

MY BONES

Proposals for educational goals

The students will

- know that the human body has bones which serve a specific purpose
- realize the importance of taking good care of our bones and general health
- realize the difference between what is healthy and unhealthy for our bones

Introductory material

Discuss the body with the students, i.e. what the body is made of, inside as well as outside (skin, muscles, bones, organs). What would the body be without bones? Examples of boneless organisms, e.g. worms. We could not stand upright if we had no bones and our movements and motions would be different – how would they possibly be?

Particularly discuss the following terms:

bone: is a living solid tissue

health: tells us how we feel, whether we are ill or in good health, cf. healthy vs. sickly

wholesomeness: what does us good; maintains or improves our health

Bones are firm and solid living tissues. Students might be asked if they had ever chewed on a bone and felt the outside firmness compared to the softness within. In children the bones are soft but harden with age. Bones grow with the body and continue to renew themselves throughout life.

As we grow old, our bones become more fragile. However, if we take good care of our bones when we are young, they will be less fragile when we grow older.

Ask students whether they have ever fractured a bone. If so, where and how? Furthermore, they might be asked whether a family member had experienced a bone fracture and what kind of treatment they had received.

Assignments

- Newspapers or magazines are handed out to the class as a whole, or in groups, and the students asked to find photos, words or sentences in any way directly related to bones, i.e. healthy or unhealthy for bones. They will then cut out the

relevant material and paste it on a paperboard in two columns; one for healthy the other for unhealthy.

- Students solve the assignments in the dossier (For teeth and bones, Health from A – Z and The search for the secret)
- The class as a whole (or divided into groups) could make a skeleton from paper or out of styrofoam or from any other material available in the school. The skeleton does not necessarily have to be perfect, and can just as well be in large individual parts, depending on the students' abilities. The students can be asked to choose between an "old" skeleton or a "grown-up" or "child" skeleton.

Process

- In summarizing the data with the students, the main features must be emphasized.
- The main emphasis should be on what is wholesome for the bones and what is not. Examples of wholesome and nutritious food can be food containing calcium and vitamin D, e.g. milk, "skyr" and green vegetables.
- Students must be reminded that motion is also wholesome, e.g. exercising, walking, running, playing outdoor games and practising sports in general.
- Explain why it is important to eat at regular hours and then eat well. Examples of what is unhealthy, e.g. sweets, sodas, snacks, smoking, lazying around and spending too much time at the computer. Furthermore, eating too much or always picking at food is unhealthy, it spoils our teeth and is fattening.

Useful websites

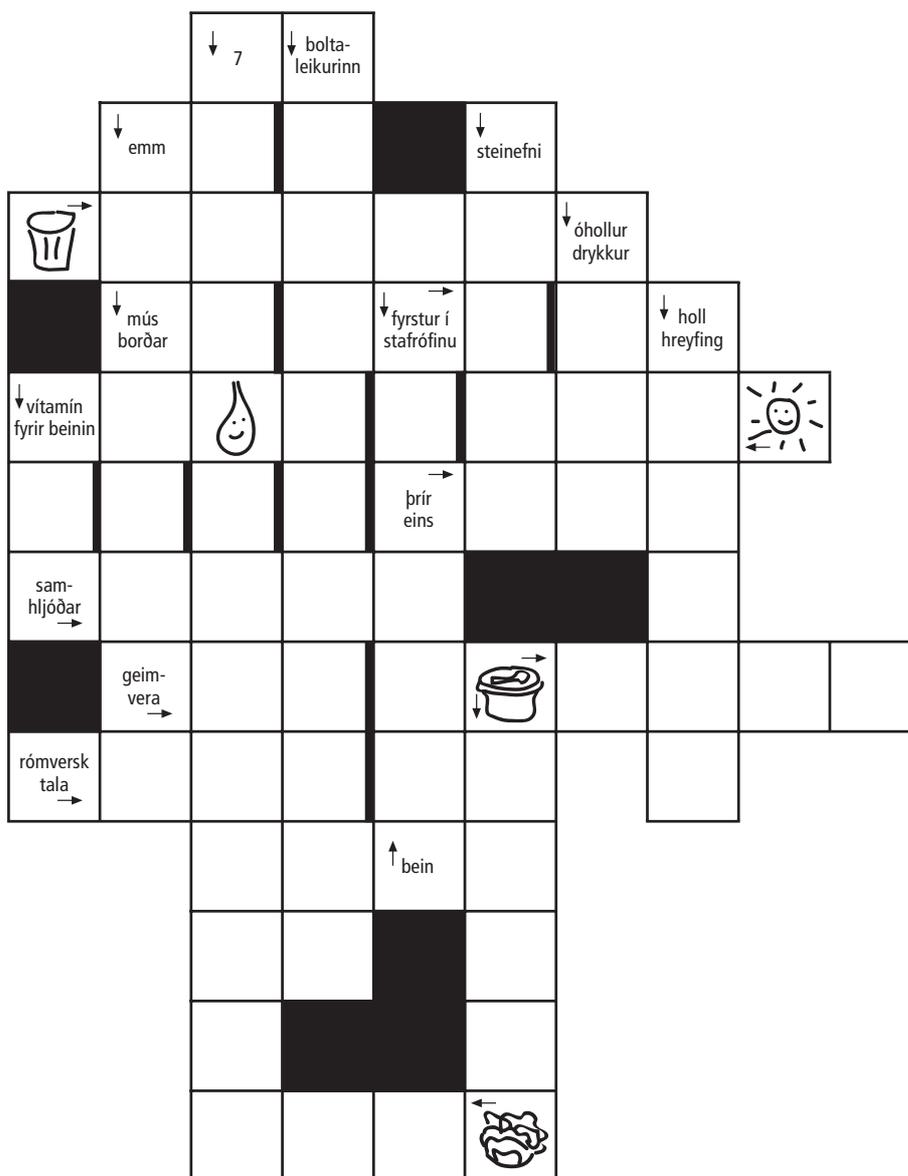
- www.beinvernd.is
- www.tannheilsa.is
- www.ms.is
- www.skyr.is
- www.manneldi.is (search: bein)

Beinin mín

Ég er það SEM ég veL!

1.- 4. bekkur

FYRIR TENNUR OG BEIN



VÍSBENDINGAR:

Mjólk
skyr
ost
dreitill
sól
kál
kók
skokk
fótbolti
kalk
vítamín-D
rif
sjö
iii
kkk

FYRIR TENNUR OG BEIN

		↓ 7	↓ bolta- leikurinn						
	↓ emm	s	f		↓ steinefni				
↓ 	M	j	ó	l	k	↓ óhollur drykkur			
	↓ mús borðar	ö	t	↓ fyrstur í stafrófinu	a	k	↓ holl hreyfing		
↓ vítamín fyrir beinin	o		b	a	l	ó	s		
	d	s	d	o	↓ þrjú eins	k	k	k	
↓ sam- hljóðar	t	r	l	f					
	geim- vera	e	t	i		s	k	y	r
↓ rómversk tala	i	i	i	r	s		k		
		t	n	↑ bein	k				
		i	n		y				
		l			r				
		l	á	k					

WHOLESOMENESS FROM A TO Z

Find words for wholesome and healthy food that either have the initials below or one or more of the letters are included in the word.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

X _____

Y _____



LEITIN AÐ LEYNDARMÁLINU



Finndu orðin sem eru talin upp í orðalistanum fyrir neðan og strikaðu yfir þau með beinni línu eða gegnsæjum yfirstrikunarpenna. Þau eru lóðrétt eða lárétt, áfram eða aftur á bak. Þegar öll orðin eru fundin skaltu lesa úr stöfunum sem eftir urðu (byrja efst til vinstri og lesa til hægri hverja línu) og skrifa stafina í rétttri röð á línurnar fyrir neðan. Þannig finnurðu leyndarmálið.

M O R K A O R Ú G U R S T E I N E F N I R G
 K L Í Ð U N K V Ö K V I J A F N V Æ G I O G
 A R N K L Ó J M M O S T Á E Ð K A L K M J R
 R K O L V E T N I Ó L K R E R J Ó G Ú R T Æ
 T S A T S A P G N I R Æ N T X Ö V Á G Ó Ð N
 Ö Y B Y D N R O K N U G R O M T R N T A V M
 F K J U A N I Ð G I R B L I E H B R A U Ð E
 L U G A N G A Á T A M Ó T D E H N E T U R T
 U R G I S T R E F J A R Æ F I N G N R O K I
 R B A N A N A R N U N I E T Ó R P H O P P A
 M V Í T A M Í N F I T A N H R Í S G R J Ó N

jafnvægi
 morgunkorn
 orka
 bananar
 hoppa
 næring
 prótein
 vítamín
 ost
 æfing
 hnetur
 hrísgrjón

ganga
 brauð
 korn
 ávöxt
 kjöt
 rúgur
 vatn
 dans
 trefjar
 heilbrigði
 mjólk
 pasta

kalk
 sykur
 tómát
 kolvetni
 vökvi
 járn
 steinefni
 kartöflur
 grænmeti
 jógúrt
 fitan
 klíð