Foods for Fitness Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nutrient Project \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assigned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nutrient Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:**

Day 1: All group members are responsible for the research to present to the class. You will have ONE class period to divide material amongst your group and complete any book research necessary. If your group finishes early, use this time to look through the cookbooks for potential recipes to use for the lab portion of this project.

Day 2 & 3: Lab research day—group members will begin individual assignments, research and requirements for project.

Day 4-5: In class progress check, individual assignment work period.

Project Requirements:

Presentation of material, review, visual aids, activity, lab, assessment

Activity ideas: Posters, taste test, food comparison, worksheet, article review, game, etc.

**Calendar:**

**March 22-23 research, meet in media center Group 4: April 26 Meet in DLL**

**March 27-28 research, meet in media center Group 4: April 27-May 1**

**Group 1: March 30 DLL meet in media center Group 5: May 2 meet in DLL**

**Group 1: April 2-4 Group 5: May 3-7**

**Group 2: April 16 meet in DLL**

**Group 2: April 17-19**

**Group 3: April 20 meet in DLL**

**Group 3: April 23-25**

**Presentation Outline:**

**Day 1:** Your group is responsible for teaching the class all aspects of your nutrient. This information must be done on a PowerPoint presentation and should follow the handout supplied for the class to take guided notes from. The PowerPoint presentation should be able to be completed in one class period with time for review. Presentations will take place in the Distance Learning Lab.

After your presentation, your group members should have questions (5 or more) to ask the class to review material.

**To turn in: PowerPoint handout, review questions, your groups completed notes/research for material.**

**Day 2:** Lab plan with class, you must turn in 3 recipes that could be completed in ONE class period. Consider time to measure, prep, cook, eat, and clean up. Once your recipes have been reviewed your group must complete a master lab plan sheet along with a grocery/supply list.

*After the lab plan is complete, you must complete an activity. Students should be working from bell to bell and have time for completion. Your lab planning time must be structured and organized so that time is not wasted and your activity can be completed. There will be no make-up time to finish any activity, so plan accordingly. Points will be deducted from your group grade for large amounts of time where students are not working or have significant time spent doing nothing.*

**To turn in: 3 recipes\*, master lab plan\*, grocery list\*, activity lesson plan\***

**\*These items must be approved prior to your week to present!**

**Day 3**: Lab day, set up lab, check for clean-up, put away ingredients, complete lab evaluations

**To turn in: Graded lab evaluations, reflection sheet**

**Day 4**: Brief review over material. A short activity must be planned, must take no more than 12-15 minutes to complete, clean up, etc.

Test over your nutrient. Your test must be at least 25 questions mixed format between fill-in the blank, true/false (with false statements being corrected), matching, or short answer. Tests will be graded in class as they are completed.

**To turn in: Review lesson plan, copy of test, answer key, graded tests, rubric/evaluation**

**Project Check List:**

|  |  |  |  |
| --- | --- | --- | --- |
| *Item* | Date Due | Who’s Responsible | Complete |
| Presentation Notes | Day 5 | ALL |  |
| PowerPoint\* | Day of presentation |  |  |
| After PowerPoint review questions\* | After presentation |  |  |
| 3 Recipes for consideration\* | Before Presentations |  |  |
| Final recipe\* | Before Presentations |  |  |
| Master Lab Plan (supply list, grocery shopping list) | Before presentations |  |  |
| Graded Lab evaluations | After lab is complete |  |  |
| Lab reflection | Day 5 |  |  |
| Activity Lesson Plan | Day 5 |  |  |
| Activity Grade Sheets\* | Day 5 |  |  |
| Test \* | Day 1 |  |  |
| Test Key \* | Day 5 |  |  |
| Rubric | Day 5 | ALL |  |

**Project Rubric: Last Names:**

|  |  |  |  |
| --- | --- | --- | --- |
| *Item* | Points Possible | Points Received | Comments |
| Presentation Notes | 25 |  |  |
| PowerPoint\* | 50 |  |  |
| After PowerPoint review questions\* | 10 |  |  |
| 3 Recipes for consideration\* | 10 |  |  |
| Final recipe\* | 10 |  |  |
| Master Lab Plan (supply list, grocery shopping list) | 30 |  |  |
| Graded Lab evaluations | 20 |  |  |
| Lab reflection | 10 |  |  |
| Activity Lesson Plan | 30 |  |  |
| Activity Grade Sheets\* | 20 |  |  |
| Test \* | 40 |  |  |
| Test Key \* | 10 |  |  |
| FINAL |  |  | /265 |

|  |  |  |
| --- | --- | --- |
| DATE | LESSON NO. | UNIT |
| COURSE | | TOPIC |
| INSTRUCTOR | | |
| SUBJECT OF LESSON | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED | | |
| REFERENCES | | |
| LESSON OUTLINE | | |
| ASSIGNMENT | | |
| NOTES | | |

**Self-Evaluation**

**Rate yourself on the following items using a 1-10 scale. Ten being the highest score.**

**Leave any explanation necessary below the statement.**

\_\_\_\_\_\_\_ I worked cooperatively with my group with little/no conflict.

\_\_\_\_\_\_\_I followed through with the commitment I made to my group and equally participated.

\_\_\_\_\_\_\_I took a lead in this project and made sure everyone was doing what they needed to do.

\_\_\_\_\_\_\_I feel like I educated the class both efficiently and sufficiently on my part of the project so they will have success on the test.

\_\_\_\_\_\_I put in as much effort as the rest of my group members did.

**Group Evaluation**

\_\_\_\_\_\_\_ My group worked cooperatively with little/no conflict.

\_\_\_\_\_\_\_Everyone followed through with the commitment to the group.

\_\_\_\_\_\_\_There were leaders in the group that made sure everyone was doing what they needed to do.

\_\_\_\_\_\_\_Our group educated the class both efficiently and sufficiently so they will have success on the test.

\_\_\_\_\_\_Every member of the group participated equally and pulled their weight to complete all aspects of the project without someone doing the majority of the work or picking up the slack from a group member who did not.