LEVEL 1-PS/K

GOAL: To help students build a sense of confidence and understanding about themselves and their relationships with others.

RATIONALE: All students are unique. Although students in the same grade may be the same chronological age, their physical development occurs at individual rates. Acquiring knowledge about the growth and development of their bodies will help students understand and accept their own growth patterns. The following activities provide students with an opportunity to develop self-awareness skills and respect for each other's uniqueness.

OBJECTIVES: After completing the activities of this section, the students will

1. identify and describe the functions of body parts,
2. identify and describe the functions of the five senses and
3. using age-appropriate terms, describe how individuals are both similar to and different from one another.

INDEX OF TOPICS: Body Parts
   Identifying body parts
   Understanding the functions of body parts
Five Senses
   Identifying and using the five senses
   Understanding the functions of the five senses
Recognizing the uniqueness of each individual
IDENTIFYING BODY PARTS

MUSICAL BODY PARTS

INSTRUCTIONAL NOTES: Students enjoy musical activities and remember concepts when they have fun learning them. It is important to encourage students to invent their own body movements in this activity. This can be done as a large group activity or in small groups.

MATERIALS NEEDED:

Use music for “If You’re Happy and You Know It” if desired, but no materials are necessary

CONCEPT USED IN THIS ACTIVITY:

Self-awareness

OBJECTIVE: The students will identify and describe the functions of body parts.
ACTIVITY SEQUENCE:

1. Form a circle with the students, making sure everyone can see each other.
2. Introduce the song "If you’re Happy and You Know It..."
   If you’re happy and you know it, clap your hands
   If you’re happy and you know it, clap your hands
   If you’re happy and you know it, then your face will
   surely show it
   If you’re happy and you know it, clap your hands.
3. If you do not know the music to this song, just recite the words with the students. They will develop their own rhythm as they repeat it.
4. After the verse, "...clap your hands..." invent other body movements for the group to do. For example you might stamp your feet, swing your arms, roll your head.
5. When you observe the students following your lead, invite one of them to become the leader and invent a body movement. The students will become familiar with the body parts as they name and use them.
6. This activity is easily adapted to relate to specific body areas being studied. For example, if the students are learning about parts of the head, movements could include: blink your eyes, touch your ears, wiggle your nose, raise your eyebrows. If the focus area is the feet, movements could include: curl your toes, point your feet, wiggle your ankles.
7. Allow students the freedom to try all the movements they suggest, even if you know they aren’t possible. Students will discover for themselves what their bodies can and cannot do when they have the opportunity to explore their ideas.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

BODY PARTS

UNDERSTANDING THE FUNCTION OF BODY PARTS

INSTRUCTIONAL NOTES: This is a small group activity for five or fewer students. Have the students sit in a “rainbow” shape or form a circle so everyone can see each other.

MATERIALS NEEDED:
Chart paper
Drawing paper
Pencils

Crayons
Markers

CONCEPTS USED IN THIS ACTIVITY:
Self-awareness
Uniqueness

OBJECTIVE: The students will identify and describe the functions of body parts.
LEVEL
1-PS/K

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Ask the students to name all of the body parts of the face, of the torso, or for digesting food. Work with one body area at a time. List these body parts on the chart paper.

2. Discuss with the students what each part does and the various ways in which moveable parts can be used.

3. Have the students illustrate a body part and have them tell you about its function. Ask them to tell you about their illustration and write their dictation on their illustration. For example, if a student illustrates an eye, he/she might dictate, "I use my eye to see with and to blink."

4. If your program is bilingual, be sure to do children’s dictation in both languages, as appropriate.
IDENTIFYING AND USING THE FIVE SENSES

TOUCHY-FEELY BOX

INSTRUCTIONAL NOTES: This activity works best with a small group of six or fewer students. The students will really enjoy this activity if you present it to them as a discovery project. You can pretend the box contains things you found while cleaning out an old shed or kangaroo rat hole. Encourage them to feel the objects thoroughly before attempting to guess what they are. Vary the objects weekly; relate them to the theme you are studying.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Empty box</th>
<th>Objects from nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piece of cloth</td>
<td>Objects with texture</td>
</tr>
<tr>
<td>Small household objects</td>
<td></td>
</tr>
</tbody>
</table>

CONCEPT USED IN THIS ACTIVITY:

Self-awareness

OBJECTIVES: The students will identify objects by using their sense of touch only. They will describe the objects they identify.
1. Cut a hole in the top or side of the box which is large enough for an adult hand to fit through. Staple or tape a piece of cloth over the hole so it makes a flap to cover the hole, but still allows a hand to enter into the box.

2. Put an object or several objects into the box and ask each student to place his/her hand inside the box to feel the object(s).

3. Ask the students to describe and identify the object(s) by using only their sense of touch.
RECOGNIZING UNIQUENESS

HAND STUDIES

INSTRUCTIONAL NOTES: Using a small amount of thin paint on a student’s hand reveals the lines and characteristics. This activity also can be done with fingerprints and footprints.

MATERIALS NEEDED:
- Paper or paper plate
- Tempera paint
- Shallow containers large enough to fit the students’ hands

CONCEPT USED IN THIS ACTIVITY:
- Self-awareness
- Uniqueness
- Respect

OBJECTIVE: The students will describe how individuals are similar to, but different from, each other.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Fill the shallow containers with enough paint to cover the palm of a student’s hand.
2. Have each student place his/her hand in the paint and ask the student how it feels and smells.
3. Have each student place his/her hand on the paper and make a print on it.
4. Label the print with the student’s name.
5. Display the prints at the students’ eye level.
6. Discuss with the group how their hands are similar and yet different from each other.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF

Physical

GOAL:
To help students build a sense of confidence and understanding about themselves and their relationships with others.

RATIONALE:
All students are unique. Although students in the same grade may be the same chronological age, their physical development occurs at individual rates. Acquiring knowledge about the growth and development of their bodies will help students understand and accept their own growth patterns. The following activities provide students with an opportunity to develop self-awareness skills and respect for each other's uniqueness.

OBJECTIVES:
After completing the activities of this section, the students will

1. identify and describe the functions of major body systems,
2. identify and describe the functions of the five senses,
3. describe the interrelatedness of the senses and body systems,
4. use the five senses to do problem-solving and
5. describe individual differences and characteristics relating to each student's uniqueness.

INDEX OF TOPICS:
Body Parts
   Identifying major body systems
   Understanding the function of major body systems
Five Senses
   Using the five senses
   Recognizing individual differences and characteristics
IDENTIFYING THE DIGESTIVE SYSTEM

WHAT HAPPENS TO MY FOOD?

INSTRUCTIONAL NOTES: When students know how their bodies work, and how they are affected by what they eat, they start to develop an awareness of the importance of making choices about what they ingest. The decisions they make about what they put into their bodies will be influenced by their knowledge of how healthy/harmful substances affect their organs. This activity also can be done for the respiratory and circulatory systems.

MATERIALS NEEDED:

- Large chart of the digestive system
- One smaller copy of the chart for each student
- Playdough
- Food coloring
- Piece of cardboard 12”x12” for each student

CONCEPT USED IN THIS ACTIVITY:

Self-awareness

OBJECTIVE: The students will identify and describe the functions of the digestive system.
ACTIVITY SEQUENCE:

1. Pass out a copy of the digestive system chart to each student.
2. While demonstrating on the large chart, ask the students to trace on their own charts, the path which food follows to be digested. Discuss the digestive process at each level with the students.
3. Pass out one piece of cardboard to each student.
4. Explain to the students that they will each create a model of the digestive system using playdough. If they desire, they can use the food coloring to color the playdough so the different organs are readily identifiable.
5. As a follow-up activity, have the students write an essay explaining how the organs in the digestive system are interdependent on each other for proper digestion to occur.
IDENTIFYING AND USING THE FIVE SENSES

DISCOVERY BOX

INSTRUCTIONAL NOTES: This activity works best with a small group of students or as a learning center. Present the activity as a box of things you found while cleaning out an old shed or a kangaroo rat hole. Choose objects with a variety of textures to put in the box.

MATERIALS NEEDED:
- Empty box
- Piece of cloth
- Small household objects
- Objects from nature
- Objects with texture

CONCEPT USED IN THIS ACTIVITY:
Self-awareness

OBJECTIVE: The students will identify and describe objects using only their sense of touch.
ACTIVITY SEQUENCE:

1. Cut a hole in the top or side of the box which is large enough for an adult hand to fit through. Staple or tape a piece of cloth over the hole so it makes a flap to cover the hole, but still allows a hand to enter the box.

   ![Box with Hole and Cloth](image)

2. Place the box on a table as a learning center and put the paper and pencils next to it, or do the activity with a small group of children.
3. Fill the box with a variety of objects of different textures.
4. Tell the students they should put one hand in the box and feel the objects. When they think they can identify an object, they should draw a picture of it on the paper or write the name of the object. If they are not able to spell the word, help may be given.
5. Have them take turns feeling objects and identifying them on the paper.
6. After the students have finished with the activity for the day, reveal the contents of the box and have them compare the objects in the box with their pictures.
7. Change the contents of the box each day.
8. After the students have had an opportunity to identify the objects in the box, discuss with the group how they felt about using only their sense of touch to identify things. Discuss how they might feel if they were blind.
9. Invite a visually handicapped person to visit the classroom and talk to the children about how he/she compensates for loss of sight.
USING THE FIVE SENSES TO DO PROBLEM-SOLVING

WHAT WOULD YOU DO IF ...?

INSTRUCTIONAL NOTES: This activity helps students develop problem-solving skills relating to real-life situations, and makes them aware of how often they use their five senses. Tape the activity, if possible, and put it in a listening center for students to listen to on their own.

MATERIALS NEEDED:
Tape recorder
Tapes

CONCEPTS USED IN THIS ACTIVITY:
Self-awareness
Strength
Self-discipline

OBJECTIVE: The students will use the five senses to do problem-solving.
LEVEL
2-G1/2

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Review with the students which body parts they use for each one of their five senses.
2. Tell the students that you will give them some problems to solve which require them to use one or more of their senses. Ask them to identify the sense(s) used and describe how they would handle the situation.
3. Use the sample situations provided below, or make up your own and/or have the students make up problem situations.

Sample Situations:

   a. There is a fire in your kitchen (senses used are: smell and possibly hearing or seeing).
   b. A friend falls and is hurt.
   c. Your car breaks down.
   d. Your cookie batter is missing something.
RECOGNIZING INDIVIDUAL DIFFERENCES AND CHARACTERISTICS

GRAPHING SIMILARITIES AND DIFFERENCES

INSTRUCTIONAL NOTES: It is usually easy for students to see how they are different and also the same by observing each other. This activity gives students an opportunity to visualize the concept of "how many" as well as in what ways students are similar or different.

MATERIALS NEEDED:
- Large chart paper
- Markers

CONCEPTS USED IN THIS ACTIVITY:
- Self-awareness
- Uniqueness

OBJECTIVE: The students will describe individual differences and characteristics relating to each student's uniqueness.
ACTIVITY SEQUENCE:

1. Ask the students to discuss ways in which they are similar. (Examples: hair color, eye color, one nose, one mouth, two arms, ten fingers.) Make a list of the students' answers on the chart paper.
2. Record the number of students who have the same hair color or eye color or other characteristics you have listed.
3. When they have completed this task, help them to make a graph similar to the example below.

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</table>

4. When you have finished the graph, note the many ways we are the same.
5. Then, discuss ways in which the students are different from each other. For example; boy, girl, length of hair, height, eye and hair color. Again, make a list on the chart paper of the students' characteristics. This time record the number of different types. For example; the number of different hair colors, the number of different eye colors, the number of boys and the number of girls.
6. Make another graph.
7. As a follow-up activity, have each student make a self-portrait and explain to the class which characteristics he/she has in relation to the graph.
LEVEL
3-G3

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

GOAL: To help students build a sense of confidence through an understanding about their uniqueness and the importance of their relationships with others.

RATIONALE: All humans develop into unique individuals as a result of the interaction of a number of spheres of influence including the physical, the psychological and the social. Each sphere provides both potential and limitations. As students mature and develop, they must gain confidence in their abilities and also become aware of their limitations. The activities which follow help students to learn more about their bodies and their functioning. It is expected that this newly acquired knowledge will increase each student’s ability to make effective choices regarding his/her own body.

OBJECTIVES: After completing the activities of this section, the students will

1. identify and describe the functions of the major body systems and organs, and the contribution of each system to physical development and
2. describe the interrelatedness of body systems and how each system affects other systems.

INDEX OF TOPICS: Body systems
Identifying the body systems and the major organs
Understanding the functions of organs and systems
Understanding the interrelationships of body systems
Understanding the relationship of body systems’ functioning to physical development and exercise
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

BODY SYSTEMS

IDENTIFYING BODY SYSTEMS AND THEIR FUNCTIONS

INSTRUCTIONAL NOTES: This activity is a research activity and assumes that students have some basic knowledge about body systems. Check to be sure that students have easy access to research materials. Develop a set of research questions based upon the studies of the body systems that the students did in your class. Relate the questions to various organs or body systems.

MATERIALS NEEDED:

- Resource material for student research
- Body systems charts
- Note paper
- A set of teacher-made research questions related to the students' study

CONCEPTS USED IN THIS ACTIVITY:

- Interrelationships
- Balance

OBJECTIVE: The students will identify and describe the functions of the major body systems and organs, and the contribution of each system to physical development.
ACTIVITY SEQUENCE:

1. Divide the class into groups of three to four students. Supply them with your research questions. Instruct them to choose one. Review the questions with each group; help them formulate possible answers to their questions.
2. Help each group to develop a plan for finding the answers; help them locate resources and the areas within those resources where answers can be found.
3. Allow two to three days with at least one half hour (1/2 hour) per day used for research.
4. When the research is completed, instruct each student to write a report about his/her research and prepare an oral report to present to the class. Review their papers before they give their oral reports and help them make revisions/corrections as necessary.
5. End the activity with a class discussion on what they learned from the reports.
BODY SYSTEMS

RESEARCH AND ROLE PLAY

INSTRUCTIONAL NOTES: This activity will prepare and motivate your students for research reports on body systems. Prepare students for this activity by telling them that they will be pretending to be doctors who will be explaining to a patient how one of the body systems works. Arrange the room into work areas for each body system and provide the related resource materials in each area. Develop and discuss with the students the rules for each area.

MATERIALS NEEDED: Reference resources for the students to use: encyclopedias, anatomy books, medical charts from doctors’ offices; materials from the American Heart Association, American Cancer Society or local health services; and anatomical models.

CONCEPTS USED IN THIS ACTIVITY:
Balance
Interrelationships
Interdependence

OBJECTIVE: The students will identify and describe the functions of the major body systems and organs, and the contributions of each system to physical development.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Inform the students that they will choose partners for this activity; one student will be the doctor, one will be the patient. Both students will do the research, but the doctor will explain to the patient how his/her body system works.
2. Allow the students to choose their partners.
3. Instruct the students to each choose a body system they want to learn about and present. Write the following systems on the board: the five senses, the digestive system, the circulatory system, the respiratory system, the nervous system, the skeletal system and the muscular system.
4. Have the students go to the appropriate work area and read and take notes about the body systems; tell them to organize their notes so they can present the information clearly to a patient. Encourage the students to include charts, diagrams and drawings which will help their patients to understand the body system being studied. Also encourage the students to use the school library and talk to local health service providers for more information. (NOTE: Be sure to provide at least one half hour each day for two weeks for the students to work on their presentations.)
5. When the students have completed their research, have them present the information to the rest of the class through role play. Instruct the students who will be listening to the presentations to think of relevant questions to ask each presenter. If the student giving the presentation cannot answer the questions, the presenter should do more research and then present the findings to the class.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

BODY SYSTEMS

USING PROFESSIONAL RESOURCES

INSTRUCTIONAL NOTES: Contact a local resource professional and with that person’s assistance, select a local health problem which would be appropriate to discuss with the students. Explain that the goal of the activity is to have students work on developing prevention strategies related to the selected health problem.

MATERIALS NEEDED:
Local resource professional from health services
(e.g., doctor, nurse, health care provider)

CONCEPTS USED IN THIS ACTIVITY:
Interdependence
Interrelationships
Balance

OBJECTIVE: The students will describe the interrelatedness of the body systems and how each system affects other systems.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. With the students, determine an illness or health problem which is prevalent in local families or in the community.
2. Invite a local resource person to come to the classroom to talk about how the body systems are affected by this illness, and how the overall body responds to and is affected by treatment.
3. Have the students discuss prevention strategies with the professional.
4. With the group, develop a plan for enhancing community awareness of the illness or health problem.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

GOAL:
To help students build a sense of confidence through an understanding about their uniqueness and the importance of their relationships with others.

RATIONALE:
All humans develop into unique individuals as a result of the interaction of a number of spheres of influence including the physical, the psychological and the social. Each sphere provides both potential and limitations. As students mature and develop, they must gain confidence in their abilities and also become aware of their limitations. The activities which follow help students to learn more about the body and its functioning. This newly acquired knowledge is expected to increase each student’s ability to make effective choices regarding his/her own body.

OBJECTIVES:
After completing the activities of this section, the students will

1. identify, describe and locate the major organs of the body and discuss their functions,
2. describe the role of exercise in maintaining a healthy circulatory system and a healthy respiratory system,
3. develop plans to assist their bodies to develop and function effectively in healthy ways,
4. participate, to the fullest extent possible, in traditional games which promote good physical health and
5. develop a generalization that indicates an understanding of traditional attitudes toward physical fitness.

INDEX OF TOPICS:
Body systems
Identifying major organs of the body systems
Understanding the function of the organs
Understanding the interrelationships, uniquenesses and limitations of the body systems and organs

Maintenance and development of body systems
Maintaining a healthy circulatory system
Maintaining a healthy respiratory system
Participating in traditional fitness games and exercises
BODY SYSTEMS

UNDERSTANDING BODY SYSTEMS

INSTRUCTIONAL NOTES: This activity is a research activity and assumes that students have some basic knowledge about body systems. Check to be sure that students have easy access to research materials. Develop a set of research questions based upon the studies of the body systems that the students did in your class. Relate the questions to various organs or body systems.

MATERIALS NEEDED:
- Resource material for student research
- Body systems charts
- Note paper
- A set of teacher-made research questions related to the students’ study

CONCEPTS USED IN THIS ACTIVITY:
- Interdependence
- Balance

OBJECTIVE: The students will identify, describe and locate the major organs of the body and discuss their functions.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Divide the class into groups of three to four students. Supply them with your research questions. Instruct them to choose one. Review the questions with each group; help them formulate possible answers to their questions.

2. Help each group develop a plan for finding the answers; help them locate resources and the areas within those resources where answers can be found.

3. Allow two to three days with at least one half hour per day used for research.

4. When the research is completed, instruct each group of students to write a report about their research and prepare an oral report to present to the class. Review their papers before they give their oral reports and help them make revisions/corrections as necessary.

5. End the activity with a class discussion on what they learned from the reports.

6. Expand the activity by asking students to develop their own questions about the body systems or related physical parts of the body.

7. Review the questions to make sure they can really be answered, and have the students exchange questions and research the answers.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

BODY SYSTEMS

RESEARCH AND PRESENTATION

INSTRUCTIONAL NOTES: This activity will prepare and motivate your students for research reports on body systems. Prepare students for this activity by telling them that they will be researching information on body systems and that they will be preparing reports for presentation to the rest of the class. Arrange the room into work areas for each body system and provide the related resource materials in each area. Develop and discuss with the students the rules for each area.

MATERIALS NEEDED: Reference resources for the students to use: encyclopedias, anatomy books, medical charts from doctors' offices; materials from the American Heart Association, American Cancer Society and local health services; and anatomical models.

CONCEPTS USED IN THIS ACTIVITY:
- Balance
- Interrelationships
- Interdependence

OBJECTIVES: 1. The students will develop a plan to assist their bodies to develop and function effectively in healthy ways.
2. The students will participate in traditional games which promote good physical health.
3. The students will develop a generalization that indicates an understanding of traditional attitudes toward physical fitness.

OBJECTIVE: The students will identify, describe and locate the major organs of the body and discuss their functions.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Instruct the students to each identify a body system they want to research and report on. Write the name of the following systems on the board: the five senses, the digestive system, the circulatory system, the respiratory system, the nervous system, the skeletal system and the muscular system.

2. Allow the students the choice of working alone or in groups.

3. Have the students read and take notes about the body systems and organize them to present to the class. Encourage the students to include charts, diagrams and drawings which will help their classmates better understand the body system they have chosen. Also encourage the students to use the school library and talk to local health service providers for more information. (NOTE: Be sure to provide at least one half hour each day for two weeks for the students to work on their presentations.)

4. When the students have completed their research, have them present their research information to the rest of the class. Instruct the students who will be listening to the presentations to think of relevant questions they will ask. If the student giving the presentation cannot answer the questions, the presenter should do more research and then present the findings to the class.

5. After all presentations are made, discuss with the group as a whole how the systems are interrelated and why it is important to make sure all of the systems are healthy.

6. As an extension, have a nurse or other health care professional come to class and discuss the effects of alcohol (or other drugs) on the various body systems.
MAINTENANCE AND DEVELOPMENT OF BODY SYSTEMS

TRADITIONAL EXERCISES

INSTRUCTIONAL NOTES: Do research on some traditional games or exercises used by the people of the community. If possible, have an elder or some other cultural "expert" come to the class and discuss the ways in which people kept healthy in the past. Students explore contemporary exercises on Day 1; they explore traditional exercises on Day 2.

MATERIALS NEEDED: A diagram of the body (or if possible, a model with removable parts) Literature on physical fitness

CONCEPTS USED IN THIS ACTIVITY: Interrelationships Balance

OBJECTIVES: 1. The students will develop plans to assist their bodies to develop and function effectively in healthy ways.
2. The students will participate in traditional games which promote good physical health.
3. The students will develop a generalization that indicates an understanding of traditional attitudes toward physical fitness.
LEVEL
3-G4

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Review the structure and function of body systems.
2. Review well-known contemporary exercises for the health of the body. (Students may wish to do some research at this point.)
3. Review some diseases of various body systems and organs, especially the circulatory system.
4. Talk to the students about traditional activities which helped to keep people healthy in the past, or have an elder come to class. Have students read material that they have found or you have found or have the students question parents and/or grandparents regarding traditional physical activities.
5. Have students write an essay comparing contemporary and traditional forms of exercise.
6. Have students list some of their favorite activities; have them check a physical fitness book to determine the healthfulness of those activities.
MAINTENANCE AND DEVELOPMENT OF BODY SYSTEMS

USING PROFESSIONAL RESOURCES

INSTRUCTIONAL NOTES: Contact a local resource professional and, with that person’s assistance, select a local health problem which would be appropriate to discuss with the students. Explain that the goal of the activity is to have students work on developing prevention strategies related to the selected health problem.

MATERIALS NEEDED:

Local resource professional from health services  
(e.g., doctor, nurse, health care provider)

CONCEPTS USED IN THIS ACTIVITY:

Interdependence  
Interrelationships  
Balance

OBJECTIVE: The students will develop plans to assist their bodies to develop and function effectively in healthy ways.
ACTIVITY SEQUENCE:

1. With the students, determine an illness or health problem which is prevalent in local families or in the community.
2. Invite a local resource person to come to the classroom to talk about how the body systems are affected by this illness and how the overall body responds to and is affected by treatment.
3. Have the students discuss prevention strategies with the professional.
4. With the group, develop a plan for enhancing community awareness of the illness or health problem.
GOAL: To help students build a sense of confidence through an understanding about their uniqueness and the importance of their relationships with others.

RATIONALE: All humans develop into unique individuals as a result of the interaction of a number of spheres of influence including the physical, the psychological and the social. Each sphere provides both potential and limitations. As students mature and develop, they must gain confidence in their abilities and also become aware of their limitations. The activities which follow help students to learn more about their bodies and their functioning. This newly acquired knowledge is expected to increase each student’s ability to make effective choices regarding his/her own body.

OBJECTIVES: After completing the activities of this section, the students will

1. describe the interrelationships of body systems, organs and their functions,
2. describe the effects of different substances on the body and
3. demonstrate an appreciation of the role of traditional games and exercises in maintaining a healthy body.

INDEX OF TOPICS:

Body systems
  Understanding the interrelationships of the body systems and organs in their functions
  Understanding the role of genetics in determining individuality

Maintenance and development of body systems
  Traditional fitness games and exercises
  Maintaining a healthy nervous system
  Maintaining healthy skeletal and muscular systems
  Maintaining a healthy digestive system
  Understanding how substances affect the body and its systems
BODY SYSTEMS

UNDERSTANDING BODY SYSTEMS

INSTRUCTIONAL NOTES: This activity is a research activity and assumes that students have some basic knowledge about body systems. Check to be sure that students have easy access to research materials. Develop a set of research questions based upon the studies of the body systems that the students did in your class. Relate the questions to various organs or body systems.

MATERIALS NEEDED:
- Resource material for student research
- Body systems charts
- Note paper
- A set of teacher-made research questions related to the students’ study

CONCEPTS USED IN THIS ACTIVITY:
- Interrelationships
- Balance

OBJECTIVE: The students will describe the interrelationships of body systems, organs and their functions.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESelf
Physical

ACTIVITY SEQUENCE:

1. Divide the class into groups of three to four students. Supply them with your research questions. Instruct them to choose one. Review the questions with each group; help them formulate possible answers to their questions.

2. Help each group develop a plan for finding the answers; help them locate resources and the areas within those resources where answers can be found.

3. Allow two to three days, with at least one half hour per day used for research.

4. When the research is completed, instruct the students to each write a report about their research and prepare an oral report to present to the class. Review their papers before they give their oral reports and help them make revisions/corrections as necessary.

5. End the activity with a class discussion on what they learned from the reports.

6. Discuss with the class how their reports could be compiled to make a “medical” book. If possible, show them an example of a journal which contains a variety of articles.

7. Have the students create a book which could be used as one of the resource materials in the classroom.
BODY SYSTEMS

RESEARCH REPORT

INSTRUCTIONAL NOTES: This activity will prepare and motivate your students for research reports on body systems. Prepare students for this activity by telling them that they will be pretending to be doctors who will be explaining to a patient how one of the body systems works.

MATERIALS NEEDED:
Reference resources for the students to use: encyclopedias, anatomy books, medical charts from doctors’ offices; materials from the American Heart Association, American Cancer Society and local health services; and anatomical models.

CONCEPTS USED IN THIS ACTIVITY:
Balance
Interrelationships
Interdependence

OBJECTIVE: The students will describe the interrelationships of body systems, organs and their functions.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Instruct the students to choose a body system they want to learn about and present. Write the following systems on the board: the five senses, the digestive system, the circulatory system, the respiratory system, the nervous system, the skeletal system and the muscular system.
2. Allow the students the choice of working alone or in groups.
3. Arrange the room into work areas for each body system and provide the related resource materials in each area. Develop and discuss the rules with the students for each area. Have the students read and take notes about the body systems and organize them. Encourage the students to include charts, diagrams and drawings which will help them understand the body systems they have chosen. Also encourage the students to use the school library and talk to local health service providers for more information. (NOTE: Be sure to provide at least one half hour each day for two weeks for the students to work on their presentations.)
4. When the students have completed their research, have them present their research information to the rest of the class. Instruct the students who will be listening to the presentations to think of relevant questions they will ask. If the student giving the presentation cannot answer the questions, the presenter should do more research and then present the findings to the class.
5. After all presentations are made, discuss with the group as a whole how the systems are interrelated and why it is important to make sure all of the systems are healthy.
6. Have students conduct a community survey which relates to knowledge about the risks of alcohol use.
7. Have the students design a plan to inform the community of their findings. Discuss how a cooperative effort could be made and how community attitudes might be affected if people really understood or cared about health risks.
MAINTENANCE AND DEVELOPMENT OF BODY SYSTEMS

TRADITIONAL EXERCISES

INSTRUCTIONAL NOTES: Do research on some traditional games or exercises used by the people of the community. If possible, have an elder or some other cultural “expert” come to the class and discuss the ways in which people kept healthy in the past. Students explore contemporary exercises on Day 1; they explore traditional exercises on Day 2.

MATERIALS NEEDED:
A diagram of the body (or if possible, a model with removable parts)
Literature on physical fitness

CONCEPTS USED IN THIS ACTIVITY:
Interrelationships
Balance

OBJECTIVES: 1. The students will demonstrate an appreciation of the role of traditional games and exercises in maintaining a healthy body.
2. The students will describe the effects of different substances on the body.
ACTIVITY SEQUENCE:

1. Review the structure and function of the body systems.
2. Review well-known contemporary exercises for the health of the body. (Students may wish to do some research at this point.)
3. Review some diseases of various body systems and organs, especially the circulatory system.
4. Talk to the students about traditional activities which helped to keep people healthy in the past, or have an elder come to class. Have the students read material that they have found or you have found, or have the students question parents and/or grandparents regarding traditional physical activities.
5. Have each student write an essay comparing contemporary and traditional forms of exercise.
6. Have students list some of their favorite activities; have them check a physical fitness book to determine the healthfulness of those activities.
7. Discuss with the students the problems of substance abuse among teenagers. Have them do research on this issue. Students should be given a list of questions similar to the following:
   a. When did this become a major problem?
   b. What are some of the health risks associated with this problem?
   c. What are some traditional ways of dealing with a problem such as this one? (Refer students to information about traditional games and exercises.)
   d. What are some contemporary ways of dealing with this problem?
   e. What are some preventive measures which could be taken to change the patterns of substance abuse?
MAINTENANCE AND DEVELOPMENT OF BODY SYSTEMS

UNDERSTANDING BODY SYSTEM FUNCTIONS

INSTRUCTIONAL NOTES: This activity is both an opportunity to review the students' acquired knowledge and a way in which students can extend their knowledge through the process of developing generalizations. Before starting this activity, review the students' research reports and develop a set of questions from which the students will be able to generalize.

MATERIALS NEEDED:
- Students' research reports
- Resources for student research
- A set of questions (see Activity Sequence for examples)

CONCEPTS USED IN THIS ACTIVITY:
- Interrelationships
- Body Systems
- Balance

OBJECTIVE: The students will describe the interrelationships of body systems, organs and their functions.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. Review functions of body systems and the organs of each system using the students’ research reports as much as possible.
2. Ask students questions similar to the following:
   What would happen to a person who had his/her lung removed?
   What would happen to a person who had his/her stomach removed?
   What would happen to a person when his/her arm or leg was removed?
3. Have each student develop one or two possible answers to the questions.
4. Check the students’ answers for logic, but do not change them. Discuss the answers with the class and ask them how they might validate their answers.
5. Give the students two to three days to check the validity of their answers.
6. Review their findings with the class.
MAINTENANCE AND DEVELOPMENT OF BODY SYSTEMS

EFFECTS OF SUBSTANCES ON THE BODY AND DRUG AWARENESS

INSTRUCTIONAL NOTES: Invite a law-enforcement officer to come to the classroom to discuss the use of illegal drugs: the effects, the dangers, the consequences.

MATERIALS NEEDED:
- Chart paper or chalkboard
- Markers or chalk

CONCEPTS USED IN THIS ACTIVITY:
- Balance
- Health
- Strength

OBJECTIVE: The students will describe the effects of different substances on the body.
ACTIVITY SEQUENCE:

1. Prepare the students for this activity by discussing the difference between drugs that are medical and legal and drugs which are recreational and/or illegal. Make two columns on the chart paper or chalkboard; label one Legal Drugs and the other Illegal Drugs. Ask the students to name drugs they know about (e.g., aspirin, marijuana, cough medicine) and write them in the appropriate category.

2. Ask the following questions to find out what the students know about the drugs listed and record their answers in the appropriate columns for each category.
   a. Why would you take this drug?
   b. How do you know how much to use or take?
   c. What effects do/would you feel when you take it?
   d. What would happen if you took too much?
   e. What are the consequences of using the drug?

3. Tell the students that the law-enforcement professional will help them sort out the true and fictional knowledge they have about drugs.

4. Display the charts and explain to the professional what you and the class did. Ask him/her for feedback.

(If possible, share the charts' information with the professional before he or she visits, so that the students' true/false ideas about drugs become part of the professional's presentation.)
MAINTENANCE AND DEVELOPMENT OF BODY SYSTEMS

USING PROFESSIONAL RESOURCES

INSTRUCTIONAL NOTES: Contact a local resource professional and with that persons' assistance select a local health problem which would be appropriate to discuss with the students. Explain that the goal of the activity is to have students work on developing prevention strategies related to the selected health problem.

MATERIALS NEEDED:

Local resource professional from health services
(e.g., doctor, nurse, health care provider)

CONCEPTS USED IN THIS ACTIVITY:

Interdependence
Interrelationship
Balance

OBJECTIVE: The students will describe the interrelationships of body systems, organs and their functions.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Physical

ACTIVITY SEQUENCE:

1. With the students, determine an illness or health problem which is prevalent in local families or in the community.
2. Invite a local resource person to come to the classroom to talk about how the body systems are affected by this illness, and how the overall body responds to and is affected by treatment.
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