

Your Body in Action

WHAT YOU NEED



crayons

Find Out

Do this activity to see how you use your body.

Process Skills

Observing

Inferring

Interpreting Data

Using Numbers

Communicating

Time

- 10 minutes a day for two weeks

WHAT TO DO

1. Be an exercise leader. Show other students what to do. Clap hands, stomp feet, march, or pick something else to show.
2. **Observe** what body parts you use.



3. Fill in the Exercise Log. Color a square on the chart to show each body part you used.
4. Each day pick a new leader to show what to do.



Conclusions

1. Which body parts did you use the most?

Answers will vary. Check students' data to see that they counted accurately.

2. Tell how the same body part can do many things.

Students should note from the data that the same body part may be used to

perform many different exercises.

New Questions

1. Look at the Exercise Log. What does this tell you about how body parts work together?

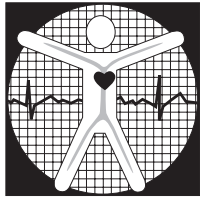
Students should note that some exercises use more than one body part.

2. Ask a new question you have about how you use your body.

Accept all new questions.



Name _____

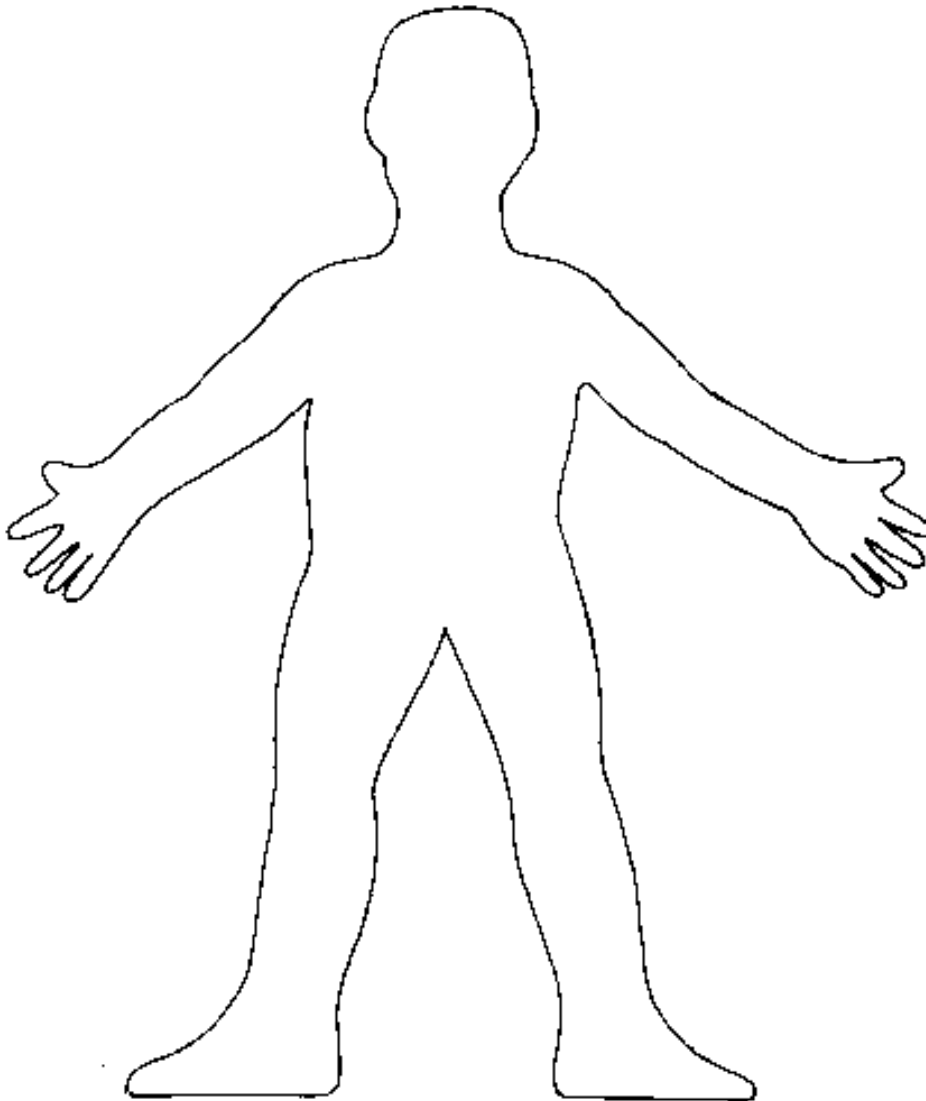


ACTIVITY

Making Paper People

Draw your face and hair on this body.

Draw your clothes and shoes.



Drawings will vary based on each student's traits and clothing.

Activity Journal

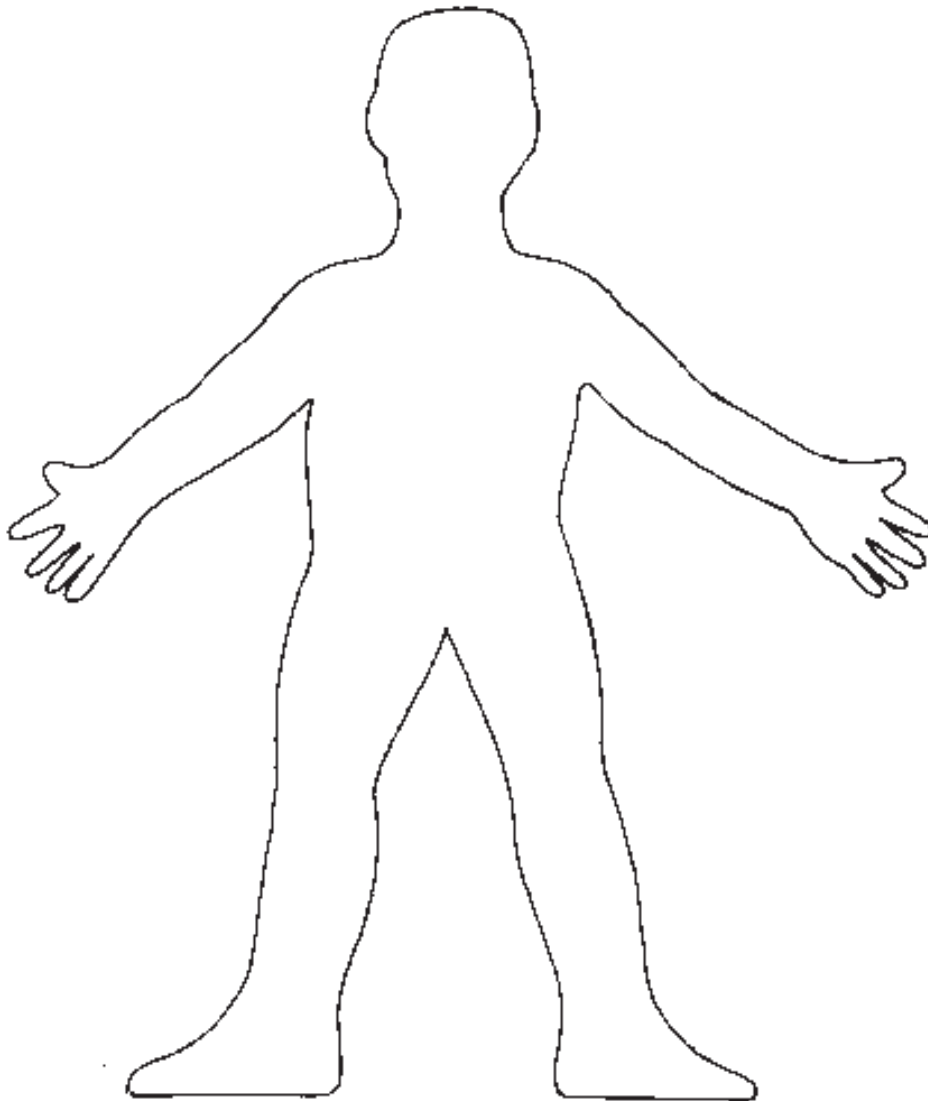
Lesson 1 • Your Body

Name _____

Look at your partner's paper body. How is it different?

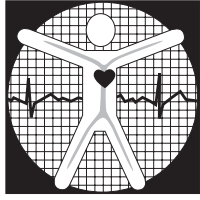
Draw your partner's face and hair on this body.

Draw your partner's clothes and shoes.



Drawings will vary based on each student's traits and clothing.

Name _____



ACTIVITY

Finding the Heart



What did you hear?

Answers will vary, and may include thumping or beating.



What did you feel?

Answers will vary, and may include pounding or thumping.

Activity Journal

Lesson 2 • Inside Your Body

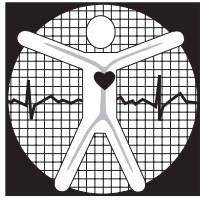
Name _____

What would you hear and feel if you did this activity right after running?



Answers will vary, but may include that the heart would beat louder and faster.

Name _____



ACTIVITY

Making Handprints

Trace your hand.



Circle the number of paper clips that show how big your handprint is.

Write the number next to your handprint.

Answers will vary. Check students' measurements for accuracy.

Activity Journal

Lesson 3 • Alike and Different

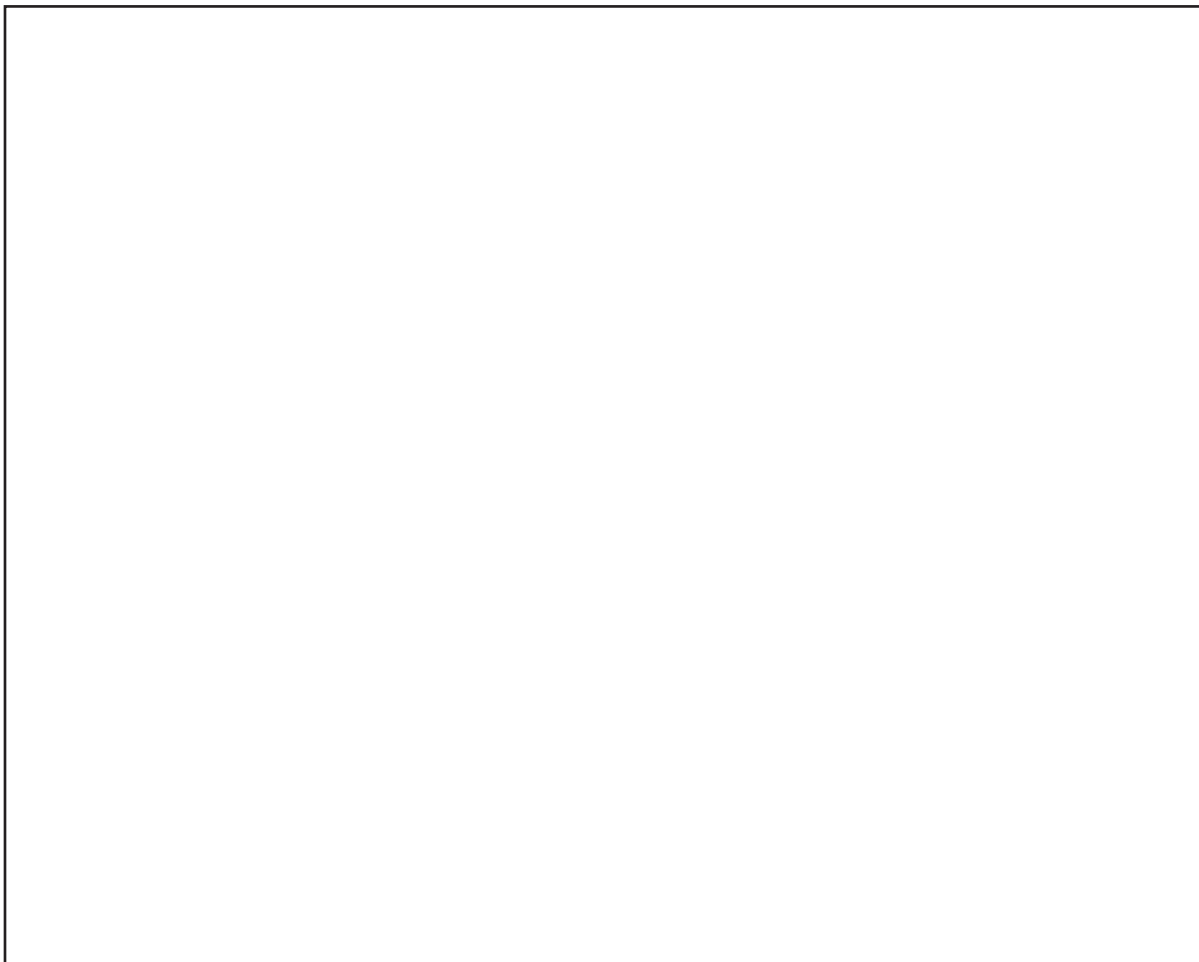
Name _____

Trace a partner's hand.

Circle the number of paper clips that show how big the handprint is.

Write the number next to the handprint.

Answers will vary. Check students' measurements for accuracy.



Compare the two handprints.

Circle the handprint that is bigger.

Answers will vary.