



Keep Me Running

Lesson

Goals

Students will be introduced to how our bodies use food and continue to build on the connections between healthy bodies and healthy gardens.

Objectives

Students will role-play energy, growth and maintenance of health. Students will then work leaves into the garden to see the connection that our bodies need healthy food to keep running and the garden needs fuel to keep growing.

Standards

Comprehensive Health: Physical & Personal Wellness

- GR.K-S.2-GLE.1
- GR.1-S.2-GLE.1
- GR.4-S.2-GLE.2
- GR.5-S.2-GLE.1
- GR.6-S.2-GLE.4

Science: Life Science

- GR.5-S.2-GLE.2

Total Time – 60 minutes

Materials

- Dried leaves
- Garden tools (shovels, rakes, etc.)
- Seasonal healthy snack
- Journals

Method

Introduction (10 minutes)

1. Discuss with the class: *In this activity we will learn why we eat and what's missing from our diets. Food is the fuel that keeps the human machine running. Unhealthy food wears the body down faster, while healthy food keeps the body running better. How does food keep us going? (It provides growth, energy and maintenance.) Discuss with the class why we eat. Does eating a lot of sugar keep our bodies running? For how long? What about eating fruits and vegetables?*

Activity (40 minutes)

1. Have students act out roles that show an object other than a person performing an activity that requires energy, growth or maintenance of health.
 - a. Energy: A car driving around. What does it use up as it moves? What do you do when it cannot move?

Did you know?

We need food in the same way that a car needs fuel. Our body uses up energy everyday and not only for exercise. Your body continues to use fuel when you are sleeping to keep your heart and other organs running.

- b. Growth: A seedling. What will the seedling need to grow larger? How does it get it?
 - c. Maintenance: A machine that you use all the time. What would you do to it to keep it running smoothly?
2. Ask the class to brainstorm what types of fuel we need to keep running.
3. Have the students share what they ate for breakfast or dinner. Work with the class to figure out what good fuel might be missing from their meals. Were all four food groups represented? Dairy, protein, fruits and vegetables, whole grains? Was there a lot of fat, sugar, salt?
4. Ask the class what the garden needs to keep running (sun, water, air and nutrients from organic materials and compost). Tell the class that we will be going to the garden to provide the garden with some fuel by feeding the garden autumn's most abundant harvest—leaves.
 - a. Leaves are a great fuel source for the gardens oils because they help sand soils retain moisture. They are also a fabulous source of carbon to balance the nitrogen in your compost pile. They can also be used to insulate tender plants from the cold.
5. Bring the class out to the garden.
6. Gather all the leaves from fallen trees in your garden. If you have time, shred the leaves by running over them with a lawn mower or chopping them with shovels.
7. Have the students use shovels to turn the soil in your garden beds. Mix the leaves with the turned soil.

Snack & Conclusion (10 minutes)

1. While have a healthy snack, discuss with the class the importance of re-fueling themselves after working so hard in the garden. With this healthy snack they can keep awake for the rest of the school day.
2. Have the students write in their journals about what they did in the garden and how it made them feel.

Assessment Tools

- Participation
- Journals

Sources

Jaffe, Roberta, and Gary Appel. *The Growing Classroom: Garden-based Science*. South Burlington, VT: National Gardening Association, 2007.

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