

## Importance of Nutrition Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

### Resources Needed:

- Chart paper, projector, whiteboard, or a chalkboard
- Markers or chalk
- One piece of paper and pencil for one student per pair (Students who need an accommodation may use their preferred tool for writing.)
- Some method of displaying ancillary materials<sup>1</sup>

### Resources Provided (see end of document):

- Ancillary Material
  - Image Set 1
  - Image Set 2

### Learning Goal:

- Students will understand the context of the key concepts related to the topic:
  - People view certain foods/items as more nutritious.

### Students will understand the following key term:

- Nutritious: having materials that a person or animal needs to be healthy and grow properly; helping good health and growth

Note: This definition is provided here for the convenience of facilitators. Students are expected to understand this key term in the context of the task, not memorize the definition.

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<sup>1</sup> Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.

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[Purpose: The facilitator’s goal is to introduce students to the key term “Nutritious,” and the key concept of people viewing certain foods/items as more nutritious. Students will need to be familiar with this term and concept to successfully complete the performance task.]

[Place the students in pairs\* and give each pair a piece of paper and pencil. Then, write the following definition on the board: “Nutritious: having materials that a person or animal needs to be healthy and grow properly: helping good health and growth.”]

[\*Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.]

Facilitator says: “You have probably observed an advertisement about some food that is supposedly very good for you to eat. The advertiser will say the food will keep you healthy, or give you natural energy, or even benefit your heart. Please pay attention to the following definition as I read it aloud. “Nutritious: having materials that a person or animal needs to be healthy and grow properly: helping good health and growth.” With this definition in mind, I am going to show you a set of six images. With your partner, take four minutes to rate these images in order from least nutritious (#1) to most nutritious (#6). Also, write down some reasoning for why you ordered the images this way.”

[Display Ancillary Image Set 1 and give students four minutes to rank the images. While students are rating, circulate around the room encouraging students to stay on task. (Note: For students who are visually impaired, read the picture description beneath each image to the student independently.)]

Facilitator says: “Who can tell me how they ranked the images and explain why?”

[Call on a student to answer the question. Take a couple minutes to discuss why they are ordered this way.]

Facilitator says: “Did anyone order them in a different way?”

[Call on a student who ordered the images in a different way. Take a couple minutes to discuss why they are ordered this way.]

Possible class discussion answers (*unscripted*):

1. Cookies: Full of sugar and aren’t healthful
2. Pasta: Full of carbohydrates and generally heavy to eat
3. Milk: Usually considered less healthy than fruits and vegetables
4. Apple: In the fruit group, which is generally considered nutritious
5. Carrot: High in vitamins and healthy for you to eat
6. Lettuce: High in vitamins and healthy for you to eat

OR

1. Cookies: Cookies are full of sugar and aren't healthful
2. Pasta: Full of carbohydrates and generally heavy to eat
3. Apple: In the fruit group, which is generally nutritious
4. Carrot: High in vitamins and healthy for you to eat
5. Lettuce: High in vitamins and healthy for you to eat
6. Milk: Full of vitamins and promotes bone health and growth

Facilitator says: "Here is another set of images for you to rank with your partner from least nutritious (#1) to most nutritious (#4). Once again, justify your order."

[Display Ancillary Image Set 2 and give students four minutes to rank the images. While students are rating, circulate around the room encouraging students to stay on task. (Note: For students who are visually impaired, read the picture description beneath each image.)]

Facilitator says: "How and why did you rank these images the way you did? Please, raise your hand and I will call on you."

[Call on a student to answer the question. Take a couple minutes to discuss why they are ordered this way.]

Facilitator says: "Did anyone order them in a different way?"

[Call on a student who ordered the images in a different way. Take a couple minutes to discuss why they are ordered this way.]

Possible class discussion answers (*unscripted*):

1. Bugs: They are disgusting and probably carry disease
2. Milkshake: Made with sugary ice cream and usually have whipped cream on top
3. Yogurt: Nutritious for you and carry a lot of vitamins
4. Multivitamins: Lots of vitamins put together that keep you healthy

OR

1. Milkshake: Made with sugary ice cream and usually have whipped cream on top
2. Yogurt: Nutritious, but sometimes have a high sugar/calorie count with fruit flavoring
3. Bugs: High in vitamins and protein
4. Multivitamins: Lots of vitamins put together that keep you healthy

Facilitator says: "You will learn more about the importance of nutrition, and about some of these foods in the performance task you will be completing. Remember that something is nutritious when it has materials that a person or animal needs to be healthy and grow properly or helps good health and growth. You are now ready to complete your performance task. Please leave your recorded notes and pencils behind to be collected."

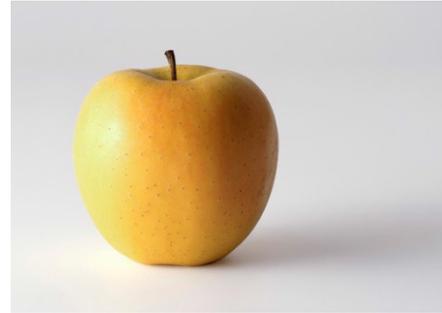
Ancillary Material

Image Set 1.



Picture Description: This picture shows milk being poured into a glass. The glass is almost full of milk.

“Stock Photo—Milk” reprinted by permission of View Stock/SuperStock.



Picture Description: This picture is of one apple. The apple is yellow with a short brown stem.

“Stock Photo—Apple, close-up” reprinted by permission of PhotoAlto/SuperStock.



Picture Description: This picture shows nine uncooked pasta noodles. The noodles are hollow and tube shaped. The pasta noodles are stacked in rows of three on top of each other.

“Stock Photo—Pile of noodles, close-up” reprinted by permission of Westend61/SuperStock.



Picture Description: This picture shows two heads of green lettuce.

“Stock Photo—Lettuces on white background, copy space” reprinted by permission of Clover/SuperStock.



Picture Description: This picture is of nine chocolate chip cookies stacked on top of each other.

“Stock Photo—Chocolate Chip Cookies on white background” reprinted by permission of Pixtal/SuperStock.



Picture Description: This picture shows six carrots. The carrots have the green leafy tops of the plant still attached.

“Stock Photo—Carrots” reprinted by permission of Clover/SuperStock.

Ancillary Material  
Image Set 2.



Picture Description: This picture shows a bottle with a label that says Multivitamins + Iron – One a day. In front of the bottle is a bowl with the vitamins in it.

“Stock Photo—Multivitamin Tablets,” reprinted by permission of Food and Drink/SuperStock.



Picture Description: This picture is of a blueberry shake in a plastic cup with a lid and a straw. There are blueberries around the outside of the cup.

“Stock Photo—Blueberry shake in plastic cup, surrounded by blueberries,” reprinted by permission of FoodCollection/SuperStock.



Picture Description: This picture shows a plate of five different types of cooked insects arranged in groups by type of insect. There is a hand in the picture that is picking up one of the insects.

“Stock Photo—Edible Fried Bugs, Thailand,” reprinted by permission of Charles Marden Fitch/SuperStock.



Picture Description: The picture shows four open containers with fruit flavored yogurt. The four containers are attached together in rows of two. Two of the containers have raspberries on top and the other two containers half of a strawberry. The yogurt in the containers is white with a scoop of pink yogurt under each berry.

“Stock Photo—Four open yogurt cups with fruits, elevated view,” reprinted by permission of Westend61/SuperStock.