

Teacher's Guide to — The Science of Nutrition

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Planning and preparation are the keys to a successful field trip—even an electronic one! This guide provides a checklist and tips to help you and your students make the most of your upcoming Purdue zipTrips™ experience.

☐ **Technology**

The Science of Nutrition is currently not being presented as a live show, which means your classroom will view an archived version of the zipTrip. Archived versions of zipTrips are viewed via streaming video over the web. Work with your school's technology specialist to connect to the program.

☐ **Room Reservation**

You will still want to reserve a large enough space for students to participate together. You will also need Internet access at that site.

Invite parents to help chaperone this virtual trip. There is a brief description of the field trip in Appendix A for you to use in a parent newsletter or other form of communication.

☐ **Get Excited!**

Once you've made the technology arrangements and have the room reserved, it's time to get your administrators, fellow teachers, students, and even parents excited about participating in the zipTrip. After all, this is an unusual way to take a field trip, right? Let your administrators know about this unique event. Ask teachers on your team to join in the zipTrip. Invite parents to help.

Then prepare your students for the event by using the supplemental materials, including the online scientist videos and discussion questions.

☐ **Supplemental Materials**

These materials are designed for classroom use before and/or after the show:

Scientists Profile online videos: Three short online videos profiling different Purdue scientists using scientific inquiry to conduct cutting-edge disease research. These are found in the "Science of Nutrition" trip once you have signed up for the show.

NOTE: There is a list of suggested discussion questions to go along with these videos in Appendix B, "Discussion Questions for Online Videos," at the end of this document.

NOTE: A possible timeline for using these materials is provided in Appendix C, "Recommended Timeline for Using Supplemental Materials," at the end of this document.

□ Show Anticipation

Use the following prompts to initiate a **pre-trip discussion** with your students prior to the show:

- What do you think about science (not just the subject, but in the whole world)?
- Are you interested in science? Why or why not?
- What does a nutrition scientist do? Where do nutrition scientists work? Who do nutrition scientists work with?
- What are important characteristics of a nutrition scientist?
- If a nutrition scientist works on healthy eating research, what types of things might he or she do?
- What types of tools or equipment might a nutrition scientist use?
- What type of questions might a nutrition scientist ask or answer?
- How do nutrition scientists answer a question?
- What is an experiment?
- We are going to watch a zipTrip. What do you think it will be like?

Throughout the archived show, you will hear Purdue scientists will choose questions to answer. Please remember – there is not a live show, and therefore you won't be able to email questions.

APPENDIX A: Program Description for Parent Newsletter/Communication

Here is a brief description of the Purdue zipTrip for you to use in a parent newsletter or other form of communication:

This zipTrip features Purdue scientists researching nutrition topics such calcium consumption and snacking habits, physical activity, and environmental concepts that impact kids' health. The United State Department of Agriculture's MyPlate recommendations for healthy eating and exercise are also incorporated into this zipTrip. Get your students thinking about health and nutrition topics, science, and science careers, influencing their everyday lives now and in to the future. The Purdue zipTrips project seeks to increase students' interest in science, consistent with STEM initiatives.

APPENDIX B: Discussion Questions for Online Videos

Prepare your students to watch the online videos by asking them to pay attention to the following details, then follow up afterward to discuss what they learned:

- What type of scientist is described?
- What does he or she do?
- What is the scientist trying to find out?
- Why did this person become a scientist?
- How is this scientist like you?

- What did you find interesting or surprising about this scientist?

APPENDIX C: Recommended Timeline for Using Supplemental Materials

Front-load Approach

DAY 1: Pre-assessment and Disease Detective Online Video
DAY 2: Week of Scientists Online Video
DAY 3: Week of Scientists Online Video
DAY 4: Week of Scientists Online Video
DAY 5: Week of Scientists Online Video
DAY 6: Show
DAY 7: Post-assessment

—OR—

Back-load Approach

DAY 1: Pre-assessment
DAY 2: Show
DAY 3: Disease Detective Online Videos
DAY 4: Post-assessment