

THIRD AND FOURTH CLASSES – HUMAN LIFE

Teacher Guidelines:

- Pp. 117-122

Linkages:

- 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

THIRD AND FOURTH CLASSES – HUMAN LIFE

Content Objective:

- **BECOME AWARE OF THE NAMES AND STRUCTURE OF SOME OF THE BODY'S MAJOR EXTERNAL AND INTERNAL ORGANS**

Some suggested activities:

- Get the children to name the main organs and draw them on a blank torso. Check against torso model/poster. Now put your hand on your heart, lungs, stomach, liver, and kidneys.
- Annotated drawings indicating where food goes
- Children learn how to take their own pulse standard way
- Take pulse also by placing piece of putty where pulse feels strongest on wrist. Push one end of drinking straw into putty so it sticks upright from wrist. Let arm lie flat on table. Straw should twitch to & fro. Measure pulse by counting number of times the straw rocks in 1 minute.
- Compare pulse rate before and after exercise. Time how long it takes for pulse to return to resting rate. Note: average resting pulse rate of humans varies with age. It is about 80-90 by 10 years of age and 60-80 in adults.
- Walk 20 metres (estimate 20m in yard) Does heart beat increase? By how much does it increase? Jog 20m - does heart rate increase? Predict by how much it will increase. Run 20 m - Graph the changes in heart rate. How long does it take to return to normal heart rate after each activity (walk, jog and run) What does the graph show?
- Observe features of blood circulation. Hold one arm up high and one arm by side for 1 minute. Then compare colour of hands. Predict reason for difference. Hand held high, blood drains easily to heart speeded by the force of gravity. In the lower hand, blood struggles to rise against gravity.

Some suggested designing and making:

- Model of digestive system using papier mache
- Model of a ribcage
- Model to show length of the intestine 8.5m

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Content Objective:

- **DEVELOP AN AWARENESS OF THE IMPORTANCE OF FOOD FOR ENERGY AND GROWTH**

need for a balanced and a healthy diet

structure and function of teeth

design and make a nutritious sandwich for lunch

design and make a clay model of a set of teeth (or part of a set of teeth)

Some suggested activities:

- Exemplar 38 Page 122 T.G. 'Why do people need food?'
- Healthy lunches project
- Keep a diary of food habits for a week. Compare with food pyramid.
- Observe how your teeth work. Which teeth are used for biting/chewing? Use tongue to explore/identify different types of teeth
- How clean are your teeth? Use disclosing tablets to check how effective your tooth cleaning is, and see if you can improve it.

Some suggested investigations:

- Investigate effect of various foods on teeth. Place clean, discarded milk teeth in fizzy drinks etc.

Some suggested designing and making:

- Sandwich
- Model of set of teeth

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Content Objective:

- **UNDERSTAND 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 or other adult
- Discussion on life cycles.

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Content Objective:

- **BECOME AWARE OF AND INVESTIGATE BREATHING**
appreciate the need for oxygen from the air
understand that air is drawn in through mouth and nose and passes through windpipe to lungs
investigate breathing rate before and after exercise
recognise dangers of smoking and air pollution

Some suggested activities:

- When I breathe in where does the air go? Exemplar 36 T.G. p.119

Some suggested investigations:

- How many breaths taken in a minute? Investigate breathing rate before and after exercise.
- Does breathing rate vary according to the time of the day/year. Does everyone in the class have the same rate?
- Investigate pollution in school grounds/ local area. Put Vaseline on pieces of card in different locations. Compare results.

Some suggested designing and making:

- A model of a respiratory system

THIRD AND FOURTH CLASSES – HUMAN LIFE

Content Objective:

- **EXPLORE AND INVESTIGATE HOW PEOPLE MOVE**
body supported by a skeleton
actions of muscles, bones and joints

Some suggested activities:

- See below

Some suggested investigations:

- Investigate reflex reactions when ruler/strip card is dropped
- Investigate muscles – in pairs using a measuring tape, take turns to measure biceps; arm held out straight and arm held out fist squeezed tightly.

Some suggested designing and making:

- Models of skeletons, showing limbs and main joints