

# Skill-Based Instruction for Health II, Strand 5: Nutrition (N)

## Introduction

The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. A skills-based approach is a best practice for delivering high-quality health education. Educators should have a goal of no more than one-third instructional time on content and concepts and at least two-thirds of class time for student skill practice or demonstration.

These skill-based instruction guides outline the standards, key skills, and model instructional practices and assessments for Health Education. Please see the [Health Education Core Skills Model](#) for more support with implementation and design.

## Standards

**Standard HII.N.1:** Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.

**Standard HII.N.2:** Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.

**Standard HII.N.3:** Describe how family, peers, media, and day-to-day activities influence food choices.

**Standard HII.N.4:** Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.

**Standard HII.N.5:** Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.

**Standard HII.N.6:** Explain the effects of disordered eating and eating disorders on healthy growth and development.

**Standard HII.N.7:** Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.

## Steps and Elements to Demonstrate Competency

- Students will be able to assess the impact of nutrition on health.
- Students will be able to determine the elements to a nutritionally sound meal and fitness plan to maintain lifelong wellness.
- Students will be able to analyze internal and external factors that influence dietary habits.
- Students will be able to assess the validity of resources related to nutritional information, products, and services.
- Students will be able to explain the effects of disordered eating and eating disorders.
- Students will be able to assess the similarities and differences of food culture and dietary guidelines around the world.

## Health Skills Needed to Demonstrate Competency

- Use functional health information to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

## Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously. The numbering throughout this section aligns to the corresponding standard number in the strand.

### Step 1: Introduce the Skill - Teach relevant content, terms, and outcomes.

1. Show evidence-based models for dietary and fitness plans and review nutritional information.

- a. [Nutrition Essentials](#)
2. Explain caloric expenditure and how it influences changes in body composition.
3. List ways family, peers, media influence food choices.
4. List strategies for maintaining nutritional and fitness plans for wellness.
5. Present information on how to check for accuracy and validity of claims for health information.
6. Review the differences and similarities of disordered eating and eating disorders.
7. Define food culture and discuss the influence on food choices.
  - a. Food culture: Practices, attitudes, and beliefs surrounding the consumption of food.

## Step 2: Present Skills, Cues, and Critical Elements

1. Using an app, website, or other tool input biometrics (can be made up) to create personal nutritional needs and activity plans.
2. Using above information, demonstrate how information can be manipulated for different body composition goals.
3. Brainstorm ways other influence choices related to nutrition, fitness and other elements of health.
4. Invite students to edit the list of strategies from step 1 using experiences and research.
5. Using credible sources, demonstrate what students need to look for to know information is accurate and valid.
6. List possible effects of disordered eating and eating disorders, noting eating disorders are a medical condition that require medical care. Discuss the stigma associated with both disordered eating and eating disorders.
7. Evaluate various food guides around the world, sample sources:
  - a. [International Nutrition](#)
  - b. [Cultural Considerations](#)
  - c. [What the World Eats](#)

## Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. As a class, analyze a meal noting nutrient dense food, any gaps or excess elements and if enough water is consumed, can use an app or website to support.
2. Using the meal chosen above, determine how this meal relates to healthy weight and how to balance with appropriate caloric expenditure.
3. Using appropriate media, analyze interactions between characters that influence their choices. Determine if they were positive influences.
4. Continue analyzing a meal (adding from 1 and 2 above), making adjustments for aging and life changes such as parenthood or disease.
5. Model how to check the accuracy of various claims made by dietary supplements, fad diets, or other health products and services.
6. As a class, read or watch a story of a person with an eating disorder. As a class, analyze the effects of living with an eating disorder on this person.
7. As a class, compare and contrast food models from different countries or regions.

## Skill Practice

In this section, students will be leading the discussions and activities. The educator will monitor and give feedback.

### Step 4: Practice and Feedback

Students will practice health skills in a variety of learning activities. Teachers will monitor and give feedback as needed. Students will also give peer feedback. For listed standards, assess the competency in these skills:

- Use functional health information to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

#### Sample Peer Feedback Rubric

*Educators, please create rubrics that meet your lesson objectives. Below is a simple sample that students may use to give clear feedback to peers.*

|  |   |
|--|---|
| Meets the Skill  | Does Not Meet the Skill - Need to Revise  |
| Sample: Meal plan has all nutritional elements and contains nutrient dense food choices. | Sample: Meal plan is missing one or more elements or is not nutrient dense.<br><br>Still practicing, try again. |

## Skill Performance

### Step 5: Assess the skill(s) and support transfer.

Reinforce real life application, relevance, and transfer outside of the classroom. This can be a student project, summative assessments, or other demonstration of competency of the standard. Examples include PSA, brochures, social media campaign, research paper, journal, or log with reflection. Educators may allow students to choose from any skill/standard below or choose to assess only one of the skills/standards and ask students to choose the assessment from that area.

**Skill:** Use functional health information to promote health and well-being

**Standard(s):** HII.N.1, HII.N.2

- Create a week-long meal and physical activity plan, utilizing technology as needed. The plan should be nutritionally complete, balanced, and include appropriate caloric expenditure for the person’s health goals and needs.

**Skill:** Analyze influences that promote health and well-being

**Standard(s):** HII.N.3, HII.N.7

- Create a PSA, social media campaign, or research project that accurately depicts positive and negative influences on food choices. Include considerations for the food culture, possibly advocating for enhanced nutritional options in the school and community.

**Skill:** Access resources to promote health and well-being

**Standard(s):** HII.N.5

- Create a visual, recording, or other representation to show a well-researched claim about dietary supplements, energy drinks, fad diets, or workout supplements. Include risks, any studies, reviews, or evidence the product is

both safe and effective - or is unsafe and ineffective.

**Skill:** Demonstrate practices and behaviors to promote health and well-being

**Standard(s):** HII.N.4, HII.N.6

- Use a strategy, for example goal setting or journaling, to create a plan for a life-long nutrition and fitness program. Create a plan for each side of the [health triangle](#). Explain how disordered eating or eating disorders negatively impact health and wellness.

## Model Assessment Rubric

Educators should add details to ensure elements from school or district approved curriculum are measured and adequate feedback to students is provided. This rubric is the base model for evaluating health skills. Each health skill statement begins with “Students will be able to...”

Access, download, and customize this [linked rubric in Google Sheets](#). You can only edit after being saved as a copy to the educator’s drive or by downloading to a computer.

| Health Skill                  | Advanced (4)   | Effective (3)   | Developing (2)  | Emerging (1)  | Notes |
|-------------------------------|--|---|---|---|-------|
| Functional health information | Demonstrates a deep understanding of health information with critical thinking and problem-solving skills and the impact on personal well-being. | Uses basic critical thinking and problem-solving skills in applying health information and the impact on personal well-being. | Demonstrates limited critical thinking and problem-solving skills in applying health information and the impact on personal well-being. | Does not demonstrate critical thinking and problem-solving skills in applying health information and the impact on personal well-being. |       |
| Analyze influences            | Shows depth of analyzes of influences on health and well-being.  | Shows solid analysis of influences on health and well-being.  | Shows some analysis of influences on health and well-being.   | Demonstrates limited analysis of influences on health and well-being.   |       |



|                                     |  |  |   |   |  |
|-------------------------------------|--|--|---|---|--|
|                                     |  |  |   |   |  |
| Access valid and reliable resources | Shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.   | Shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.   | Shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.   | Shows little or no evidence of the ability to apply health skills.                  |  |
| Practices and behaviors             | Consistently engages in practices and behaviors that promote health and well-being.<br><br>Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies. | Often engages in practices and behaviors that promote health and well-being.<br><br>Demonstrates some commitment to the skill and uses basic healthy strategies. | Sometimes engages in practices and behaviors that promote health and well-being.<br><br>Uses healthy strategies, but the skill may have some inaccuracies or be incomplete. | Shows little or no evidence of the ability to apply health practices and behaviors. |  |