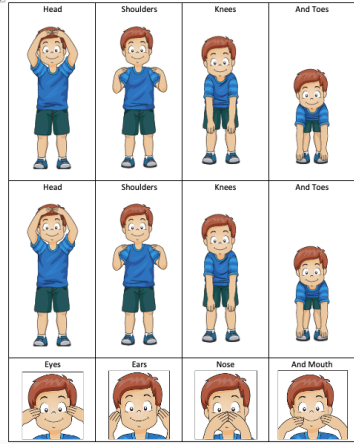





## MAKE YOUR OWN PAPER FIGURE (LEVEL 1)

<b>Description</b>	Learners will explore the human body by labeling the body parts, exploring the five senses, doing some physical activity and observing some of our magical bodily functions. In the end, the learners will present a series of five paper figures that represent their insight of the human body.
<b>Leading Question</b>	Can you make your own human paper figure?
<b>Total Time Required</b>	~4 hours over 4 days
<b>Supplies Required</b>	Paper and Pen
<b>Subjects</b>	Numeracy and literacy
<b>Supervision</b>	Medium
<b>Learning Outcomes</b>	By the end of this project, learners will be able to: <ul style="list-style-type: none"> <li>- Identifying different body parts and human anatomy</li> <li>- Understanding the five different senses and their function</li> <li>- Critically thinking about limbs and differences between animals and human beings</li> <li>- Identifying and labeling our different emotions</li> <li>- Sensing the differences in the body due to exercise and stress</li> </ul>
<b>Previous Learning</b>	None

### DAY 1 - Today you will explore your body and its functions!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Start with a fun dance game to name all your body parts such as “heads, shoulders, knees and toes” see lyrics in the appendix. You can also play a game with your parents.</li> </ul>

	 <p>Source: <a href="https://www.yourtherapysource.com/">https://www.yourtherapysource.com/</a></p>
<p><b>15 minutes</b></p>	<p><b>Literacy extensions:</b> You can explore rhyming words, putting your hands on any body part and naming it (for example, knees)</p> <ul style="list-style-type: none"> <li>• Your parent/educator will say a rhyming word (for example, trees) – you will have to jump if it does rhyme or sit down if it does not rhyme.</li> <li>• The game can then be reversed for your parent to touch and name a body part and for you to think of a rhyming word – if it does rhyme both you and your parent will jump and if it doesn't, you will both sit down.</li> <li>• Older learners can also write down the rhyming words when the game is completed (<i>*Template attached in the appendix</i>)</li> </ul>
<p><b>20 minutes</b></p>	<ul style="list-style-type: none"> <li>• Now touch your limbs i.e., arms, legs, hands, and feet. Think through the functions of each of these parts using the following questions:             <ol style="list-style-type: none"> <li>1. What do you use your hands and arms for?</li> <li>2. What do you do with your legs and feet? What do you use your legs and feet for?</li> </ol> </li> </ul> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>- Humans use arms and hands to do things to other objects, this is called manipulation.</li> <li>- The main purpose of the hand is to grasp objects.</li> <li>- Legs and feet are used for standing, walking, running, and jumping in humans.</li> </ul> <p>How different are the functions of arms and hands, legs and feet between animals and humans?</p>

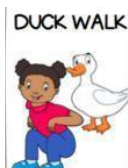
	<p><b>Possible answer:</b></p> <p>Most animals use four limbs i.e., all their arms and hands, legs and feet for standing, walking and all movements while humans only use their legs and feet for that.</p>
<p><b>30 minutes</b></p>	<p><b>Now try to move like the animals for example</b></p> <ul style="list-style-type: none"> <li>- The dog walk: getting down on your knees and walking. Think of how dogs do not use their 'hands' to hold things and have to use their mouth and teeth instead.</li> </ul>  <ul style="list-style-type: none"> <li>- The bear crawl: getting onto your hands and legs and crawling forward. Think of how bears scratch their backs against trees because they do not have hands that reach their back.</li> </ul>  <ul style="list-style-type: none"> <li>- The female kangaroo: leap jumping up high with your two legs. Think about how kangaroos have a pouches in the front to keep their babies since they cannot use their arms to hold them.</li> </ul>  <ul style="list-style-type: none"> <li>- The crab crawl: sit down and put your arms behind you. Lift your body up and move forward with your arms and legs. Try catching and holding something like a claw.</li> </ul>



- The snake slither: lying down on the ground and trying to move forward without using your arms or legs.



- You can continue making up your own animal movements to do frog jumps, duck walks, penguin waddles, flamingo balance etc.



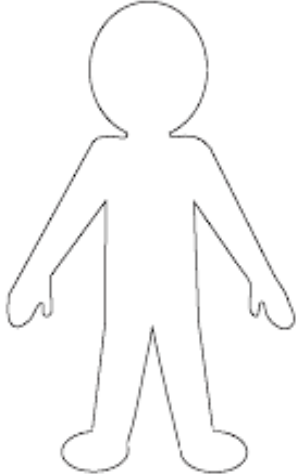
DUCK WALK




frog jump

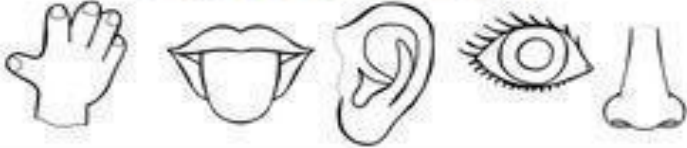
Now you will create your **1<sup>st</sup> paper doll.**

- Draw a blank figure (girl or a boy) or use the template below.
- Mark the limbs and label the different parts of their arms and legs including thigh, ankle, toes, heels, fingers, thumbs, wrists and elbows etc.
- Illustrate all the functions that our limbs help us with for example: arms and fingers help us hold things, feed ourselves, write etc. legs help us walk, run, jump etc. (*Template attached in the appendix*)

	
<p><b>15 minutes</b></p>	<p><b>Critique and revision:</b></p> <p>Present your paper figures with all the body parts to your parents or family members for feedback and suggestions for improvement.</p> <p>The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>- Praise: What did you like about the learner’s work?</li> <li>- Question: Any questions or clarifications you have about the work.</li> <li>- Suggestions: In what areas does the learner need to improve their work?</li> </ul>


**DAY 2** - Today you will make your own sensory flip book exploring your 5 senses.

<p><b>Suggested Duration</b></p>	<p><b>Activity and Description</b></p>
<p><b>10 Minutes</b></p>	<p>Explore the following body parts:</p> <div style="text-align: center;">  </div> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>hand    mouth    ears    eyes    nose</b></p> </div> <ul style="list-style-type: none"> <li>- What do you use your hand for? Answer: To touch</li> <li>- What do you use your mouth for? Answer: To taste</li> </ul>

	<p>- What do you use your ears for? Answer: To hear - What do you use your eyes for? Answer: To see - What do you use your nose for? Answer: To smell</p> <p>Complete the worksheet below based on what you have just learned:</p> <p style="text-align: center;"><b>My Five Senses</b></p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 2px; text-align: center; margin: 5px 0;"> <span>hand</span>   <span>mouth</span>   <span>ears</span>   <span>eyes</span>   <span>nose</span> </div> <p>I use my _____ to hear.</p> <p>I use my _____ to smell.</p> <p>I use my _____ to see.</p> <p>I use my _____ to touch.</p> <p>I use my _____ to taste.</p> <p style="text-align: right;">Name _____</p> <p style="text-align: right; font-size: small;">© 2014 specialfirst.com</p>
<p><b>15 minutes</b></p>	<p><b>First, you will explore your sense of smell through your nose.</b></p> <ul style="list-style-type: none"> <li>You will play a smell test game. Blindfold a family member and hold out different items. Then ask the family member to identify these based on smell.</li> <li>Go around your home and identify different items that have different smells and illustrate and describe these smells as stinky smells and nice smells e.g. flowers, shampoo, garbage, fruits etc.</li> </ul>
<p><b>20 minutes</b></p>	<p><b>You will now explore the sense of sight</b></p> <p><b>Literacy extension:</b></p> <ul style="list-style-type: none"> <li>Make your own alphabet chart</li> </ul>

	<ul style="list-style-type: none"> <li>● Jumble and write the alphabet with 5 letters in each of the 5 rows – the letters in each row will become smaller.</li> <li>● Now pretend to be an ophthalmologist (or eye doctor) and check eyesight.</li> <li>● Hold this chart at a distance and ask parents to read the chart by closing one eye</li> </ul> <p>Also, add a page in which you will draw an eye and 5 different things that you see in different colours.</p>
<b>15 minutes</b>	<p><b>Now you will explore the sense of taste through your tongue</b></p> <ul style="list-style-type: none"> <li>● Play the blindfold game with tasting different items</li> <li>● The family member will be blindfolded, and they will taste different items to guess what they are.</li> </ul> <p>Identify a food item across each of the tastes: sour, sweet, bitter and salty and illustrate and label these on a different page</p>
<b>15 minutes</b>	<p><b>You will explore the sense of hearing through your ears</b></p> <ul style="list-style-type: none"> <li>● Make a list of sounds that you can hear and categorize these as loud and soft or indoor and outdoor sounds.</li> </ul> <p>Illustrate and label these on a new page.</p>
<b>10 minutes</b>	<p><b>Explore the sense of touch through your skin</b></p> <ul style="list-style-type: none"> <li>● Identify two items of different textures: rough and smooth; two items that are hot and cold.</li> <li>● Illustrate and label these items in a separate page.</li> </ul>
<b>15 minutes</b>	<p>Illustrate your <b>2<sup>nd</sup> paper doll</b> which is a blank face of a girl or boy and mark the nose, eyes, ears, tongue.</p>
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present your paper figures with head/face to your parents or family members for feedback and suggestions for improvement.</p> <p>The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner’s work?</li> <li>● Question: Any questions or clarifications you have about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>

**Day 3** - Today you will explore some magical things about the human body.


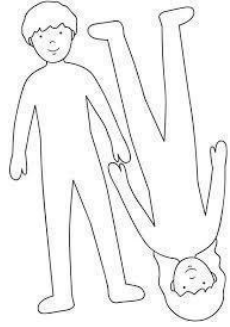
Suggested Duration	Activity and Description
5 minutes	<p>What are some of the “magical” things that the human body does?</p> <p><b>Some answers:</b> breathing, growing, walking, exercise etc.</p> <p>Now let’s practice some of the things the human body can do. You will need a pen and notebook to take note of your activity as you do the next exercises.</p>
5 minutes	<p><b>Breathing:</b> First, take notice of your breathing. Close your eyes and place your hands on your stomach. What do you notice as you are breathing? Are there any body parts that keep moving?</p> <ul style="list-style-type: none"> <li>● You will notice your stomach and chest rising</li> <li>● Count your breaths within a minute and take a note of the number of breaths in your notebook</li> </ul>
5 minutes	<p><b>Pulse:</b> Place your first fingers (index and middle finger) on your wrist until you can feel your pulse.</p> <ul style="list-style-type: none"> <li>● Count the number of times your pulse beats in a minute</li> <li>● Take a note of these observations in a notebook</li> </ul> 
5 minutes	<p>Now do some exercise e.g., 50 jumps or jog on the spot, etc. and think about the reactions that your body exhibits when it is under stress or exercising.</p> <ul style="list-style-type: none"> <li>● How do you breathe after the exercise?</li> <li>● Does the speed of your breath remain the same, increase or decrease? How is the pace of your pulse rate after the exercise?</li> <li>● Does the pace of your pulse rate remain the same, increase or decrease?</li> <li>● Are there any other bodily reactions you notice?</li> </ul> <p><b>Possible answers:</b> Sweat, body pain, feeling tired etc.</p>



	Now count your breath and pulse again after you have exercised and take a note of it in your notebook
<b>5 minutes</b>	<p><b>Numeracy extension:</b></p> <ul style="list-style-type: none"> <li>• Compare the number of breaths you took within a minute in a resting state and after exercise.</li> <li>• Also, compare the number of pulse beats in a resting state and after exercise.</li> <li>• Conduct basic subtraction exercises to tell the difference.</li> </ul> <p>What do you observe as the difference between your breathing and pulse rate when exercising and when not exercising?</p>
<b>15 minutes</b>	Illustrate your <b>3<sup>rd</sup> paper doll series</b> with two different figures before and after exercise to show the impact on your body.
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present your 3<sup>rd</sup> paper doll figures to your parents or family members for feedback and suggestions for improvement.</p> <p>The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>• Praise: What did you like about the learner's work?</li> <li>• Question: Any questions or clarifications you have about the work.</li> <li>• Suggestions: In what areas does the learner need to improve their work?</li> </ul>

#### **DAY 4** - Today you will create your 4<sup>th</sup> paper doll

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	Think about your various emotions and illustrate <b>your 4<sup>th</sup> paper doll series</b> with these on different faces as well as what makes you feel this way, including happy, sad, angry, confused, surprised etc.

	
<p><b>30 minutes</b></p>	<p>Now you will make your <b>5<sup>th</sup> paper doll</b> by folding in a piece of paper from both sides to form a door –draw your own blank figure on the cover half on either side of the door.</p> <ul style="list-style-type: none"> <li>• Draw and label the image on this cover page with all the body parts that you know starting from the hair, head, neck, stomach, etc.</li> <li>• Now open the door and write the names of all the organs – muscles – skeletal structure that you know inside your body for example heart, lungs, spine etc.</li> </ul> 
<p><b>15 minutes</b></p>	<p><b>Critique and revision:</b></p> <p>Present your paper doll figures 4 &amp;5 to your parents or family members for feedback and suggestions for improvement.</p> <p>The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>• Praise: What did you like about the learner’s work?</li> <li>• Question: Any questions or clarifications you have about the work.</li> <li>• Suggestions: In what areas does the learner need to improve their work?</li> </ul>

<b>5 minutes</b>	Put all your 5 paper dolls together to share what you learned about the human body and anatomy.
<b>15 minutes</b>	<p><b>Overall Project Reflection:</b></p> <p>Think about all the exercises that you have done for the past 3 days and take note of “TWO” of the following:</p> <ul style="list-style-type: none"> <li>- What is the most important lesson you have learnt through this project?</li> <li>- What have you found challenging, puzzling, or difficult to understand?</li> <li>- What question would you most like to discuss?</li> </ul> <p>What is something you found interesting?</p>

<b>Additional Extension Activities</b>	<ul style="list-style-type: none"> <li>● Students can draw a paper doll on the circulatory, respiratory and skeletal system</li> <li>● Students can draw and label a paper doll with all the body parts and internal organs.</li> </ul>
<b>Modifications for Simplification</b>	<ul style="list-style-type: none"> <li>● Students can start with labeling the body parts that they are already familiar with.</li> </ul>

## ASSESSMENT CRITERIA

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By the end of this project, students should attain the following skills:

- Illustrate the human body in paper doll form
- Clarity of labeling the paper dolls
- Critical thinking in identifying and understanding the senses, limbs and different human body phenomena
- Thinking about different animals and imitating their movements.



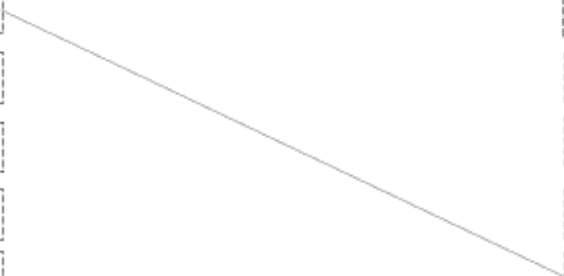
## APPENDIX

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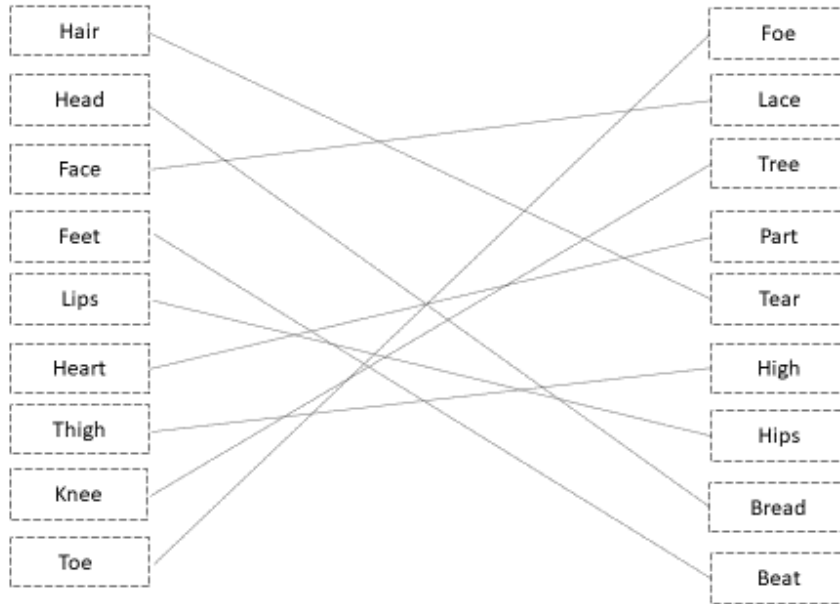
### Rhyming Worksheet:

Connect all body parts with rhyming words

Hair	Foe
Head	Lace
Face	Tree
Shoulder	Part
Lips	Tear
Heart	High
Thigh	Hips
Knee	Bread
Toe	Boulder

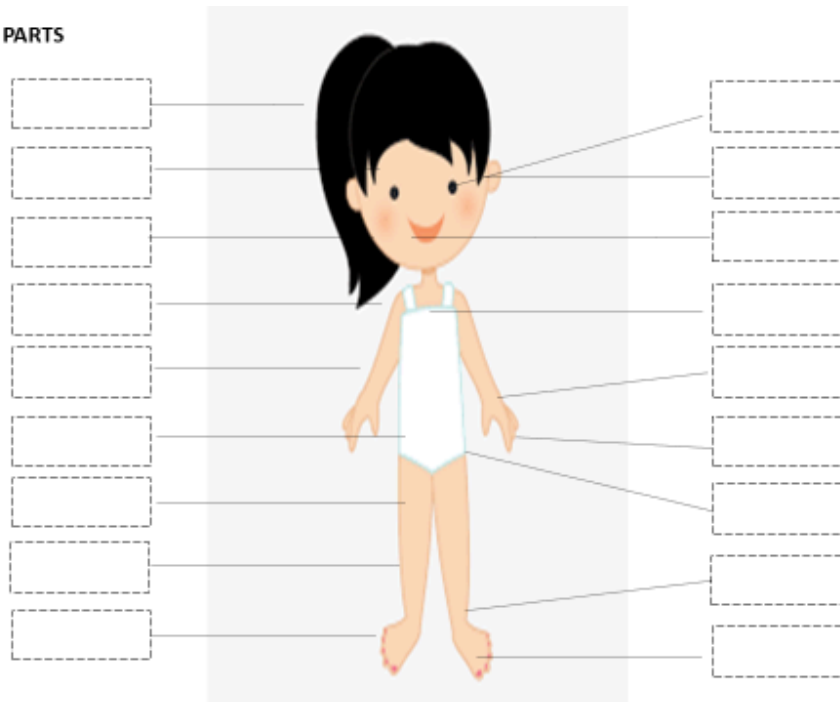


Connect all body parts with rhyming words  
Answer Key

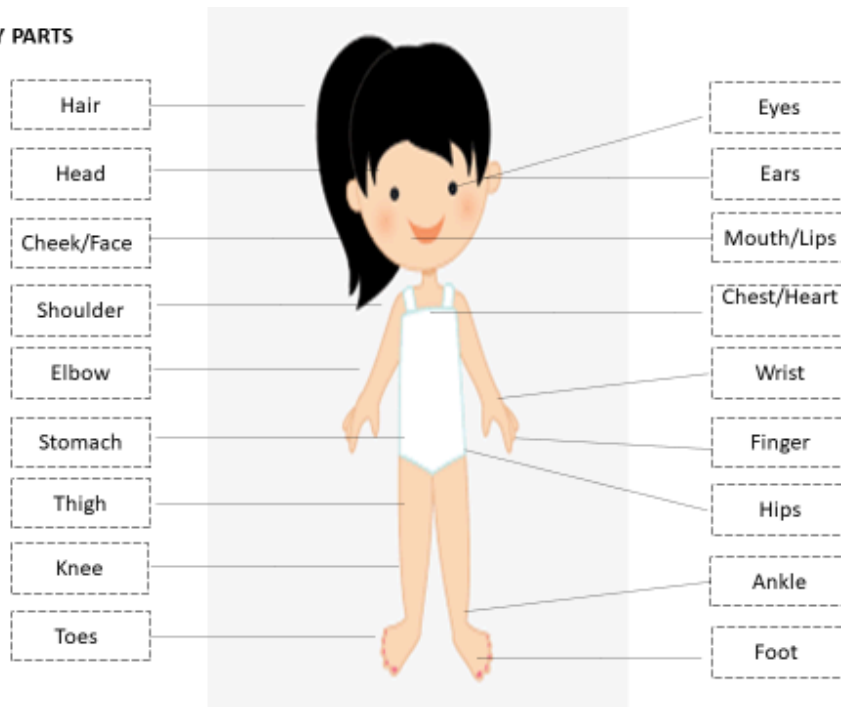


### Label the body parts worksheet

LABEL ALL THE BODY PARTS



LABEL ALL THE BODY PARTS  
ANSWER KEY



### Head Shoulders Knees and Toes Lyrics

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Source: <https://supersimple.com/song/head-shoulders-knees-and-toes/>