



## Healthy Bodies, Healthy Gardens

### Lesson

#### Goals

Students will learn what nutrition is and why it is important. They will also begin to learn the connection between healthy bodies and healthy gardens.

#### Objectives

Students will discuss what nutrition is and brainstorm ways to keep bodies and gardens healthy. Students will tour the garden to identify what makes a garden healthy.

#### Standards

*Science: Life Science*

GR.5-S.2-GLE.2

*Comprehensive Health: Physical & Personal Wellness in Health*

GR.1-S.2-GLE.1

GR.2-S.2-GLE.1

GR.3-S.2-GLE.1

GR.4-S.2-GLE.1

GR.5-S.2-GLE.1

GR.6-S.2-GLE.1 & GLE.4

**Total Time** – 60 minutes

#### Materials

- Seasonal fruits & vegetables (or images)
- Healthy snack

#### Did you know?

Breakfast eaters consume more calories in a day than those who skip it, but they are less likely to be overweight. Eating breakfast also improves children's concentration, memory, test scores and school attendance.

#### Vocabulary

concentration

diversity

improve

memory

nutrition

nutrients

seasonal

#### Mentor Texts

- *Roots, Shoots, Buckets, & Boots.* Sharon Lovejoy, 1999.

#### Method

Introduction (15 minutes)

1. Write the words nutrition and nutrient on the board. Ask the class: *What is nutrition?* Nutrition is the study or practice of understanding that what we eat affects our health. *What are nutrients?* Nutrients are the food we eat, including vitamins, minerals, carbohydrates, proteins, fats and water. Nutrients keep our bodies functioning and give us energy to grow, work, play, think and learn.

- a. Discuss with the class: *One way to be healthy is to eat a variety of foods. Nature gives us a wide variety of colors and kinds of food. You can choose to eat fresh, whole foods that are closest to the way they grow. When we learn about nutrition we learn about how to take care of ourselves. A great way of having good nutrition and taking care of ourselves is to eat the food we grow. We can have healthy bodies by having healthy gardens.*
2. Make two columns on an anchor chart. One labeled, “Healthy Bodies” and the other labeled, “Healthy Gardens.” Have the students come up with as many ideas as they can of how to keep a healthy body and how to keep a healthy garden.
  - a. Have the class take five minutes to copy in their journals the lists they created on the anchor chart.
  - b. You could also create a Venn diagram based on the two lists to emphasize that there are overlaps in maintaining a healthy body and garden.

#### **Activity (30 minutes)**

1. Bring the class out to the garden to discuss what healthy seasonal vegetables the garden brings us in the fall.
2. Have the class identify as many plants and vegetables as they can.
  - a. If your garden does not have many vegetables, bring samples or images of seasonal foods. See: [http://www.coloradofreshmarkets.com/crop\\_calendar.html](http://www.coloradofreshmarkets.com/crop_calendar.html) for ideas.
3. Ask the class what they observe in the garden that makes the garden healthy. You might discuss: the diversity of crops, healthy soil amended with compost, crops that are harvested before they are over mature, use of herbs and flowers to repel insects, enough space between plants to allow for air circulation, etc.
4. Have the class draw in their journals their favorite fall crops.

#### **Conclusion (10 minutes)**

Have the class discuss and then journal: *What is nutrition? How can we have good nutrition? How does gardening connect to being healthy?*

#### **Snack (5 minutes)**

Hand out the apples and almond butter. Discuss how apples are a fall fruit, but can easily be stored through the winter to be eaten year round. Discuss with the class: *Apples are rich in dietary fiber, which is good for our digestive systems, and vitamin C. Almond butter with no added sugar is a good source of protein and fiber, keeping us fuller for a longer period of time.*

#### **Assessment Tools**

- Journals
- Participation in brainstorming and plant/vegetable identification

#### **Modifications**

- Have students draw and label a healthy garden in their journal.

**Extensions**

- Have students compare and contrast the vocabulary words “nutrition” and “nutrients” in their journal.

**Apples and Almond Butter**

Try to get organic apples, if possible. Apples are number one for pesticide residue in all fruits and vegetables. Use no sugar added almond butter. You can use other types of nut butter, but be aware of allergies.

- Apples
- Almond butter

Preparation (5 minutes): Cut and core apples. Dip apples in almond butter and enjoy!

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