nutrition. As a group, you will create a 2-3 minute television segment about nutrition. You have several choices for the type of news segment your group completes.

- Segment #1: Interview a “Nutrition Expert” about Planning a Well-Balanced Meal
- Segment #2: Sports Nutrition
- Segment #3: Quick Tips for Healthy Food Choices (i.e. snacks, eating out, on-the-run)
- Segment #4: Quick Tips for Reading Food Labels
- Segment #5: Sugar Savviness (drinks or foods)

**Roles:** Nutrition Expert, show host, videographer/film crew

## Nutrition in the News Television Segment

- In a group, create a 2-3 minute television segment about nutrition. Choose one of the segment options from above to videotape or create your own idea and ok it with Ms. Strey.
- Prepare a typed, script in class with your group that follows the assignment guidelines regarding the content of your video segment.  
**A typed rough draft due Dec. 10<sup>th</sup>, Friday.**
- At least one prop should be used
- Everyone in the group should participate in one of the roles identified above.
- Use the flip video cameras in class to tape your segment. Stick to the timeline allowed. **Any videotaping not completed in class will be the responsibility of the group to complete.**



### Questions to Consider:

1. What is the topic/focus of your segment? \_\_\_\_\_
2. Who are the characters involved in the show? \_\_\_\_\_
3. What's the name of the show? \_\_\_\_\_
4. What related prop(s) are you using? \_\_\_\_\_

### **Script Format:**

Names: John Smith, Jake Procarb, and Mona Saturate

Segment Topic:

Title of the News Broadcast:

**Show host name:** Welcome to....today we have a nutrition expert with us...

**Guest on the show's name:** Thank you for having me. Today...

Names: \_\_\_\_\_ Period: \_\_\_\_\_

# *Nutrition in the News*

A Health Education Production



| Criteria                          | "Nutritionist"<br><b>ABOVE STANDARD</b><br>(9-10 points)  | "Nutrition Intern"<br><b>ON STANDARD</b><br>(6-8 points)   | "Nutrition Novice"<br><b>BELOW STANDARD</b><br>(0-5 points)   |
|-----------------------------------|---|--|---|
| <b>Television Segment (x5=50)</b> | <b>ON STANDARD +</b><br>- Uses more than one prop in video (i.e. dress, food items, etc...)<br>- Editing of the video is clearly shown (i.e. use of music, graphics, or other multimedia) | - Purpose of the segment is clearly stated<br>- Information in the segment is clear, and accurate<br>- One prop is used in the segment<br>- Segment is 2-3 minutes<br>- Speaking is clear, makes eye contact, all group members take part<br>- Typed script of the segment submitted with group roles included | - Purpose of the segment is not clearly stated<br>- Information in the segment is unclear, or inaccurate<br>- Prop is low quality and not used appropriately in the presentation<br>- Presentation is less than 2 minutes<br>- Speaking is poor, notes are read<br>- Script is handwritten or unprofessional<br>- Not everyone has a clear role |
| <b>Process Deadlines (x2)</b>     | - A draft of the script is typed and finished by the first deadline 12/10/2010.   | - The first draft of the script is partially completed. Some information is typed by the first deadline 12/10/2010.  | - The first draft of the script is incomplete with very little work started by the first deadline 12/10/2010.   |
| <b>Group Cooperation (x2)</b>     | Peer evaluations to be completed for each group member.<br>Peer evaluations will be averaged and worth 20 points.   |  |   |
| <b>COMMENTS:</b>                  |   |  | <b>GROUP TOTAL:</b><br>(70 points)  |

# Nutrition in the News

## PEER EVALUATION ON GROUP COOPERATION

Grader: \_\_\_\_\_ Person Being Graded: \_\_\_\_\_

Evaluate each of the classmates you worked with on the Nutrition in the News project. Write his/her name on the line above. Rate each of the tasks that he/she completed from the list below. Add up the total score and write it on the line below.

5= EXCELLENT

4=GOOD

3=AVERAGE

2= FAIR

1=POOR

\_\_\_\_\_ Listened to others' ideas; used good communication with others

\_\_\_\_\_ Assisted the group with script writing

\_\_\_\_\_ Contributed to completing the video

\_\_\_\_\_ Good attitude and willingness to help

\_\_\_\_\_ **TOTAL SCORE**



# Nutrition in the News

## PEER EVALUATION ON GROUP COOPERATION

Grader: \_\_\_\_\_ Person Being Graded: \_\_\_\_\_

Evaluate each of the classmates you worked with on the Nutrition in the News project. Write his/her name on the line below. Rate each of the tasks that he/she completed from the list below. Add up the total score and write it on the line below.

5= EXCELLENT

4=GOOD

3=AVERAGE

2= FAIR

1=POOR

\_\_\_\_\_ Listened to others' ideas; used good communication with others

\_\_\_\_\_ Assisted the group with script writing

\_\_\_\_\_ Contributed to completing the video

\_\_\_\_\_ Good attitude and willingness to help

\_\_\_\_\_ **TOTAL SCORE**

