

MAKE YOUR OWN PAPER FIGURE (LEVEL 1)

Description	Learners will explore the human body by labelling the body parts, exploring the five senses, doing some physical activity and observing some of our magical bodily functions
Leading Question	Can you make your own human paper figure?
Total Time Required	~4 hours over 4 days
Supplies Required	Paper and Pen
Learning Outcomes	<ol style="list-style-type: none"> 1. Identifying different body parts and human anatomy 2. Understanding the five different senses and their function 3. Critically thinking about limbs and differences between animals and human beings 4. Identifying and labelling our different emotions 5. Sensing the differences in the body due to exercise and stress
Previous Learning	None

DAY 1

Today you will explore your body and its functions!

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Learners will start with a fun dance game to name all their body parts such as “heads, shoulders, knees and toes” or they can play a game with their parent
15 minutes	<ul style="list-style-type: none"> • Literacy extensions: Learners can explore rhyming words, they will put their hands on any body part and name it for example knees, the adult will say a rhyming word for example trees – the learner will jump if it does rhyme or sit down if it does not rhyme. The game can then be reversed for the parent to touch and name a body part and

the learner to think of a rhyming word – if it does rhyme both the learner and parent will rhyme and if it doesn't, they will both sit down. Older learners can also write down the rhyming words when the game is completed (**Template attached in the appendix*)

20 minutes

- Learners will now think about their limbs and the functions of their arms and hands and feet - they walk standing up and how different animals walk and the differences in their limbs
- Learners will try to move like the animals for example

- The dog walk getting down on their knees and walk – they will think of how dogs do not use their 'hands' to hold things and have to use their mouth and teeth instead



- The bear crawl getting onto their hands and legs the learners will crawl forward and also think of how bears scratch their backs against trees because they do not have hands that reach their back



- The female kangaroo leap jumping up high with their two legs – learners will think about how kangaroos have a pouches in the front to keep their babies since they cannot hold them



- The crab crawl learners will sit down and put their arms behind them and lift their body up and move forward with their arms and legs – learners can try and catch and hold something like a claw



- The snake slither lying down on the ground the learners will try and move forward without using their arms or legs

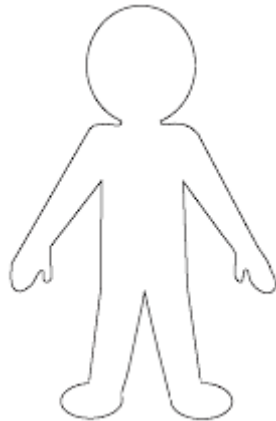


- Learners can continue making up their own animal movements to do frog jumps, duck walks, penguin waddles, flamingo balance etc.



30 minutes

- Learners will illustrate **1st paper doll**. Learners will draw a blank figure or a girl or a boy or use the template. Learners will mark the limbs and label the different parts of their arms and legs including: thigh, ankle, toes, heel, fingers, thumbs, wrist and elbow etc. Learners will illustrate all the functions that 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*)



DAY 2

Today you will make your own sensory flip book exploring your 5 senses.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Learners will first explore their sense of smell through our nose. <ul style="list-style-type: none"> - Learners will play a smell test game, they will blindfold a family member and hold out different items and ask the family member to identify these based on smell - Learners will go around their 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. ● Learners will now explore the sense of sight through their eyes.
20 minutes	<ul style="list-style-type: none"> ● Literacy extension: Learners will make their own alphabet chart. . Learners will jumble and write the alphabet with 5 letters in each of the 5 rows – the letters in each row will become smaller. <ul style="list-style-type: none"> - Learners will pretend to be ophthalmologists or eye doctors and check eyesight. Learners will now hold this chart at a distance and ask parents to read the chart by closing one eye - Learners will also add a page in which they will draw an eye and 5 different things that they see in different colours
15 minutes	<ul style="list-style-type: none"> ● Learners will now explore the sense of taste through their tongue <ul style="list-style-type: none"> - Learners will play the blindfold game with tasting different items – the family member will be blindfolded and they will taste different items to guess what they are.

- Learners will identify a food item across each of the tastes: sour, sweet, bitter and salty and illustrate and label these on a different page

15 minutes

- Learners will explore the sense of hearing through their ears.
 - Learners will make a list sounds they can hear and categorize these as loud and soft or indoor and outdoor sounds. They will illustrate and label these on a new page

10 minutes

- Learners will explore the sense of touch through their skin.
 - Learners will identify two items of different textures: rough and smooth; two items that are hot and cold. Learners will illustrate and label these items in a separate page



15 minutes

- Learners will illustrate their **2nd paper doll** which is a blank face of a girl or boy and mark the nose, eyes, ears, tongue (assuming that the entire body can be touch).

DAY 3

Today you will explore some magical things about the human body.

**Suggested
Duration**

Activity and Description

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

5 minutes	<ul style="list-style-type: none"> Breathing: Learners will first take notice of their breathing. Learners can close their eyes and count their breaths within a minute, they will notice their stomach and chest rising and falling placing their hand on their stomach.
5 minutes	<ul style="list-style-type: none"> Pulse: Learners will place their thumb on their wrist until they can feel their pulse. Learners will count the number of times their pulse beats in a minute
5 minutes	<ul style="list-style-type: none"> Learners will now do some exercise and think about the reactions that their body has after 50 jumps or jogging on the spot etc. Learners will think about the reactions that their body has when it is under stress or exercising e.g. speed of breathing, pace of the pulse rate, sweat etc.
5 minutes	<ul style="list-style-type: none"> Learners will think about the reactions that their body has when it is under stress or exercising e.g. speed of breathing, pace of the pulse rate, sweat etc.
15 minutes	<ul style="list-style-type: none"> Learners will illustrate their 3rd paper doll series with two different figures before and after exercise to show the impact on their body

DAY 4

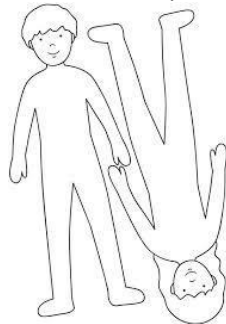
Today you will finish your dolls!

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> Learners will think about their various emotions and illustrate their 4th paper doll series with these on different faces as well as what makes them feel this way, including happy, sad, angry, confused, surprised etc.



30 minutes

- Learners will make their **5th paper doll** by folding in a piece of paper from both sides to form a door – learners will draw their own blank figure on the cover half on either side of the door.
 - Learners will draw and label the image on this cover page with all the body parts that they know starting from the hair, head, neck, stomach, etc.
 - Learners will now open the door and write the names of all the organs – muscles – skeletal structure that they know inside their body for example heart, lungs, spine etc.



5 minutes

- Learners will put all their 5 paper dolls together to share their understanding of a human being and anatomy.

ASSESSMENT CRITERIA

- Illustrations of the paper dolls
- Clarity of labelling 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.

ADDITIONAL ENRICHMENT ACTIVITIES

Learners can draw a paper doll on the circulatory, respiratory and skeletal system

MODIFICATIONS TO SIMPLIFY

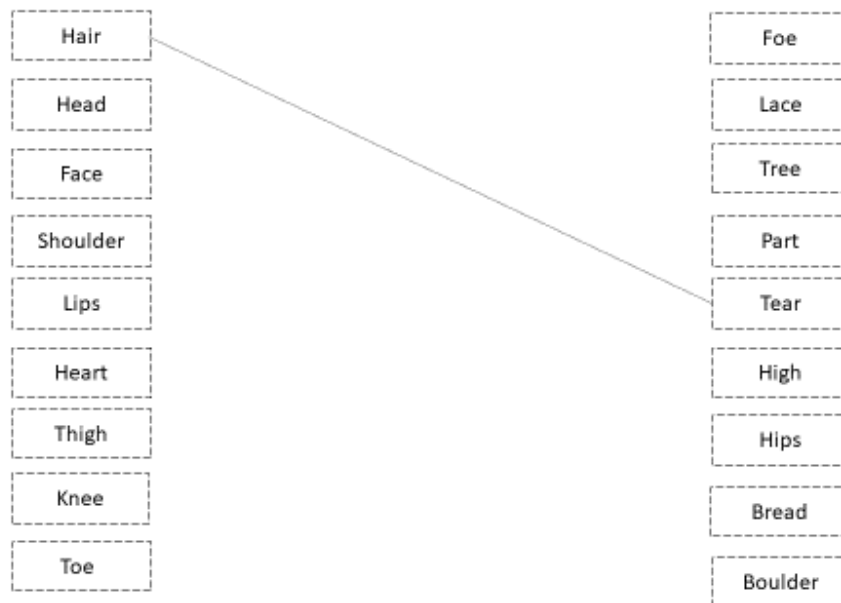
Learners draw and label a paper doll with all the body parts and internal organs that they are familiar with.

APPENDIX

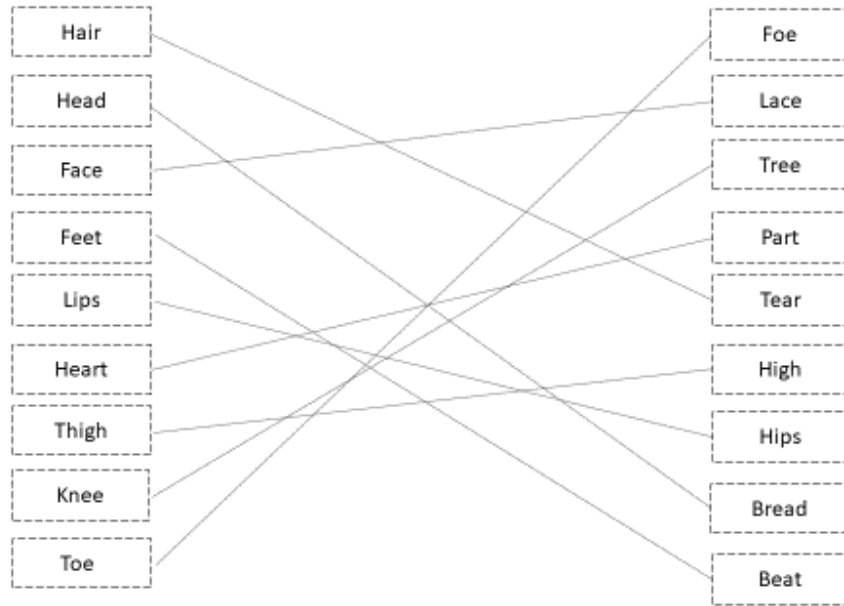
Rhyming Worksheet:

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

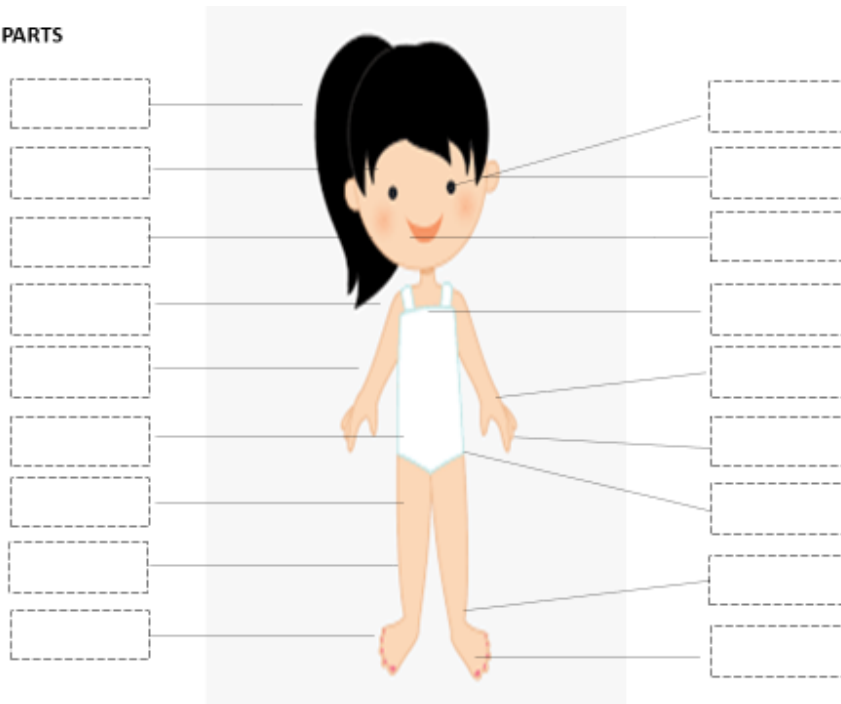


Connect all body parts with rhyming words
Answer Key



Label the body parts worksheet

LABEL ALL THE BODY PARTS



LABEL ALL THE BODY PARTS
ANSWER KEY

