



Nutrition experts

Volume 64 | Gr. 9-12

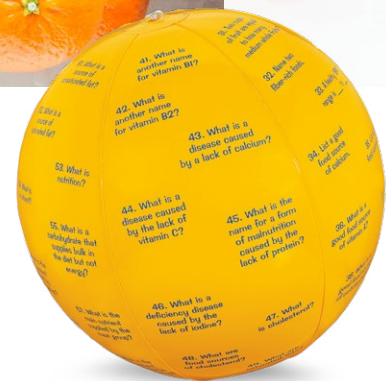


NASAFACS 9

9.4.5 Design instruction on nutrition to promote wellness and disease prevention.

Materials list

- Whiteboard (Z46509)
- Several examples of unreliable sources of information
- Nasco Nutrition Facts Toss-Up Ball (WA22011)
- Resource materials (Internet, periodicals, textbooks, resource books, etc.)
- Nasco Thrifty Buy Poster Board (9702906)
- Elmer's® Poster Tack, 2 oz. pkg. (9723461)
- Nasco Country School™ Fine Tip Markers, Classroom Pack of 200 (9727941)
- Nasco Country School™ Broad Tip Markers, Classroom Pack of 200 (9728088)
- Fiskars® 8" Graduate Scissors (9729185)
- Elmer's® Washable School Glue, 4 oz. (1100269)



Objectives

Students will...

- Utilize reliable resources to create a poster for educating others on nutritional concepts

Introduction (10–20 minutes)

On the board, draw a T-chart and ask students to describe characteristics of reliable and unreliable sources of information. As students volunteer ideas, record them on the board. Encourage students to include characteristics of a variety of sources, such as television, Internet, advertisements, radio, magazines, newspapers, etc. Once many characteristics have been shared, present students with a variety of reliable and unreliable sources of information and have them work in pairs to categorize the examples. After the categorization has occurred, revisit the T-chart to determine if any new information has emerged that should be added or altered from the original lists.

Activity (20–30 minutes)

Invite students to become Nutrition Experts by using reliable resources to educate others on nutrition concepts. Pass the Nasco Nutrition Facts Toss-Up Ball around the room and have each student select a specific nutrition question from those listed. Encourage students not to duplicate the concepts selected by others or have students randomly select a number (1-60 with no duplicates) and then pass the ball to read the question number they selected. After each student has selected a specific concept, allow students to access reliable resources in order to investigate their concept thoroughly and gather other supporting details surrounding their concept. Remind students to continually evaluate the resources they are utilizing for reliability, according to the T-chart developed earlier in the period. Each student should gather enough information to develop a poster for educating others about the nutritional concept they selected. Students should plan to display the posters in a common area within the school. Reliability of information, organization, eye appeal, creativity, and ease of understanding should be considered when developing the posters. Students should provide references of the reliable resources utilized on the backside of the poster.

Example:

Nasco Nutrition Facts Toss-Up Ball Question #31:

- How many servings of the fruit group should an individual have in one day?

Possible Information to Include on Educational Poster

- Appropriate number of servings for children, youth, adults, elderly
- Types of food included in the fruit group
- Variations of fruit that could be included (juice, dried, sauce, etc.)
- Serving sizes of fruit and fruit variations
- Pictures of a variety of fruits
- Nutrient value of fruits (example: vitamins and their functions)
- A healthy fruit recipe (smoothie, frozen pops, etc.)



Conclusion (5–10 minutes)

Have each student briefly share their poster with the class. Display the posters in a common area of the school such as the cafeteria, library, or entryway. The class could also develop a short quiz for other students based on the information on the posters.