FIFTH AND SIXTH – HUMAN LIFE

Teacher Guidelines:

- Pp. 117-122

Linkage:

- Living Things - Plants and animals, Myself
- Environmental awareness and care
- Sound: Environmental sounds. Identify animal or everyday sounds
- Light: how we see
- Materials: Properties & characteristics of food & clothing

Integration:

- Oral Language Development – English and Gaeilge
- SPHE: Food & Nutrition Exemplar 1 T.G. p.43
- SPHE: Food & Nutrition Exemplar 14 T.G.p. 77
- SPHE: Aware of world …using senses Exemplar 26 T.G. p.95
- History: Myself Exemplar 5. T.G. p.58
- P.E. Health related fitness
- Music: Sounds in the environment
- Visual Arts: Hand / foot prints
- Maths: Measurement

Content Objective:

DEVELOP A SIMPLE UNDERSTANDING OF THE STRUCTURE OF SOME OF THE BODY'S MAJOR INTERNAL AND EXTERNAL ORGANS

Some suggested activities:

- Name the main internal organs and place them correctly in a model 3D torso. Alternatively children could work in pairs drawing on plastic aprons with markers.
- Heart acts like a pump. See how hard the heart works! Use a beaker to try to bale water from one bowl to another at 70 beakerfuls per minute – the same speed as a normal heart rate!
- Discuss need to keep heart healthy through diet & exercise
- Discuss implications of unhealthy food in digestive system for 2 days
- Digestive system – length of time food stays in each region approx. Mouth 5 –30 secs, stomach 3 hrs, small intestine 3 hrs, large intestine up to two days.

- Brainstorm with class all the body organs they can think of. Sort them into internal and external. Pupils in groups of 2. Take 3 sheets of broadsheet newspaper laid out on the floor and one draws outline of the other pupil. Ask the pupils to draw all the organs they can from the listing of those suggested in the brainstorm in the correct part of the body cut out....noting position and size. Check your drawing against a poster. Having a life size body shape is more challenging as the pupils need to focus on size and shape of organ more. Another way of getting the body outline is using an overhead projector and doing silhouette.

Some suggested design and make:

- Design and make a stethoscope

Content Objective:

DEVELOP A SIMPLE UNDERSTANDING OF FOOD AND NUTRITION

structure, function and care of teeth, *the importance of food for energy and growth importance of a balanced and healthy diet*, *design and make a balanced and nutritious lunch menu for self or younger child*

Some suggested activities:

- Why do people need food? Exemplar 38 T.G. p.122
- Food Planning exemplar T.G. Page 49
- SPHE Health & well-being Exemplar 9 p.72
- Sorting food into the 4 food groups
- Nutrients in 4 food groups necessary for good health
- Research information about food on packaging
- Research/compare with diets of people from other cultures

Content Objective:

DEVELOP AN UNDERSTANDING OF THE REPRODUCTIVE SYSTEMS OF BOTH MALE AND FEMALE AND OF THE PHYSICAL CHANGES TAKING PLACE IN BOTH MALE AND FEMALE DURING GROWTH TO ADULTHOOD

Some suggested activities:

- Talk and discussion on facts of life from teacher
- Discussion on life cycles

Content Objective:

BECOME AWARE OF AND INVESTIGATE BREATHING

appreciate the need for oxygen from the air, understand structure and function of nose, windpipe and lungs, recognise the dangers of smoking and air pollution investigate and/or design and make facial anti-dust mask

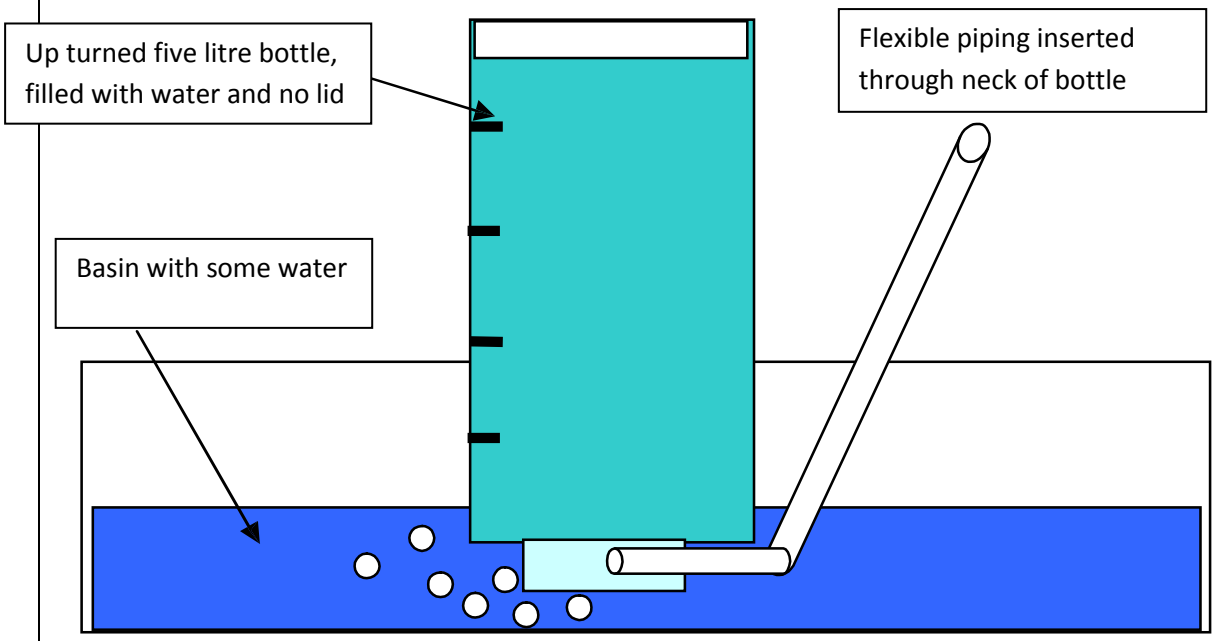
Some suggested activities:

- Measure lung capacity using 5 litre clear plastic water bottle, large basin and plastic tubing. Fill water bottle with water with few drops food colouring added.

Some suggested investigations:

- Does the tallest person in the class have the largest lung capacity?

Lung capacity investigation



As you blow into bottle into the flexible pipe the water is forced out of bottle – how much water can you blow out in one breath – this gives your lung capacity.

Some suggested design and make:

- Design and make a facial anti-duct mask
- Lung capacity model

Primary Professional Development Service

Content Objective:

IDENTIFY AND UNDERSTAND WAYS IN WHICH THE BODY PROTECTS ITSELF AGAINST DISEASE AND INFECTION

role of external organs: nose and skin

Some suggested activities:

- Is all skin the same? Look at the skin on the back of hand using a magnifying glass. Then look at the skin on your palm, fingers, wrist, arm, leg and sole. Where is the skin smoothest? Which part has the most hairs? Are there any truly hairless areas?