

# Skill-Based Instruction for Health I, 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 HI.N.1:** Describe the function of the six basic nutrients and the impact on individual health.

**Standard HI.N.2:** Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.

**Standard HI.N.3:** Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.

**Standard HI.N.4:** Identify internal and external influences on body image.

**Standard HI.N.5:** Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.

## 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.
- Students will be able to analyze internal and external factors that influence dietary habits.
- Students will be able to define and understand the difference between disordered eating and eating disorders.
- Students will be able to describe signs, symptoms and consequences of eating disorders and disordered eating including possible causes and the stigma of the disorders.

## 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.
- Demonstrate practices and behaviors to support health and well-being of self and others.
- Advocate to promote 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. Review six basic nutrients and functions for individual plans.
  - a. [Nutrition Essentials](#)
2. Show evidence-based models for dietary and fitness plans.
3. Show various advertising claims for different products.
4. Define internal and external influences and how they can impact body image.
5. Define disordered eating and eating disorders.

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

1. Present nutrients and give concrete examples of each to support health.
2. Explain elements of nutritional and fitness plans, noting when variance is needed.
3. Explain the risks involved in each advertising claim and connect to accurate evidence-based nutritional information.
  - a. Consider reviewing Botvin LifeSkills Lesson: Advertising
4. List various internal and external influences on body image.
5. Compare and contrast disordered eating and eating disorders.
  - a. List the signs, symptoms, and consequences of disordered eating and eating disorders, noting eating disorders are a medical condition that require medical care.
  - b. Discuss the stigma associated with both disordered eating and eating disorders.

## Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Complete a model meal that includes essential nutrients. Show how to adjust this meal for differing needs, for example activity level or age.
2. Create a simple dietary and fitness plan as a class, accounting for age, sex, and activity level.
3. Using an advertising claim, as a class research the consequences and potential risks associated with the product.
4. Diagram external and internal influences as a class.
5. As a class, read or watch a story of a person with an eating disorder. Identify signs, symptoms, and consequences for the disorder. [Sample story](#)

## 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.
- Demonstrate practices and behaviors to support health and well-being of self and others.
- Advocate to promote 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 is adjusted for age, sex, and activity level.	Sample: Meal plan is missing one or more elements or is not adjusted for age, sex, and activity level.  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 support health and well-being of self and others.

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

- Create personal nutrition and fitness plans based on sound practices and research.
- Create a dietary and fitness journal and analyze the patterns while comparing to research-based guidelines.

**Skill:** Analyze influences that affect health and well-being of self and others.

**Standard(s):** HI.N.3, HI.N.4

- Compare and contrast various fad diets, dietary supplement claims, and other popular weight management products. Include research and risks of each. Display using art choices (billboards, slide decks, posters), written response, or presentation.
- Write essays or poems on body image that include both external and internal factors.
- Construct an analysis of factors that influence eating (e.g., health conditions, family, cost, culture, social media, celebrities) and present a conclusion based on evidence.
- Make a collage with all the influences you see daily and analyze why they may lead to disordered eating.

**Skill:** Demonstrate practices and behaviors to support health and well-being of self and others.

**Standard(s):** HI.N.2

- Create nutrition and fitness posters for needs of teens, adults, and varying fitness levels. Taking into consideration the impact of exercise and aging on nutritional needs.

**Skill:** Advocate to promote health and well-being of self and others.

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

- Create a graphic organizer on eating disorders identifying the different disorders and the symptoms and consequences of each and where they can go for help.

- Examine stories of people diagnosed with eating disorders. List signs, symptoms, and identify places where the stigma of mental health impacted the person’s decisions or ability to seek medical care. Create a plan for this person that includes resources to support their mental and physical health.

## 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.	
Practices and behaviors	Consistently engages in practices and	Often engages in practices and behaviors that	Sometimes engages in practices and	Shows little or no evidence of the ability to	

	<p>behaviors that promote health and well-being.</p> <p>Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.</p>	<p>promote health and well-being.</p> <p>Demonstrates some commitment to the skill and uses basic healthy strategies.</p>	<p>behaviors that promote health and well-being.</p> <p>Uses healthy strategies, but the skill may have some inaccuracies or be incomplete.</p>	<p>apply health practices and behaviors.</p>	
Advocacy	<p>Shows evidence of the ability to advocate for self and others health and well-being in a variety of ways. The demonstration is thorough and exhibits proficiency in the skill.</p>	<p>Shows basic evidence of the ability to advocate for self and others health and well-being but does not demonstrate this skill in a variety of ways.</p>	<p>Shows limited evidence of the ability to advocate for self and others health and well-being.</p>	<p>Shows little to no evidence of the ability to advocate for health and well-being.</p>	