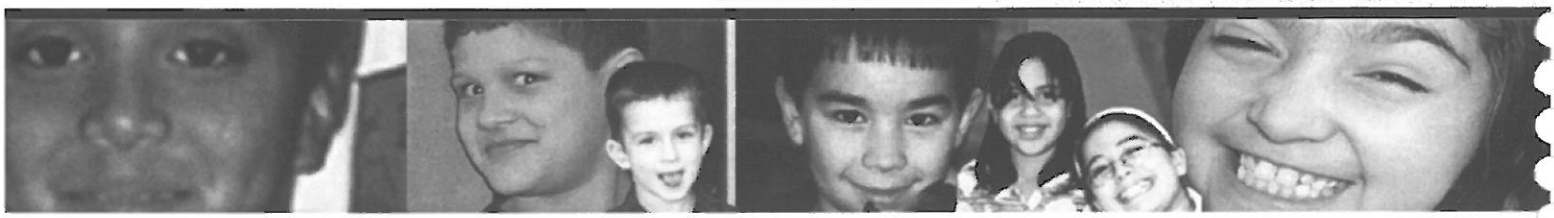
All About Me



Objective

The objective is to place the parts of the body and their functions together in relationship to themselves.

Materials

Oversize Brown Kraft Paper (lg. Enough to trace an outline of a student)

Markers, Crayons, Paint
Scissors
Photo Transfer Markers
(Available at art supply stores)

Fresh Photocopies of hands and shoes

Pictures of skeletons, muscles, organs, etc. for children to use as a reference when drawing their own anatomy.

Rag for cleaning photocopier glass

Photocopier
Pencil
Wooden Spoon
Masking Tape

Preparation

1. Cut sheets of Brown Kraft Paper for each student.
2. Have someone do a tracing of yourself on brown Kraft paper for discussion and demonstration.
3. Photocopy hands and shoes for discussion and demonstration.

Photocopy Transfer Method

1. Place the photocopy face down on to your Brown Kraft Paper. It may help to lightly tape.

2. Use a photocopy transfer pen over the back of the photocopy, about two square inches at a time.

3. Rub the area that has been covered with the pen firmly with the back of a wooden spoon until the image is clearly visible through the back of the photocopy.

4. Carefully peak under the photocopy to see if any more solvent or rubbing is needed until the entire image is transferred.

Activity

(requires at least two adults)

1. Write the names of body parts and their functions on the tracing done for preparation.
2. Pair the students up to trace around one another with a pencil on the Brown Kraft paper.
3. Have each student trace back over the pencil with a crayon or marker of their choice.
4. As the students are working on their tracings, take two students at a time to the photocopier to make copies of their hands and shoes.
5. After the students have their copies, demonstrate the "photocopy transfer" method with a photocopy of yourself onto tracing done in Preparation.
6. Have each student transfer their hands and shoes onto the appropriate areas of their own tracings.
7. After each child has finished their transfers they should begin to fill in the rest of the body using pictures of the body, skeleton, and organs as references as well as their own creative solutions for demonstrating how something works. Students should refer to the demonstration and discussion for reference. Students should include not only drawings of the body parts, but drawings of what its function is. Perhaps a hinge illustrates the bending of the knees and elbows, or mops and brooms illustrate the function of the kidneys.

Discussion

Before beginning the activity discuss with the students the parts of the body, including skeleton and organs.

The Skeletal System
The Skeleton is the supporting framework of the body.

The Digestive System
Food provides us with fuel to live, energy to work and play and the raw materials to build new cells. All the different varieties of food we eat are broken down by our digestive system and transported to every part of our body by our circulatory system. This system breaks down the food we eat until the pieces are small enough to be absorbed by the body. Leftover bits of food leave the system as feces (solid wastes).

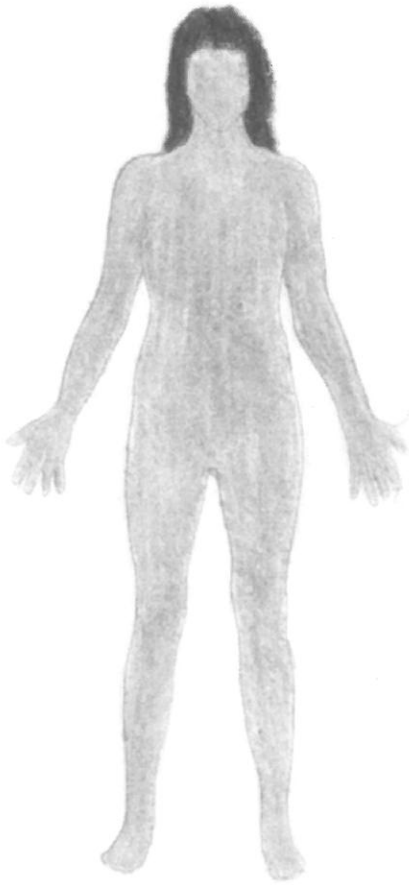
The Muscular System
Muscles are the part of our body that allow us to move. They are made up of special tissues that can lengthen and shorten, resulting in movement.

The Excretory System
These are the organs that get rid of waste substances. The kidneys filter these substances from the blood in the form of urine which is stored in the bladder until it is excreted from the body.

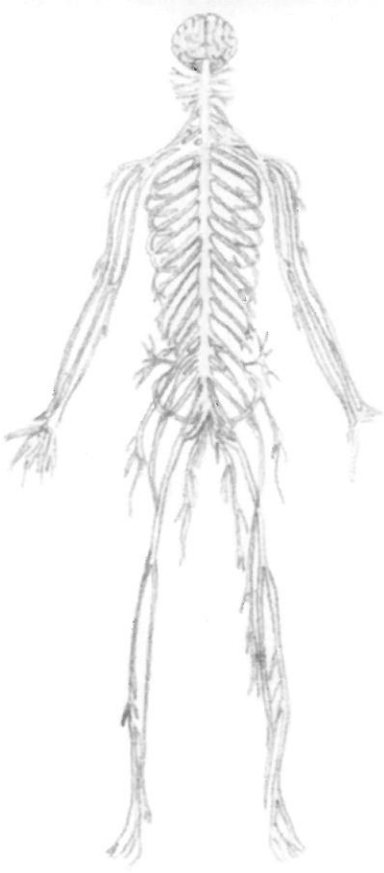
The Circulatory System
The network of veins and arteries that make up the circulatory systems carries oxygen and nutrients to all the body parts.

The Nervous System
The brain is the body's control center. It communicates with the body through a vast system of nerves.

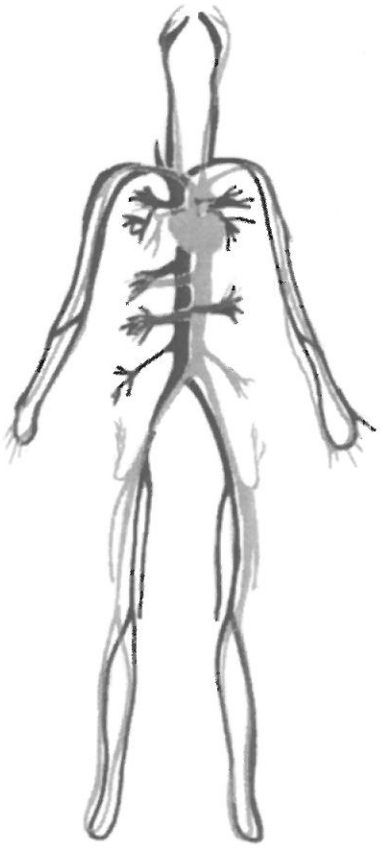
The Respiratory System
This system brings the oxygen into the body that the circulatory system then carries to all the body parts.



Muscular System



Nervous System



Respiratory System

Skeletal System