# Nutrition Song

By: Holly Fjeldsted

I don't know but I've been told
Treat your body just like gold.
Nutrients are what we need
To keep our bodies up to speed.

The food guide pyramid is the key
To stay as healthy as can be.
Grains, Fruits, Veggies, Milk and Meat
Help to make a body complete.

Exercise twenty minutes each day
Healthy your heart will ever stay.
Drinking and smoking isn't that smart
You've got to say "No!" and do your part.

Sound off!
One, Two!
A little more!
Three, Four!

Keep your body healthy forever more!



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# Burning Calories

*Content Standard I*

*Objective 1*

**Standard I:**
Students will develop a sense of self.

**Objective 1:**
Describe and adopt behaviors for health and safety.

**Intended Learning Outcomes:**
4. Develop physical skills and personal hygiene.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

**Content Connections:**
Math III-2, Use Measurements

Connections

## Background Information

In addition to making healthy food choices, the new food guide pyramid reminds us to be physically active every day. Students will need background knowledge regarding how to make a prediction in order to complete this activity. They should also know what a calorie is. Make sure that students understand that when we talk about burning calories we are not talking about fire, we are talking about our bodies using the calories as a form of energy.

Students will need to walk during this activity. Students with physical limitations or food allergies may need accommodations to complete this activity. The lesson requires students to walk three different distances. They will need a hallway or outside area with space to walk. The distance walked does not need to be a straight line.

## Research Basis

Bell, R., (1990). Whole-Class Inquiry: Science. *Learning and Leading with Technology,* 32(8), 45-47.

This article discusses three comparable lessons: (1) a traditional textbook-based lesson; (2) an example of the same lesson taught in a computer laboratory setting using a hands-on approach; and (3) scaffolding provided to facilitate inquiry in a whole-class setting.

Jarrett, D., (1997). Inquiry Strategies for Science and Mathematics Learning: It's Just Good Teaching. Northwest Regional Education Laboratory. Retrieved November 30, 2006, from http://www.eric.ed.gov.

Inquiry-based learning satisfies the natural curiosity children possess. Students who are learning through inquiry are actively involved in the learning process. Teachers may begin to create an environment that supports inquiry by using appropriate questioning,