

HUMAN BODY



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This is the first result of our Project. We hope, instruments from toolbox will help you to organize human body activities in your classroom. Just click on activity in "choose your activity" area and get information ... There are just ideas and you can develop small actions into big project or special day in your class or outside the school. Just "turn on" your creativity...



CHOOSE YOUR ACIVITY:

- [Recognize friends' eyes.](#)
- [Brain helmet](#)
- [Skeleton craft](#)
- [Wire people](#)
- [Human body alphabet](#)
- [Make a sthetoscope](#)
- [My incredible body](#)
- [My abstract portrait](#)
- [How to make a robot](#)
- [Make organs of fruits](#)
- [Digestive tract](#)
- [Color of your eyes](#)
- [Giant doll](#)
- [Vital organs and skeleton](#)
- [Listen to your heart](#)
- [Love yourself](#)
- [Playing the statues](#)
- ["War and peace"](#)
- ["Speak out"](#)
- ["Listen to your heart" dance](#)
- ["My body"](#)
- [Make statue...](#)
- [Exploring face](#)



RECOGNIZE FRIENDS' EYES

WE WILL LEARN

- Use different cameras
- Edit pictures
- Using "PowerPoint"
- Recognize and respect differences
- Know our friends better
- Analyse
- Discuss



ACTIVITY STEP BY STEP

1. Make pictures of each child's face. Children can try to do it themselves.



2. Learn how to "cut" eyes from the portraits and do it. Use any programs, but Microsoft Office Picture manager is one of the easiest ways.
3. Make "PowerPoint" with pair of eyes in each slide. Don't write the names on slides—just numbers
4. Show slides one by one to children and try to recognize friends by their eyes. Children can fill in the table .
5. Check answers
6. Make discussion. Why do we say "Eyes are the mirror of your soul" or about another sayings about eyes. Why differences are important? How you can describe eyes — colors, shapes ect...
7. You can find example of PowerPoint and table for children to fill in "under the paperclips" - just click them...



WE WILL LEARN

- Major lobes of the brain
- Names of brain zones in English and our own language
- Role of brain in human life
- Cutting and assembling—doing papercrafts
-

- COPIES OF PATTERNS
- SCISSORS
- GLUE
- CRAYONS OR PENCILS

ACTIVITY STEP BY

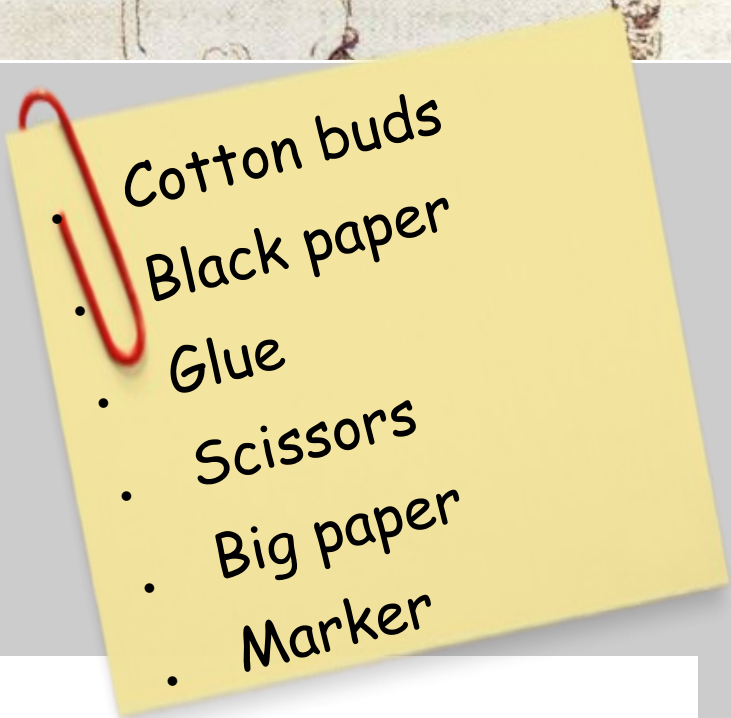
- Find pattern of brain helmet " under the paperclip" and print it
- Cut the brain from pattern pages
- Colour different lobes with different colors
- Connect left and right sides of helmet together. Use glue or tape
- Try your helmet on your head.
- Make a discussion—conversation about the brain— role of it, safety, possible problems ect.





WE WILL LEARN

- The general shape and parts of human skeleton
- Different way to make skeleton, using simple everyday equipment
- Where do people use skeleton ideas in everyday life.
- Using ICT tools for learning.

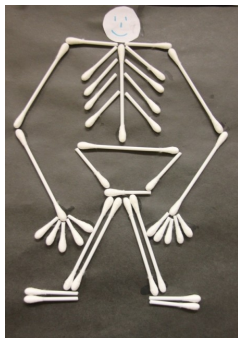


ACTIVITY STEP BY

There are four activities about skeleton:

1. Make skeleton using cotton buds

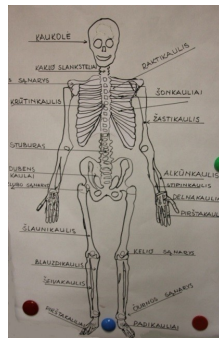
Take cotton buds and use them as is it is in the Picture. Use simple paper glue and any dark paper. If you need just parts of buds, use the scissors and take the part you need...



2. Draw your own real skeleton.

Use the last slide from presentation "under the paperclip". (at the end of next page)

Project the slide on a big sheet of paper and draw all the lines with marker—copy the image to the paper... So, you will have your own skeleton. Add the names of bones if you need...



TRY OUR SKELETON
PUZZLES

HERE

3. Skeleton puzzles

Just go to website <https://www.jigsawplanet.com/> and use function "CREATE" to make your skeleton puzzle online. You can use this instrument for making any kind of puzzles—and for our future themes of course... You need to scan or to take picture of your skeleton and download it to webpage...

4. Constructing human skeleton with cardboard

Use the fourth slide from presentation "under the paper clip" for making paper skeleton. If you don't like this template, just look for "paper skeleton templates" on internet... Draw parts on paper, cut them and join together as skeleton.

You can also talk about symmetry of the skeleton using famous "The Man of Vitruvius" by Leonardo Da Vinci (use "under paperclip"), how and why bones break, how to keep bones healthy, what's inside bone. Use "under paperclip" powerpoint to illustrate how people use idea of skeleton in buildings and constructions...



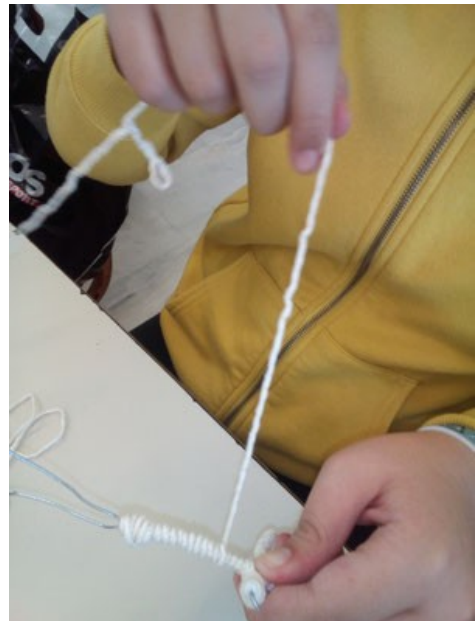
WE WILL LEARN

- The proportions of body
- Characteristics of different types of wire and thread
- To be creative and patient
- Use pliers



ACTIVITY STEP BY STEP

- Cut small portraits of children from paper. The size of the portrait will influence size of all the figure. Think about it when making portrait.
- Take some peaces of wire. If children can use pliers, let them try, if no— cut wire yourself...
- Spin thread on peaces of wire connecting them togethes as shilouette of human body. Choose the colour and texture of thread.
- Stick the portrait to the figure
- You can talk about the proportions of body— head is $\frac{1}{5}$ of body's height, how long are average hands and legs, where to make elbows and knees on your figure.
- Use thread or another materials to add hair, scarfs, belts ect...





BODY ALPHABET

WE WILL LEARN

- Shapes of letters
- Possibilities of our body
- Using Picture editing software
- Composition in photography



ACTIVITY STEP BY STEP

There are two ways of making "body alphabet". It can be "vertical" or "horizontal" In the first case you will have to arrange letters with standing children and in second case they can lie on the floor. The second way is easier, but the first one has more fun...

Think about background and lighting. If you think about erasing background later, use the color, which is extremely different from childrens'clothing. Avoid shadows.

For making pictures of lying letters you will need ladder or any other equipment for standing higher...

Here you can see standing and lying examples



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MAKE A STETHOSCOPE

WE WILL LEARN

- hand and heart vocabulary
- to recognize how some organs and internal systems work
- to make a BPM chart
- to display and discuss the project work
- to read and understand simple texts
- to talk about the function of the heart
- to review numbers 1-140

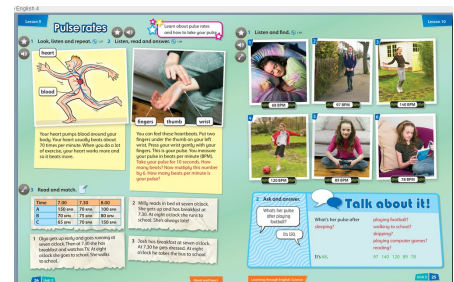
- slides
- CD
- hand and heart flashcards
- "Make a BPM chart" template - (one photocopy for each pupil)
- worksheets
- a sticky tape/ an empty plastic drink bottle/ paper/
- scissors
- computer

ACTIVITY STEP BY STEP

1. Stick the hand and heart flashcards on the board.
2. Write up the words with gapped letters.
3. Ask the pupils to come to the front to complete the words and match them with the flashcards.
4. Tell the pupils that they are going to be measuring their heart rate in this lesson.
5. Give out the photocopies of the "Make a BPM chart" template.



6. Ask the pupils *What does BPM stand for? (Beats per minute)*



7. Call a pupil to the front and show the pupils how to take a person's pulse put two fingers against the person's wrist, press gently, and count one beat for every beat you feel.

8. In pairs, the pupils practise taking each other's pulses. They will be counting the pulse for ten seconds. They will then multiply the number of beats by six to get the heart rate in BPM Explain that the pupils will be comparing the pulse rate in BPM before and after doing different activities.

9. Making of a stethoscope.

3 Make a stethoscope.

You need:

- sticky tape
- an empty plastic drink bottle
- paper
- scissors

1 Cut off the bottom of the bottle.

2 Put sticky tape around the edge.

3 Roll a sheet of paper.

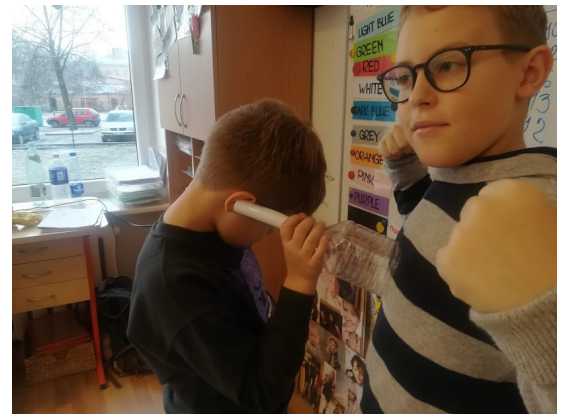
4 Tape it together.

5 Put the paper in the top of the bottle and tape it.

6 Listen to your friend's heart!

Name		Name	
Date		Date	
	beats/ 10 sec	beats/ 1 min	
normal heart rate			
after			
after			

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Link for the slides is here:

https://docs.google.com/presentation/d/1XGrMMZMdkH_nty33W-6ey9c133zcDcVxb7GhmBY3SY/edit?usp=sharing



WE WILL LEARN

- to identify the various parts of the human body
- to recognize how some organs and internal systems work
- to read and understand simple texts
- to name the main organs of the body
- to talk about the function of the main organs of the body
- to speak about what we can do with our body
- to describe the work of art
- to watch, listen and understand videos about the main organs of body

-
- slides
 - videos
 - worksheets
 - pictures of the human body
 - computer

ACTIVITY STEP BY STEP

1. Check the children's knowledge about the human body and its functions. Use pictures of the human body to start a simple discussion in English
2. Cut out the worksheets along the dotted lines, put them together
3. Discuss with children about skin and its functions
4. Ask the children to touch different objects and describe what they feel
5. Split the class into teams of three or four. Explain to the children that they have to read through the information about the brain on the worksheet 2 and answer the questions on the slide.
6. Test the memories by playing a memory game.

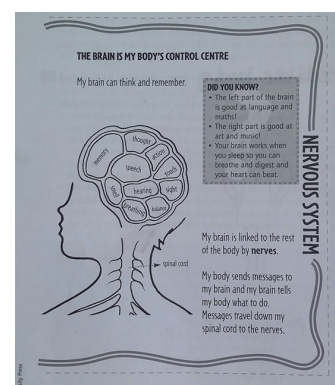
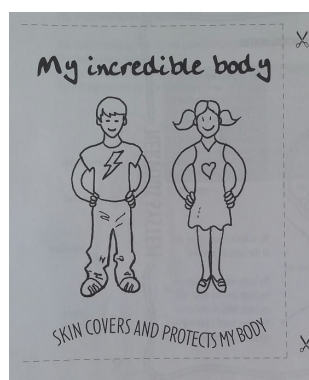
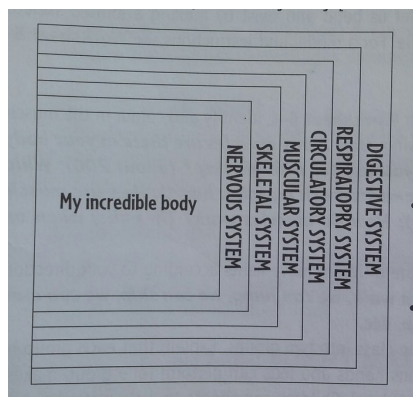




The book MY INCREDIBLE BODY

7. Bring in a poster or a model of a skeleton and ask , discuss about the bones. Teach the name of some bones of the skeletal system by labelling them.
8. Get the children to read worksheet B-4. Check comprehension by asking questions.
9. Play a game in which children have to mime different movements according to .
10. My hands can .../ My legs can Split the class into two group has 30 minutes to make a poster about action hands and legs can perform (one group makes a poster about hands and the other one about legs).
11. Get the children to read, in pairs, the information about circulatory system and report what they understood in mother tongue. Then identify and colour the heart and arteries red and the veins purple.
12. Get the children to measure their heart beat when at the rest and after a run.
13. Start playing some games involving respiration (e.g. **Blow football, Blow a candle out, ...**)
14. Introduce new words and explain how the respiratory system works.
15. Explain to the children that our body needs food to keep it going. Before our body can use the food we eat, it has to be broken down into tiny pieces so that it can be carried all around our body by blood. This is called digestion. Introduce new words.
16. **LOOK AT MY BODY** worksheet can be used for assessment.

The book templates:





The book MY INCREDIBLE BODY

THE SKELETON GIVES MY BODY SHAPE

The skeleton holds up my body and protects important organs.
The skull protects the brain.
The backbone protects the spinal cord.
The ribcage protects my heart and lungs.

DID YOU KNOW?

- Your skeleton has about 200 bones!
- You have 27 bones in each hand.
- The biggest bone is your femur!
- The smallest bone is in your ear.

SKELETAL SYSTEM

MUSCLES MAKE ME MOVE

Muscles are under my skin.
Muscles are attached to my bones by tendons.
When I want to move, my brain sends a message to my muscles.
Muscles work in pairs:
one muscle gets shorter (contracts) and pulls the bone, the other muscle gets longer and relaxes.

Some muscles work automatically: chest muscles to breathe and stomach muscles to digest food.

DID YOU KNOW?

- There are about 620 muscles in your body!
- When you smile you move about 50 small muscles in your face.
- When you walk you use about 200 muscles for every single step!

Colour the muscles.

MUSCULAR SYSTEM

BLOOD AND HEART MAKE UP THE CIRCULATORY SYSTEM

Blood moves oxygen and nutrients around the body and collects waste (carbon dioxide).
The heart is a muscle.
It pumps the blood around the body.

Arteries take the blood away from the heart to the body.
The blood in arteries is bright red and full of oxygen.
Veins take the blood back to the heart.
The blood in veins is a purplish red and there is no oxygen in it.

DID YOU KNOW?

- A 60-year-old has 3 litres of blood.
- An adult has about 5 litres of blood.
- A child's heart beats about 100 times a minute.
- An adult's heart beats about 70 times a minute.

CIRCULATORY SYSTEM

I CAN BREATHE WITH MY LUNGS

The lungs are big air sacs.
Lungs take in oxygen from the air into the bloodstream and remove carbon dioxide.
This happens every time I breathe in and out.
When I exercise breathe faster because my muscles need more oxygen.

DID YOU KNOW?

- Our diaphragm can move about 10cm down at all.
- Adults breathe about 18 times a minute and breathe in 12,000 litres a day.

RESPIRATORY SYSTEM

WHERE DOES FOOD GO?

DID YOU KNOW?

- The digestive system of digestion lasts about 28 hours.
- Most energy from the stomach is used for about three hours.
- The small intestine is four metres long!

My teeth break the food into small pieces. The food is mixed with saliva in my mouth.
The food goes down a tube called the oesophagus into my stomach.
My stomach muscles mix the food and special juices to make it very soft.
The food goes from my stomach into my small intestine.
Nutrients in the food pass from the small intestine into my blood. The blood carries the nutrients to every part of my body.
Food that can't be digested comes out of my body when I go to the toilet.

DIGESTIVE SYSTEM

Look at my body!

Colour the picture.

- skull - grey
- muscle - pink
- lungs - light blue
- heart - red
- intestines - green
- stomach - orange
- kidneys - yellow
- stomach - yellow

LOOK AT MY BODY!

Mr Skeleton

1. Glue the skeleton parts on to cardboard.
2. Cut out the bones.
3. Push holes on the circle marks.
4. Connect the bones using brass paper fasteners.
5. Attach a sheet piece of string to your skeleton's skull.

MR SKELETON

Funny maths

Let's count.

5 + 1 = 6 IDEAS

4 + 4 = 8 LEGS

3 + 3 + 3 = 9 EARS

2 + 2 = 4 NOSES

5 + 5 + 5 + 5 = 20 FINGERS

6 BOYS + 4 GIRLS = 10 How many arms in all?

5 DOGS + 4 DUCKS = 9 How many legs in all?

3 + 6 = 9 CARS How many eyes in all?

2 + 2 = 4 How many feet in all?

1 + 1 = 2 How many wheels in all?

FUNNY MATHS

Bodies in art

Read and circle the right words in each sentence.

I can see a man/woman. He has got a thin/flat body. He has got long/short legs. He is sitting/standing.

I can see a man/woman. He has got a round/flat body. He has got short/long legs. He is sitting/standing.

I can see a man/woman. He has got a thin/flat body. He has got long/short legs. He is sitting/standing.

I can see a man/woman. He has got a round/flat body. He has got short/long legs. He is sitting/standing.

BODIES IN ART

Link for the slides:

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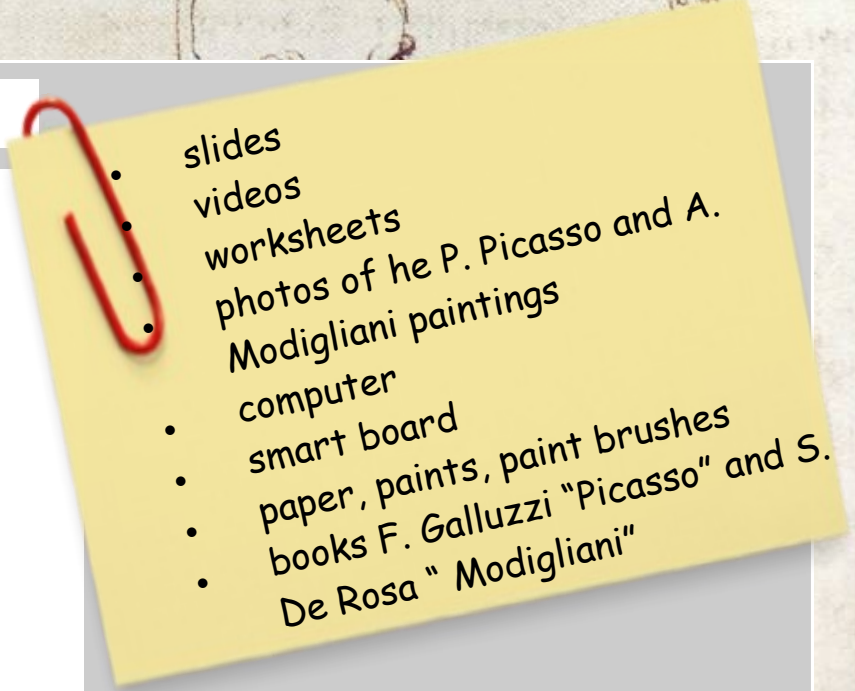
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MY ABSTRACT PORTRAIT

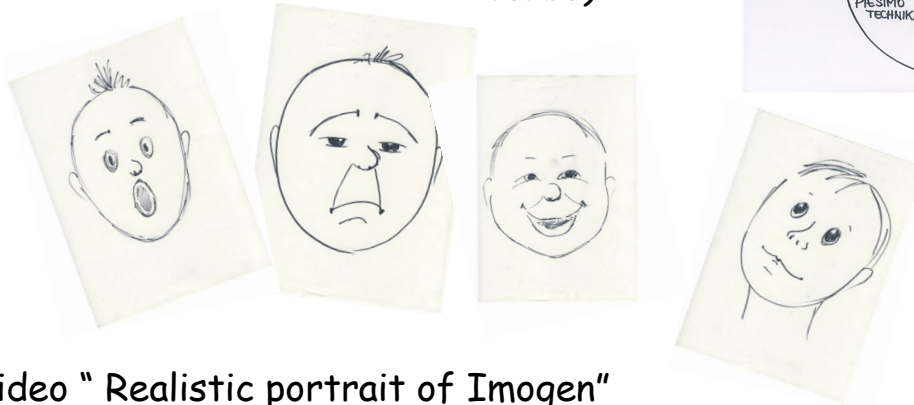
WE WILL LEARN

- to draw an abstract portrait, and express emotion
- to write a paragraph about a portrait
- to discuss about the portraits
- get to know Pablo Picasso and Amadeo Modigliani paintings
- to increase the vocabulary
- to name the main parts of the face and describe the body



ACTIVITY STEP BY STEP

• *A Portrait. What is it? What does it show?...Vocabulary (adjectives, nouns, verbs)*



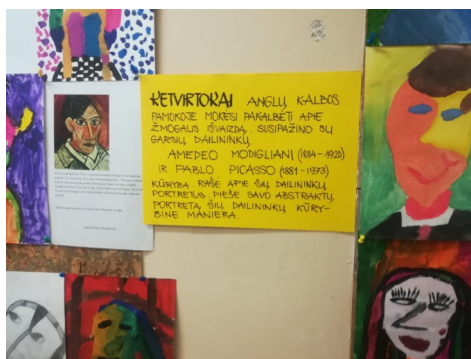
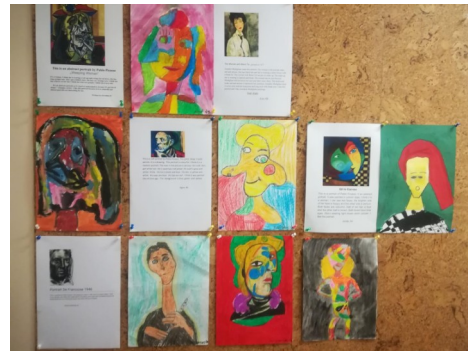
• Video " Realistic portrait of Imogen"

• The identity of the portraits by Picasso and Modigliani



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- Drawing the abstract potrait of myself in Picasso or Modigliani drawing style
- Writing of the paragraph about the portrait



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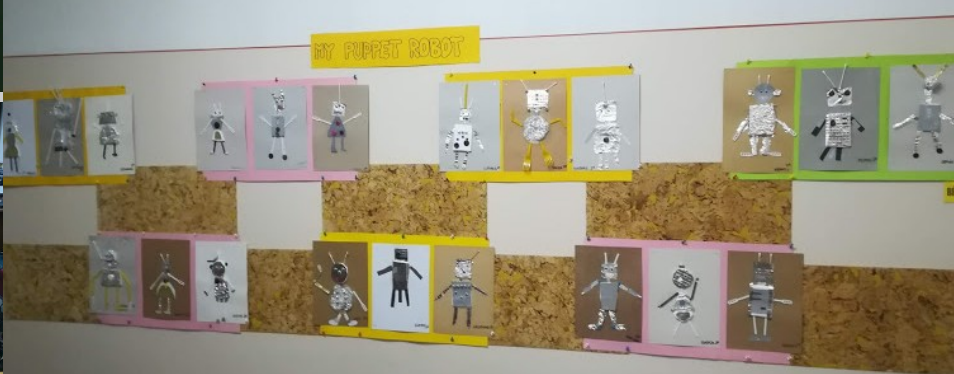
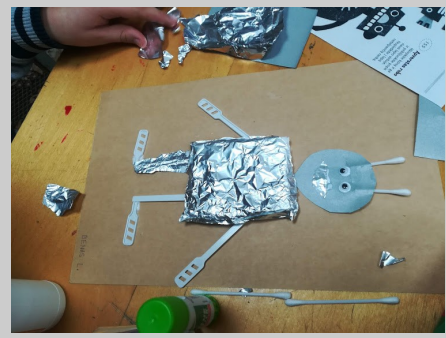
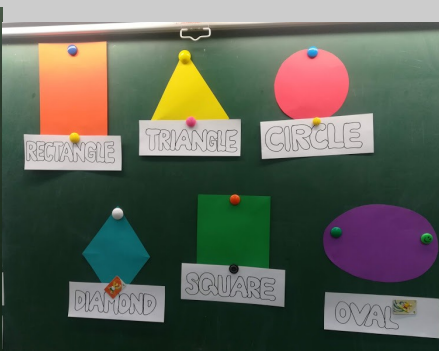
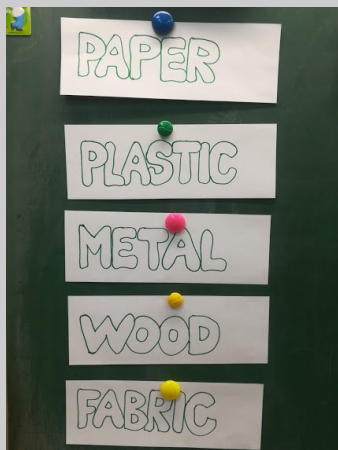
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WE WILL LEARN

- The human body vocabulary
- Shapes
- Different materials
- To make a robot
- To write and talk about the robot body

Aluminum foil
Empty, clean plastic drink container
Glue
Google eyes
And other kitchen material

ACTIVITY STEP BY STEP





HUMAN INTERNAL ORGANS- VEGETABLES AND FRUITS

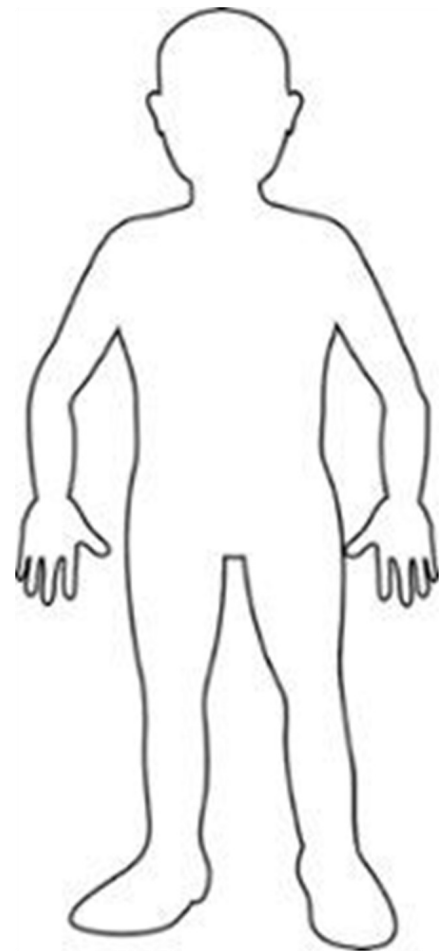
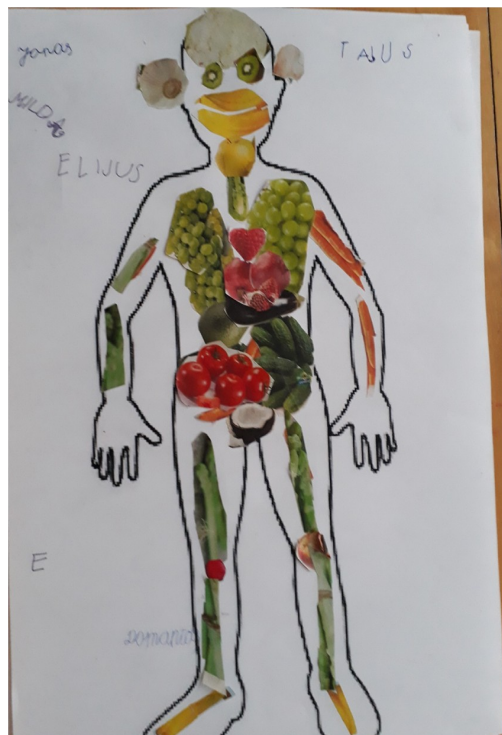
WE WILL LEARN

- to get students to know human internal organs and their names in English
- to show what vegetables and fruits they are alike.

- Slides with photos,
- Magazines or newspapers,
- Scissors,
- Glue,
- Contours of the human body.

ACTIVITY STEP BY STEP

- Watching the slides and discussion.
- Cutting the pictures of vegetables and fruits from magazines or newspapers.
- Sticking the pictures and filling the contours of the human body.
- Students can work in groups, in pairs or individually.



WE WILL LEARN

- To build a model based on the human body.
- To visualisation of human body on the model (giant doll).
- To simulate feelings on the model.
- To improve thin-mobility.
- Be developed in group dynamics.



ACTIVITY STEP BY STEP

- The children work together and make proposals, both for the construction and for the animation of the giant doll.
- They organize the construction materials and incorporate the construction.
- Interpret individual elements of dolls and associate with the human body.
- They overcame the fears and express their needs through the doll that personalizes their dreams and concerns and expresses their deepest feelings.
- They print on the doll words such as: Stress, Optimism, Memories, Self confidence, Dissatisfaction, Unhappiness, Surprise, Hope, Trust, Success, Happiness, Courage, Anger, Kindness, Cry, Sadness, Repentance, Hatred, Loneliness, Bitterness, Faith, Pain, Emotion, Forgiveness, Patience, Joy.
- They feel the need to give their name to the doll "We are".

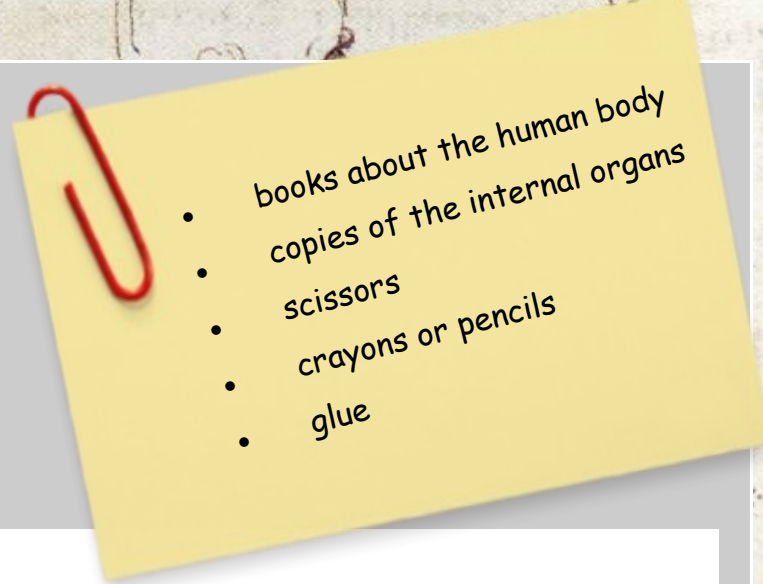


- They present their work to the children of the school.
- Feedback and discussion.



WE WILL LEARN

- Discover the human body.
- Learn about the internal organs.
- The position of each organ.
- How each organ functions.



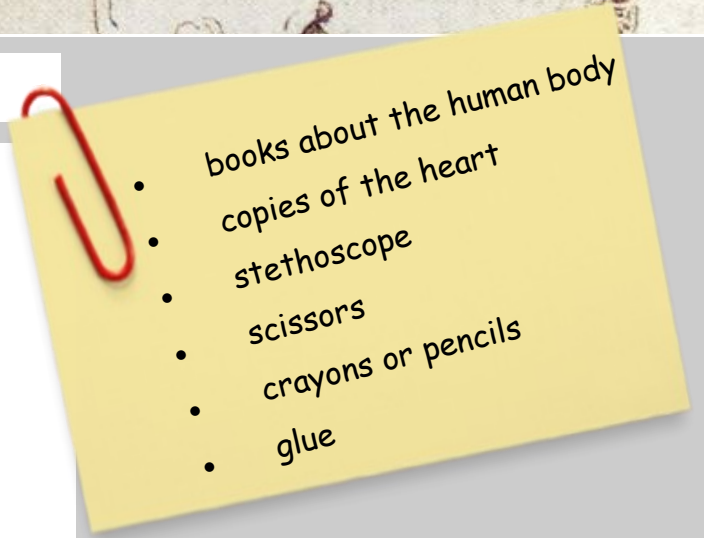
ACTIVITY STEP BY STEP

- Read books about the human body.
- Put a skeleton.
- Cut out and color pictures of the internal organs.
- Put the internal organs on to the skeleton.



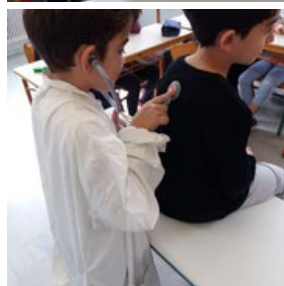
WE WILL LEARN

- Locate the human heart in their body.
- Locate those parts in their body, where pulse can be traced.
- Find out that the pulse depends on the intense of physical activity.



ACTIVITY STEP BY STEP

- Read books about the human heart and watch videos on you tube regarding the circulatory system.
- Listen to heart beats when you are calm. Then run and listen heart beating again
- Draw the network of arteries and veins in our body.
- Draw a picture of the human heart and decorate it as wished.
- Play cardiologists and patients in a role - playing game. The cardiologist listen o the patient's heart using a stethoscope, show him/her the cardio-gram and give some tips on how to maintain a healthy lifestyle and a strong heart.



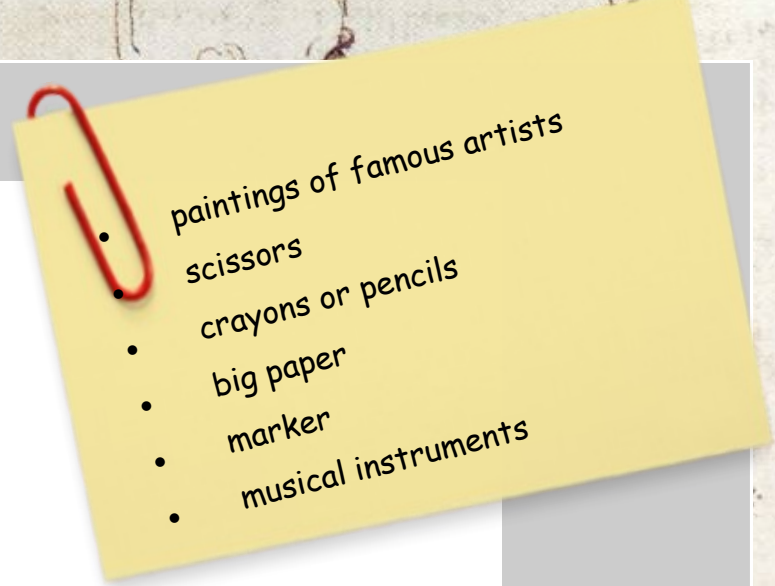
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- During physical education children can create choreography to show the blood circulation in our body.



WE WILL LEARN

- To spot the differences in the ideal of female beauty throughout history.
- To spot and embrace the differentiability of the human body in general.
- To distinguish outer from inner beauty.
- To enhance their self- esteem and love their body and themselves in general.
- To discard any negative stereotypes regarding the human body.
- To get to know the historic period of Renaissance through the paintings of famous artists of the time. (connection to History)
- To get to know the percussion musical instruments (drum, tambourine) and learn how to play them.
- To sing and play instruments at the same time (enhancement of kinesthetic sense).
- To work in team - to co operate.
- To improve the observational and fine - motor skills.



ACTIVITY STEP BY STEP

- Watch videos regarding the ideal of female beauty throughout history, concentrating in the historic period of Renaissance.
- Copy the paintings "the announcement of Jesus's conception" by Leonardo da Vinci and "the birth of Venus" by Sandro Boticeli.
- Write down how the ideal man and woman would be like.
- Create two large human figures (one male and one female) and write on them ideas.
- Write down the lyrics of our song named "It doesn't matter"
- Adjust the volume of each musical instruments to fit to the rhythm of the song.
- Sing and record song in a studio. (connection to Music)
- [Link: :"IT DOESN'T MATTER video"](#)
- [Link: :"IT DOESN'T MATTER song"](#)





WE WILL LEARN

- Kinesthetic perception
- Acoustic perception
- Visual perception
- Ability to co - ordinate and co - operate
- Kinetic creative expression and



ACTIVITY STEP BY STEP

- The teacher explains the game to the children.
- With the teacher's guidance the children begin to make body shapes by using their hands, legs, head, elbow, etc.
- Body shapes in combination with objects. (for example,



rhythmic crowns)





WE WILL LEARN

- To present a major problem (war) through expressive dance.
- To pass out the message that peace is all we need.

[Link: WAR AND PEACE video](#)

ACTIVITY STEP BY STEP

- The children with the guidance of the teacher start to learn the choreography.
- Children learn how they can express various emotions like hostility, hatred, brutality, but also love, bonding, friendship, forgiveness through the movement.
- Discussion about war and peace.



WE WILL LEARN

- To present a major social problem (bullying) through movement and expressive dance.
- Enter into roles.
- Give the opportunity to the children to partici-

Link: "[SPEAK OUT_video](#)"

ACTIVITY STEP BY STEP

- The children by the guidance of the teacher start to learn the choreography and to express themselves.
- Discussion about bullying.





WE WILL LEARN

- To display the function of the human heart and the circulatory system using movement and dance.

Link: ["LISTEN TO YOUR HEART_video"](#)

ACTIVITY STEP BY STEP

- Talk about the heart and the circulatory system.



- The children learn the choreography.





WE WILL LEARN

- To revise parts of body
- To practice the use of CAN
- To learn words for a



a ball
ropes
• usual sport
equipment

ACTIVITY STEP BY STEP

- Regular warming up activities at PE (10 minutes)
- Revise parts of body (Head and shoulders song, Guess *What is it ?* game, Simone says game (*Simone says touch your leg*, etc.)
- A pantomime game: What can I do ? (a pupil shows an action, the other pupils guess)
- A dodgeball game: pupils learn the words: a team, a match, watch out,



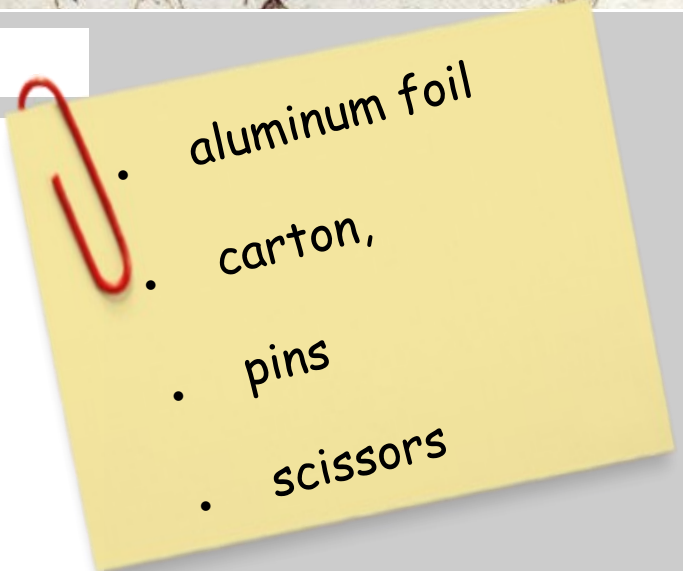
catch a ball,
throw a ball,
fall out, referee,
a player





WE WILL LEARN

- To make a 3D statue of a human body representing some kind of motion (showing muscles, doing push-ups, throwing a ball, etc)
- To label the parts of the body with the English words
- To make an exhibition



ACTIVITY STEP BY STEP

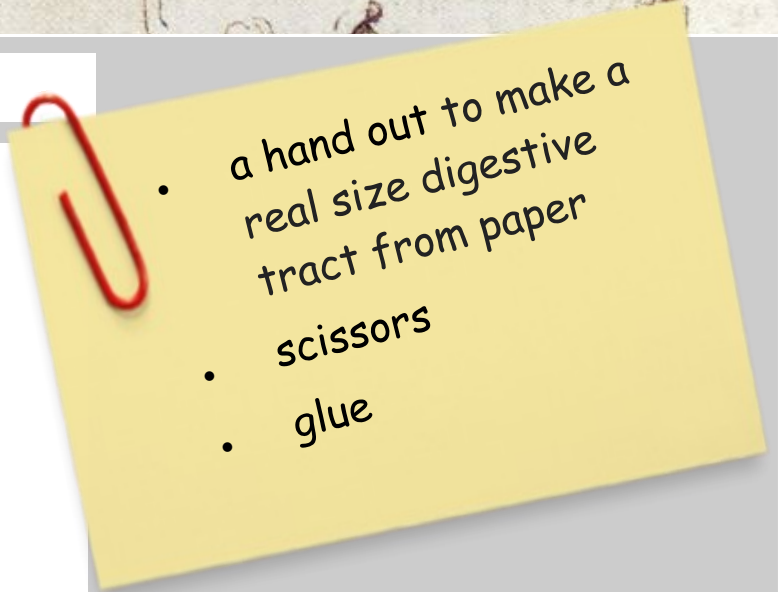
- Discussion and pantomime: How does our body look in motion ? (showing muscles, doing push-ups, throwing a ball, etc)
- Pupils get aluminium foil and make a statue on their own imagination representing one kind of motion
- Pupils fix the statue on a piece of carton
- During the English lessons pupils play games and revise words for body parts
- <https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-1>
- <https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-2>
- <https://learnenglishkids.britishcouncil.org/flashcards/human-body-flashcards>
- <https://learnenglishkids.britishcouncil.org/games/make-your-monster>
- During the English lessons pupils label the statues with the English words
- Pupils arrange an exhibition





WE WILL LEARN

- to make a real size digestive tract from paper
- to measure the paper tract by non-standard measurement units thus making an intro-



ACTIVITY STEP BY STEP

- Pupils watch a video and discussion about the parts and functions of the human digestive tract
- <https://www.youtube.com/watch?v=JnzwbiJuAA>
- Pupils get a handout and make a a real size digestive tract from paper
- Pupils think how they could measure the length of the digestive tract (meters, centimeters, they think of non-standard measurement units (feet, hand, fingers, oher objects in class: rubber, pencils, etc)
- Pupils measure the digestive tract in different ways and record their



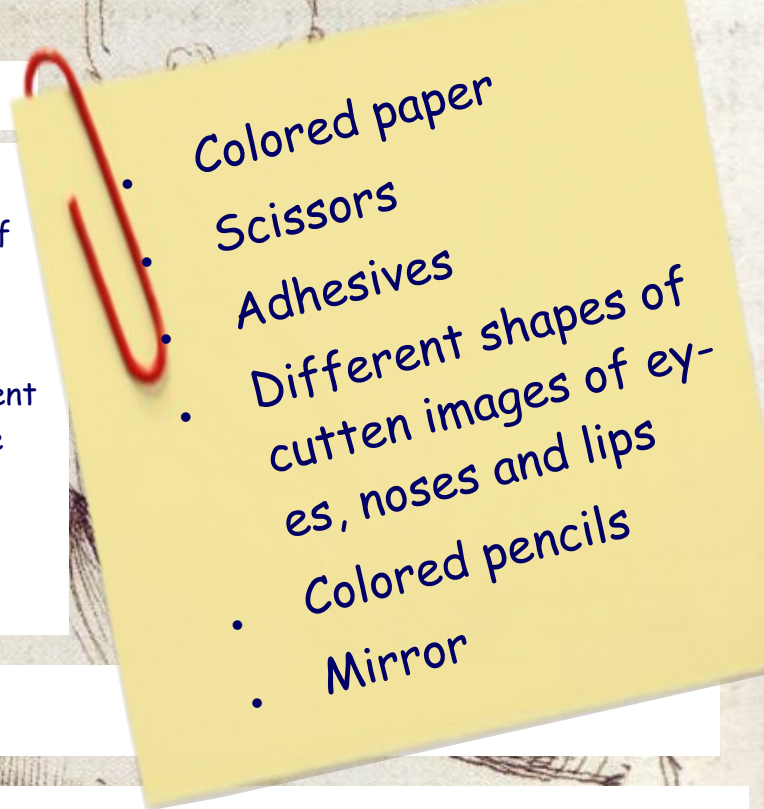
measurements in tables in their

exercise books



WE WILL LEARN

- Parts of the face.
- How to make a photo portrait of a friend .
- What is symmetry.
- That people can be very different despite the fact that they have the same parts of the face.



ACTIVITY STEP BY STEP

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- Pupils explore their faces in the mirror.
- Pupils explore faces of friends.
- Pupils create a face by choosing eyes, nose, lips and ears. They stick all face parts that they chose on coloured paper.
- Discussion what is portrait.
- Pupils learn how to photograph each other and how to make a photo portrait.
- Print the photo portraits.
- Talking about symmetry.
- Cut the photo portraits in 2 peaces (symmetry).
- Pupils need to draw the other side of their faces.
- Discussion about different faces of people. Discussions about similarities and differences.





CAN YOU CHANGE COLOR OF YOUR EYES?

WE WILL LEARN

- What there are different eye colours.
- To make and analyse charts.
- What is hypothesis.
- Through the experiment confirm or deny hypothesis.
- Why people need glasses or lenses.
- How to protect our eyes.

• Black contact lenses
• Mirror
• Glasses
• Big sheet of paper

ACTIVITY STEP BY STEP

- Pupils explore their eyes in the mirror.
- Creating a chart about pupils eyes colour.
- Discussion about chart results.
- Discussion about what is a hypothesis.
- Make a hypothesis—human can change their eye colour.
- By using black contact lenses, try to confirm or deny the hypothesis that human can change their eye colour.
- Discussion—do lenses changed colour of eyes or it's just covered real colour with u cover?
- Discussions about why people need glasses or lenses.
- Discussions how to protect our eyes.



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