

LESSON 3: Grocery Games

Purpose

Now that students have been introduced to the skill, know the skill cues, and have seen the skill modeled, it is time to move on to practicing the skill within the context of nutrition. This lesson and the next will focus on practicing the skill within the context of nutrition.

NHES Performance Indicators

- *Grades 6 through 8:* Analyze the validity of nutrition-related information, products, and services (indicator 3.8.1).
- *Grades 9 through 12:* Evaluate the validity of health information, products, and services related to nutrition (indicator 3.12.1).

Objectives

Students will be able to demonstrate healthy eating practices and behaviors to improve their health and that of others.

Skill-Development Step

Step 4: skill practice

Materials

- Materials needed to complete the Grocery Games activity
- Computers

Instant Activity

Using their memory, students try to list and define the skill cues (ACCESS) in their notebooks or journals.

Introduction

- Review the skill cues.
- Tell students, “Today we are going to practice evaluating the validity and reliability of nutrition information.” (**practice**)

Main Activities

1. Grocery Games (see page \bb\) (**practice**)
2. Grocery Games extension: Hand out recipes to students and ask them to identify the necessary food items and where to locate them in a grocery store.

Closure

Students complete an exit ticket by responding to the following: How do you know the difference between a reliable and valid source of information and an unreliable or invalid source of information? List two valid and reliable sources of nutrition information.

Differentiation

You can preselect websites for students, reducing the amount of time that is spent.

Grocery Games

LESSON 3

NHES Performance Indicators

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Objective

Students will be able to demonstrate healthy eating practices and behaviors to improve the health of themselves and others.

Skill-Development Step

Step 4: skill practice

Duration

20 minutes

Materials

- Grocery store map
- Guiding questions
- Pictures of food or various food items with labels and prices
- Website Evaluation Worksheet

Description

- Students practice making healthy food selections at the grocery store.
- Before conducting this activity, you should either collect various food items or print pictures of food items to place around the room.
- Place food items or pictures around the classroom, using the grocery store map template as a guide.
- Explain to students that they are to practice evaluating sources of health information for validity and to help them demonstrate healthy eating practices.
- Review indicators for evaluating a website.
 - Who wrote the article or developed the site?
 - Is the information accurate?
 - How difficult was it to publish the information? (What is the domain? Is it a government site?)
- Explain to students that they are to evaluate websites and other sources of nutrition information to help them make nutritious choices while grocery shopping. You can allow students to choose their own websites, or you can preselect several sites for students to evaluate.
- At each food station, students evaluate the website's information and use the most accurate site to select the most nutritious item.
- Allow 10 to 12 minutes for completion of the activity.
- At the conclusion of the activity, students participate in a discussion in which they explain why they selected certain food items, what sources of information they used to make their choices, and why they selected the source of information.
- Students complete an exit ticket with the following question: How do you know the difference between a reliable source of information and an unreliable source of information?

Tips and Extensions

- After students complete this activity in the classroom, take them to a grocery store, where they are to use their nutrition information to plan meals or snacks.
- Assign students a recipe and ask them to use this process to select recipe ingredients.

Modification

You can preselect websites for students, reducing the amount of time.

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Website Evaluation Worksheet

Use this sheet to evaluate the quality of an Internet source. Add the points in each category to determine whether the source is credible.

	Site 1	Site 2	Site 3
Author's credentials I can't tell who the author is. 0 points The author is listed. 1 point Based on the information I found, the author or organization is qualified to write about this topic. 3 points This was written by a government agency or national news organization. 3 points	Score _____	Score _____	Score _____
Accuracy of the information I can't tell when this article was written. 0 points The article was written by a person or organization that has a conflict of interest. 0 points The date is listed, and the article is current enough to be relevant. 1 point The article presented looks professional and is grammatically correct. 1 point The information is unbiased and presents more than one side of an issue. 1 point The article lists other sources of information. 1 point The article has clear references for statistics and facts. 3 points	Score _____	Score _____	Score _____
Type of website .com, .5 points .biz, 0 points .net, 0 points .us, 0 points .org, .5 points .co, 0 points .edu, 2 points .gov, 3 points .mil, 3 points	Score _____	Score _____	Score _____
	Total _____	Total _____	Total _____

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- 6 to 10 points:** *Use this information along with other sources of information.*
- 0 to 5 points:** *This is not a good source for valid and reliable information.*