

Wake Up Call: Healthy Choices

Students will explore concepts of personal responsibility and healthy living. They will identify health alerts relating to nutrition and activity choices and produce segments for the exciting and innovative KSPN program: Wake Up Calls!



KSPN

Knowledge Sports Production Network



Effective Integration of Technology Into K-12 Curriculum

Wake Up Call: Healthy Choices

Core Value:

Personal Responsibility and Healthy Living

Students will explore concepts of personal responsibility and healthy living. They will identify health alerts relating to nutrition and activity choices and produce segments for the exciting and innovative KSPN program: *Wake Up Calls!*

Grade Levels: 6-12

Curriculum Areas: Science, Health, English Language Arts, and Technology

Approximate Time Frame: Approximately 2 - 4 weeks¹

Introduction:

Do you have healthy habits? In this learning activity, students will learn the importance of developing making healthy choices about food and exercise as they work cooperatively to create an informational video about developing healthy habits.



Students will assume the role of researchers, analysts, writers, producers and editors in order to create a finished segment to be aired on the KSPN program, *Wake Up Calls*.

Working in small, cooperative groups, students will explore concepts of *Personal Responsibility* and *Healthy Living*, to determine the importance of these core values in their own lives as well as in the lives of their families. Students will gather, evaluate, and synthesize data from a variety of sources. They will track their own personal eating habits and activity, as well as those of their families, over a period of time. Students will evaluate their the data and make specific recommendations in their finished video presentation.

¹ You may need to adjust this time frame to meet the needs of your students.

Standards and Learning for this Activity:

Science: <http://www.nap.edu/readingroom/books/nses/>

- **Content Standard F:** Students will develop an understanding of personal and community health; natural and human-induced hazards; and science and technology in local, national, and global challenges.
- **Content Standard C:** Students will develop an understanding of the interdependence of organisms.

Health: http://www.aahperd.org/aahe/pdf_files/standards.pdf

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention.
- **Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- **Standard 7:** Students will demonstrate the ability to advocate for personal, family, and community health.

English Language Arts: <http://www.ncte.org/about/over/standards>

- **Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Technology: <http://www.cnets.iste.org>

- **Standard 1 – Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Standard 2 – Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Required Materials and Resources:

Students will need access to computers with desktop publishing applications such as *Microsoft Publisher*, *Apple Pages*, or *Adobe Pagemaker*. In addition, student will need access to video-production equipment, such as:

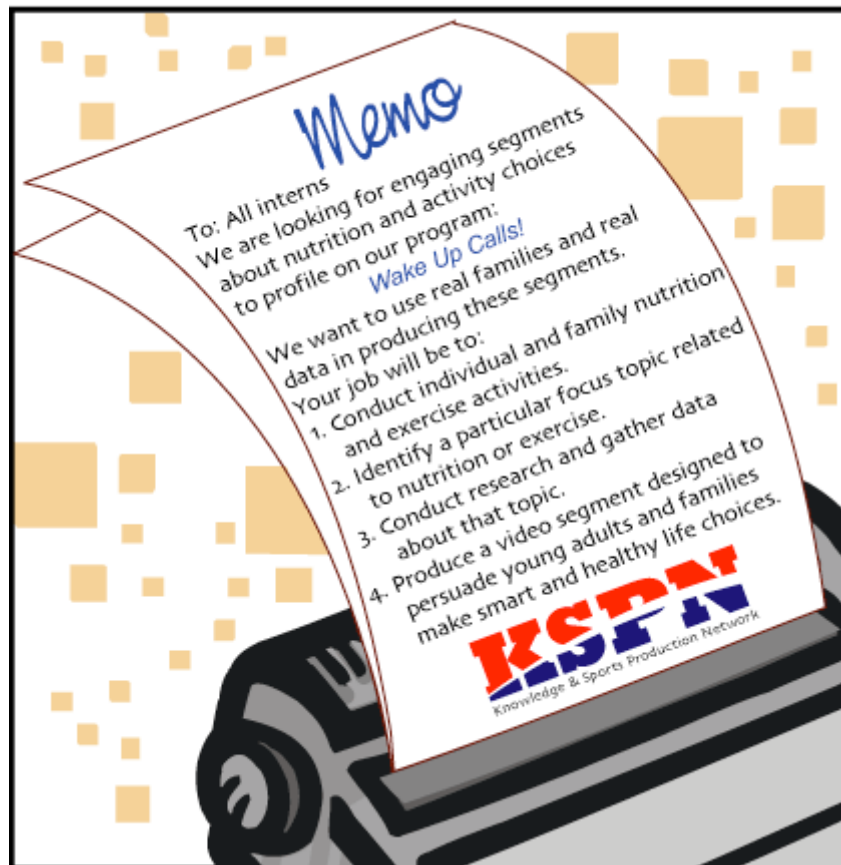
- ✓ Video and still digital cameras
- ✓ Video editing software, such as *Apple iMovie*, *Windows Movie Maker*, or *Adobe Premiere*.
- ✓ Tripod (optional)

Activity Procedure:

Introduction and Motivation

Tell your students that they have just been hired as interns by KSPN, the *Knowledge & Sports Production Network*. Their job will be to provide content for the KSPN show, *Wake Up Call!*

Provide students with a copy of the handout for this activity:



This handout is a memo from the KSPN production team explaining the intern's next task. As a class, review the content of the memo. You do not have to go into much detail, but make sure students understand what they are being asked to do.

Begin by writing the words "personal responsibility" and "healthy living" on chart paper. Ask students to evaluate the impact of these core values for themselves and for their families. Divide students into pairs or groups of three to discuss and compare how they and their families approach nutrition and activity. Ask each student to contribute one thing they do that demonstrates positive health choices and one thing they could do to better take care of themselves.

Ask each group to share their responses. Record the various responses as a class. Use these responses to brainstorm, as a class, ways in which students can make better individual choices and persuade their families to embrace positive steps toward *personal responsibility* and *healthy living*.

Provide students with the rubric that will be used to assess their finished work. A sample rubric is included with this activity; however, you may need to customize this rubric to meet the needs of your students.

What is a “Wake Up Call?”

Next, discuss the concept of the program *Wake Up Call*. Students should recognize that a key element of their final video segment is to shock or alert viewers to a potential health threat related to nutrition and/or fitness. The hope is that these videos will stimulate viewers to evaluate their current habits and encourage them to make better, healthier choices in the future.

Make sure students understand that a “Wake Up Call” is an idiom that means to warn someone about a serious or dangerous situation.

Web Sites To Visit:

- USDA: My Pyramid: <http://www.mypyramid.gov/podcasts/>
- Ad Council: <http://www.adcouncil.org/default.aspx?id=54>

You may want to show students examples of vidcasts and PSAs from the above websites to serve as examples of topics students might choose. For example the “New Years Resolution” podcast on the USDA website points out a single, simple step that people can take to help lose weight. If time is a factor, you can have each group look at different videos, and then report back to the class about what they observed.

In addition to discussing the content of these videos, ask students to evaluate the effectiveness of the videos in communicating an important message. If necessary, you can provide students with the following prompts:

- Who is the targeted audience of the video?
- What technique or approach does the video employ to connect with, shock, or persuade the viewer?
- What was effective about the video production?
- If you were working on this video, what would you do to make it better?

Elicit from students that these examples are short and to the point. They include facts and information, but in a way that connects with the viewer or demonstrates an important point.



Just the Facts

Before beginning their movie, students need to acquire some background information about nutrition and exercise. Although students probably have some ideas about what is and is not healthy, you can not assume that their personal knowledge is accurate or extensive enough to complete this project. This activity will ensure that students develop basic, reliable information.

Begin by having students individually visit the *My Pyramid Plan* page at the USDA website to evaluate their own nutrition and activity levels:

<http://www.mypyramid.gov/mypyramid/index.aspx>.

Note: This interactive web site requires individuals to submit personal data, (age, gender, weight, height, and physical activity) and then provides information about proper nutrition and physical activity. There are special warnings for individuals whose weight is above or below the healthy range. If you think this might present a conflict situations for your students, you may provide students with sample data to use. The purpose of this website is to collect information about the topic, not to have students evaluate if they are too fat or too thin.

Students will work in cooperative teams of 2 – 4 students to develop an “Info Sheet” or fact sheet about one of the following topics:

<i>Milk</i>	<i>Vegetables</i>	<i>Fruits</i>
<i>Grains</i>	<i>Proteins</i>	<i>Oils</i>
<i>Light Activity</i>	<i>Moderate Activity</i>	<i>Intense Activity</i>

Tell students that the fact sheet should be a short, informational document (one to two pages) that provides background information about the topic. Their fact sheet should:

- ✓ Define and describe the group and any subgroups, as appropriate.
- ✓ Explain why this group is important to healthy living.
- ✓ Relate how much is necessary for healthy living; and how much is too much, if applicable.
- ✓ Present different ways to incorporate this group into a healthy lifestyle.

Instead of a printed fact sheet, consider starting a class wiki.² Each group can develop an article about their group and add it to the wiki.

Remind students, as they conduct their research, they should be looking for an interesting topic for their *Wake Up Call*.

² For more information about creating a class wiki, visit:

<http://pbltech.org/wiki/index.php?title=Wiki>

Web Sites To Visit:

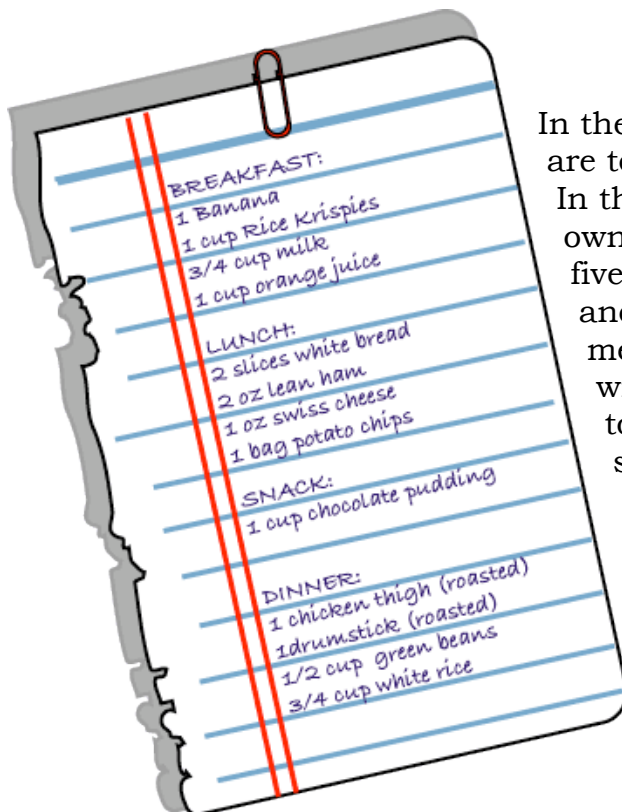
- Ways to Enhance Children's Activity and Nutrition:
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>
- Food and Nutrition Information Center:
http://fnic.nal.usda.gov/nal_display/index.php?tax_level=1&info_center=4
- Fruits and Veggies Matter: <http://www.fruitsandveggiesmatter.gov/>
- American Dietetic Association:
<http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/index.html>
- Healthy Youth – Nutrition: <http://www.cdc.gov/HealthyYouth/nutrition/index.htm>
- Healthy Youth – Physical Activity:
<http://www.cdc.gov/HealthyYouth/physicalactivity/index.htm>
- Teens Health: http://kidshealth.org/teen/food_fitness/
- Smart Mouth: <http://www.cspinet.org/smartmouth/>
- Teen Growth:
http://teengrowth.com/index.cfm?action=info_sub&SubCategory=health_Nutrition&CatDesc=Health&SubDesc=Nutrition&Category=health

After the fact sheets are completed, have each group present their information to the rest of the class. Provide time for students to ask questions of the presenting group. Make sure the information from each group is available to all students.

My Family, Myself: Using Real Data

It is important to help students personalize the information they are researching.

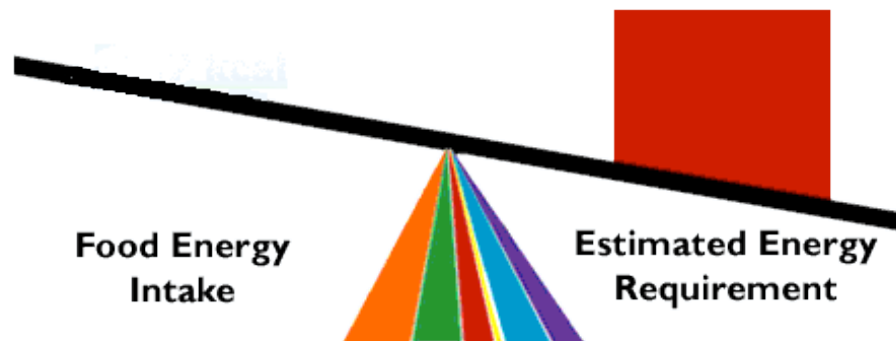
If time is an issue, you may want students to begin this tracking activity at the same time they are conducting their research.



In the original memo, interns are told to “use real families and real data.” In this activity students will record their own nutrition and activity habits for *at least* five days. They will also record nutrition and activity habits of *at least* one family member for the same time period. They will share this information with the group to determine a topic for their video segment.

For each day, students should record everything they eat, including the serving portions. It does not matter what format students use to collect the information, as long as they include specifics about the type of food, portions, and quantities.

Students can use the online tool at <http://www.mypyramidtracker.gov> to receive an overall evaluation that compares the amounts of food they ate and physical activity to current healthy guidelines. You can elect to have students register as users, which will allow them to maintain ongoing nutrition and activity evaluations, or they can click the “Check it out” link, which will allow them to input data and view results and recommendations without logging in. Remind students that if they don’t log in, their data will not be saved.



Provide time for students to explore the various reports available through this online tool. Then, have students answer the following questions in a journal or notebook:

- Which food groups (if any) are you not getting enough on a daily basis?
- Which food groups (if any) are you eating too much on a daily basis?
- Describe changes you can make that will allow you to get all the nutrients you need to be healthy.
- Are you taking in the right amount of calories per day? (refer to The Background section for calorie intake information)
 - If you are **not taking in enough** calories, what can you do to change that? Which foods will you add to your diet?
 - If you are taking in **too many** calories, what can you do to change that? Which foods will you lessen or eliminate from your diet?
- Are you making effective exercise choices? If not, what can you do to make changes there?
- How does your tracking chart compare to you family member’s chart? Do you think you are making healthier choices than your family member? Explain.
- What did you learn from tracking your food and exercise choices or from comparing your choices to those of your family member?

Finally, have students meet with their group to share their impressions and reflections. *Note: These answers may be personal. Students should not be expected to share their specific journal responses, but rather discuss the topic generally.* Ask each group to develop a prioritized list of issues or concerns related to nutrition and activity, based on the results of this activity.

The Pitch

Before students begin filming, each group should “pitch” their selection. In the advertising business, a pitch is when the people who want to make a commercial verbally present their ideas to the people who pay for making the commercial.³ Make sure students understand that the purpose of their pitch is to persuade the KSPN (here represented by you, the teacher) to accept the topic they selected and produce the segment.

The pitch should explain why the topic is a good choice for the segment. The group should be persuasive and demonstrate how producing this video will promote personal responsibility and healthy living. The pitch should also provide some of the relevant data and statistics as support.

The pitch can be submitted in writing, presented orally, or published on a blog. As “Executive Producer,” make sure you determine the topic is appropriate and the approach outlined by the group can be realistically produced in the time allotted, before you “green light” (that is, approve) any group’s pitch.

From Conception to Production

Once students have had their topic and approach approved, they will need to develop a script and/or storyboard to layout their video segment. It will be important to place a deadline for the completion of the video and to stick to this deadline.

This is a wonderful opportunity to provide students with creative freedom in developing their video. This will give them ownership and invest them in the project’s outcome. At the same time, students often have ideas that expand beyond the scope of what is possible with the available time, technology, or resources. If this should happen, try to find creative ways to adapt their ideas into something manageable, without taking away control or extending beyond the deadline.

Students will need to edit their video and prepare it to be aired on KSPN. Each group will present their video segment to a focus group (one or more of the other groups) and the Executive Producer (the teacher). The focus groups will be evaluating the work using the rubric and providing their feedback to the completed interview. Each group will also submit a self-review of their process and their final product. This feedback will assist the Executive Producer in determining which segments will be published on the Internet.

³ To learn more about “pitching” a movie idea, visit: <http://pbltech.org/wiki/index.php?title=Pitch>.

Handout: Healthy Choices

Memo

To: All interns

We are looking for engaging segments about nutrition and activity choices to profile on our program:

Wake Up Calls!

We want to use real families and real data in producing these segments. Your job will be to:

1. Conduct individual and family nutrition and exercise activities.
2. Identify a particular focus topic related to nutrition or exercise.
3. Conduct research and gather data about that topic.
4. Produce a video segment designed to persuade young adults and families make smart and healthy life choices.

KSDT
NEWS 14
Knowledge & Sports Production Network

Rubric for Healthy Choices:

Criteria	Above Standard (4 pts)	Meeting Standard (3 pts)	Getting There (2 pts)	Not Yet (1 pt)
Content	The video provides in-depth information about nutrition and/or activity. Facts and statistics are introduced with a sense of style that engages the viewer.	The video provides a good amount of information about nutrition and/or activity. Facts and statistics are accurate and informative.	The video provides some information about nutrition and/or activity. There are few facts or some information is not accurate.	The video provides little information about nutrition and/or activity. There are no facts or most information is not accurate.
Organization	The video demonstrates a clear and logical story. The organization enhances the viewer's understanding of the topic.	The video is organized. The viewer has a clear understanding of the topic.	The video is somewhat unorganized. This may lead to misunderstanding or misinterpretation at times.	There is no clear or logical order to the information, which interferes with understanding.
Use of Personal Data	The video incorporates data collected from a range of sources, including primary source data. The information is presented seamlessly and enhances the overall production.	The video incorporates primary source data. The information is presented appropriately and logically.	The video incorporates primary source data but the information seems extraneous or disconnected with the video.	The video does not incorporate primary source data.
Production	The video is perfectly produced with good sound and picture quality. Transitions, titles, and special effects are used tastefully. The length keeps the audience interested.	The video is fairly well produced with good sound and quality. There is appropriate use of transitions, titles, and special effects. The length is appropriate to the subject matter.	The video has some production problems and/or sound quality issues. Some transitions, titles, or special effects are missing or inappropriate. It is either too long or too short for the topic.	The video has significant production problems. Transitions, titles, or special effects are missing or interfere with the video. It is either too long or too short for the topic.
Collaboration and Communication	You work well with others. You assume a clear role and related responsibilities. You motivate others to do their best.	You work well with others. You take part in most decisions, share information, and contribute a fair share to the group.	You work well with others but have difficulty sharing decisions, information, and/or responsibilities. You contributed less than a fair share to the group.	You did not work with others in most situations. You did not share information and/or did not contribute to the group.
Score	18 - 20	13 - 17	8 - 12	5 - 7