How do our bodies work?

Homework PROJECT

You have been given an activity matrix with different tasks about the Human Body to complete.

Grade 4 students must complete a minimum of 5 activities.
Grade 5 students must complete a minimum of 8 activities.
Grade 6 students must complete a minimum of 10 activities.

You can choose activities from any box and/or row. In each box there are 1-3 different activities. You do not need to complete all activities from a particular box.

You need to use different information sources to complete the activities.
You need to make sure you have a Bibliography attached to your work. (This lists any books, websites, articles you may have used).

Activities are due into school on Friday 31st October (end of week 4)
# Human Body Activity Matrix

**UNIT OF STUDY:** Our Body - How does it work?

<table>
<thead>
<tr>
<th>Multiple Intelligence</th>
<th>Pre-Knowing</th>
<th>Knowing</th>
<th>Understanding</th>
<th>Applying</th>
<th>Analysing</th>
<th>Creating</th>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>Name the systems of the human body.</td>
<td>Label the systems of the human body.</td>
<td>Understand how important hygiene is in the preparation of food.</td>
<td>Use a food/exercise/leisure journal.</td>
<td>Survey your friends in terms of their eating habits.</td>
<td>Plan strategies for improving their personal health &amp; establish health goals.</td>
<td>Discuss the affects of healthy/unhealthy eating to the human heart, lungs, etc.</td>
</tr>
<tr>
<td>Verbal</td>
<td>Name the systems of the human body.</td>
<td>Watch the Series ‘The Human Body’ and write a review of an episode.</td>
<td>Understand the role of the CFA in safety from CFA presentation.</td>
<td>Survey your friends in terms of their eating habits.</td>
<td>Examine laws that are specific to children’s rights.</td>
<td>Devise a healthy canteen menu.</td>
<td>Evaluate the research on AIDS.</td>
</tr>
<tr>
<td>Verbal</td>
<td>Name diseases/conditions that affect the human body.</td>
<td>Share understanding of DVD ‘The Human Body’.</td>
<td>Use a food/exercise/leisure journal.</td>
<td>Survey your friends in terms of their eating habits.</td>
<td>Examine laws that are specific to children’s rights.</td>
<td>Devise a healthy canteen menu.</td>
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<td>Verbal</td>
<td>I enjoy reading, writing &amp; speaking</td>
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**YEAR LEVEL:** 4/5/6

**Bloom’s Taxonomy: Six Thinking Levels**

- **Pre-Knowing**
  - Name the systems of the human body.
  - Label the systems of the human body.
  - Watch the Series ‘The Human Body’ and write a review of an episode.
  - Name diseases/conditions that affect the human body.

- **Knowing**
  - Understand how important hygiene is in the preparation of food.
  - Understand the role of the CFA in safety from CFA presentation.
  - Share understanding of DVD ‘The Human Body’.

- **Understanding**
  - Use a food/exercise/leisure journal.
  - Survey your friends in terms of their eating habits.
  - Examine laws that are specific to children’s rights.

- **Applying**
  - Create a timeline of the physical changes of the human body.
  - Identify the effects alcohol & drugs have on the central nervous system.
  - Investigate how different breads decompose over time.

- **Analysing**
  - Create a table to show how often your pulse beats in 30 seconds.
  - Predict beats in 5 mins, an hour, a day etc... Could also work out sleeping, awake etc.
  - Record & graph pulse rates. Analyse the results.

- **Creating**
  - Plan strategies for improving their personal health & establish health goals.
  - Devise a healthy canteen menu.
  - Create a collage from magazine cuttings & your own artwork that reflects the popular media image of diets & physical appearance.

- **Evaluating**
  - Discuss the affects of healthy/unhealthy eating to the human heart, lungs, etc.
  - Evaluate the research on AIDS.

**Mathematical**

- I enjoy working with numbers & science
- State the meaning of disease, infections and illness.
- State the diseases that are prominent in Australia.
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- State the diseases that are prominent in Australia.
- Carry out a concept map on obesity and contributing factors.
- Contrast a healthy – unhealthy character using foods.
- Create a collage from magazine cuttings & your own artwork that reflects the popular media image of diets & physical appearance.
- Create a collage from magazine cuttings & your own artwork that reflects the popular media image of diets & physical appearance.
- Record & graph pulse rates. Analyse the results.

**Visual/Spatial**

- I enjoy painting, drawing & visualising
- Look at different types of concepts maps.
- Trace an outline of the human body Label & draw the body parts.
- Draw understanding of the 5 food groups.
- Create a montage of pictures that illustrate feelings during puberty.
- Carry out a concept map on obesity and contributing factors.
- Contrast a healthy – unhealthy character using foods.
- Create a collage from magazine cuttings & your own artwork that reflects the popular media image of diets & physical appearance.
- Review how yours & others fitness sessions performed.
- Cross the Line – on human body issues.

**Kinaesthetic**

- I enjoy doing hands-on activities, sports & dance
- Understand the purpose of reviews and find examples in our everyday life.
- Find pictures / images that depict an unhealthy lifestyle.
- Express how a part of the body/system works through a dramatisation/dance/mime.
- Plan, prepare & cook a healthy meal.
- Show / Mime feelings associated with adolescents e.g. Nervous, showing off, embarrassment
- Categorise abilities of different age groups.
- E.g. crawling, walking, hand / eye coordination and Fine Motor Skills.
- Compose & perform a 5-10min fitness session.
- Cross the Line – on human body issues.
- Cross the Line – on human body issues.
| **Musical**  
I enjoy making & listening to music | Advertisements are a type of persuasive text. Find samples that are specific to young teenagers. Identify the tactics used. | **Name** a number of songs that are relevant to our unit. | **Outline** how our music choices change over time e.g. Wiggles, Pop, and Classical. Why do they change? | **Prepare** an advertisement to encourage a positive attitude and self confidence. | **Perform** a jingle to encourage healthy lifestyle choices. | **Compose** a song that explains how one of the systems work. | **Review** music for different ages and stages of life. (Calming music for babies and elderly, classical for studying) |
|---|---|---|---|---|---|---|---|
| **Interpersonal**  
I enjoy working with others | Define legal & illegal. Understand the purpose of laws. | List all known legal & illegal drugs. | **Role play** a series of events involving peer pressure. | **Match** particular behaviours that are relevant for different ages e.g. crawling, sucking thumbs, riding a bike, driving a car. | **Carry out** interviews regarding adolescents. | **Examine** the laws concerning the rights of people of different ages. | **Encourage** others to donate blood. **Construct** a body museum in the classroom. **Discuss** the validity of the pros/cons of such perceptions. |
| **Intrapersonal**  
I enjoy working by myself | Write questions to ask others about their perceptions of adolescents. | **Draw** your dreams goals and aspirations for the future. | **Record** how you spend you day. Eating / Sleeping / school / sport / TV | **Think** about your own lifestyle – how healthy is it? What parts are healthy & what parts are not? How can you change some of the aspects which are not healthy? | **Adapt** a favourite recipe to collate as a class cooking book. | **Conclude** on others views on the ever changing adolescents. **Use** a photograph of yourself & add comments in dialogue balloons about your views in regards to healthy living. |
| **Naturalist**  
I enjoy caring for plants & animals | **State** knowledge of vegetable gardens. **Collect** interesting specimens of plants that have medicinal properties. **Collect** flowers, fruits & herbs that have soothing & pleasing smells. | **Outline** the processes involved in making & maintaining a vegetable garden. | **Plan & make** a senior vegetable garden. | **Identify** organic & genetically modified foods. | **Devise** an advertisement to highlight the ethics of animal treatment for our benefits. | **Justify** why people chose to be a vegetarian/vegan. |