

MAKE YOUR OWN PAPER FIGURE

Ages 4 to 7 (Level 1)

Description:	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
Leading question:	Can you make your own human paper figure?
Age group:	4 – 7 years
Subjects:	Biology (Science), Physical Exercise, Art and Design
Total time required:	~4 hours over 4 days
Self-guided / Supervised activity:	Medium Supervision
Resources required:	Paper and Pen

Day	Time	Activity and Description
1	5 minutes	<p>Learners will explore their body and its functions</p> <p>Learners will start with a fun dance game to name all their body parts such as “heads, shoulders, knees and toes” see lyrics in the appendix. Learners can play a game with their parent</p> <div data-bbox="657 1134 1128 1711" data-label="Image"> </div> <p>Source: https://www.yourtherapysource.com/</p>
	15 minutes	<p>Literacy extension: 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</p>

	<p>20 minutes</p>	<p>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 (<i>*Template attached in the appendix</i>)</p> <p>Ask the learners to touch their limbs i.e., arms, hands, legs and feet. Ask them to think through the functions of each of these parts using the following questions:</p> <ul style="list-style-type: none"> - What do you use your arms and hands for? - What do you do with your legs and feet? What do you use your legs and feet for? <p>Possible answers:</p> <p>Humans use arms and hands to do things to other objects, this is called manipulation. The main purpose of the hand is to grasp objects.</p> <p>Legs and feet are used for standing, walking, running, and jumping in humans.</p> <p>Ask the learners:</p> <p>How different are the functions of arms and hands, legs and feet between animals and humans?</p> <p>Possible answer: 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>30 minutes</p>	<p>Learners will try to move like all the animals for example</p> <ul style="list-style-type: none"> - The dog walk: getting down on their knees and walking – they will think of how dogs do not use their 'hands' to hold things and have to use their mouth and teeth instead. <div data-bbox="792 1430 1000 1587" style="text-align: center;">  </div> <ul style="list-style-type: none"> - The bear crawl: getting on 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.



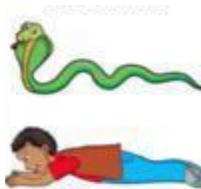
- The female kangaroo leap jumping up high with their two legs – learners will think about how kangaroos have pouches in the front to keep their babies since they cannot use their arms to hold them.



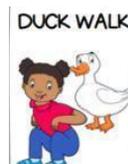
- The crab crawl: learners will sit down and put their arms behind them and lift their body up and move forward with their arms and legs – learners can try and catch and hold something like a claw.

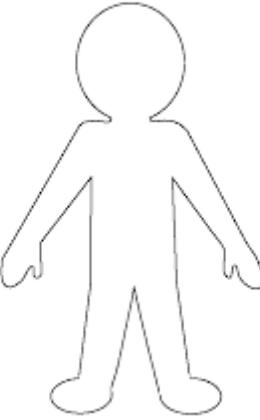


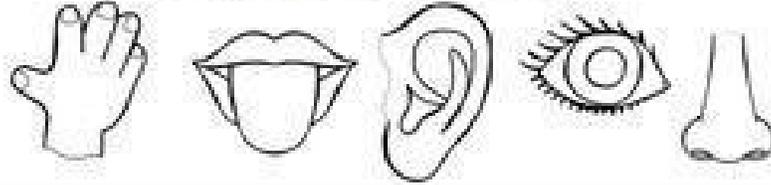
- The snake slither: lying down on the ground, the learners will try and move forward without using their arms or legs.



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



	<p>15 minutes</p>	<div style="text-align: center;">  <p>frog jump</p> </div> <p>Learners will create their 1st paper doll. Learners will draw a blank figure or a girl or a boy or use the template below. Learners will mark the limbs and label the different parts of their arms and legs including thigh, ankle, toes, heels, fingers, thumbs, wrists, elbows etc. Learners will 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. <i>(Template attached in the appendix)</i></p> <div style="text-align: center;">  </div> <p>Critique and revision: Learners present their paper figures with all the body parts to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> ● Praise: What did you like about the learner’s work? ● Question: Any questions or clarifications you have about the work. ● Suggestions: In what areas does the learner need to improve their work?
<p>2</p>	<p>10 minutes</p>	<p>Learners will make their own sensory flip book exploring their 5 senses</p> <p>Show the learners the following body parts:</p>



hand mouth ears eyes nose

Ask the learner:

- What do you use your hand for? Answer: To touch
- What do you use your mouth for: Answer: To taste
- 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

Literacy extension: Ask the learners to complete the worksheet below based on what they have just learnt above:

My Five Senses



hand mouth ears eyes nose

I use my _____ to hear.

I use my _____ to smell.

I use my _____ to see.

I use my _____ to touch.

I use my _____ to taste.

Name _____

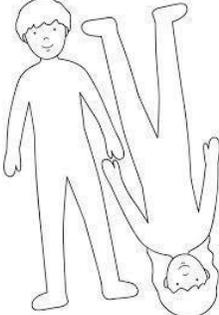
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15
minutes

Learners will first explore their sense of smell through our nose.

- Learners will play a smell test game. They will blindfold a family member and hold different items. They will then ask the family member to identify these based on smell.

20 minutes		<ul style="list-style-type: none"> - Learners will go around their home and identify different items that have different smells and illustrate and describe these smells as bad smells and nice smells e.g. flowers, shampoo, garbage, fruits etc. <p>Learners will now explore their sense of sight.</p> <p>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.</p> <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		<p>Learners will now explore the sense of taste through their tongue</p> <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		<p>Learners will explore the sense of hearing through their ears</p> <ul style="list-style-type: none"> - Learners will make a list of 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		<p>Learners will explore the sense of touch through their skin</p> <ul style="list-style-type: none"> - 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		<p>Learners will illustrate their 2nd paper doll which is a blank face of a girl or boy and mark the nose, eyes, ears, tongue.</p>
15 minutes		<p>Critique and revision:</p> <p>Learners present their paper figures with head/face to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> ● Praise: What did you like about the learner’s work? ● Question: Any questions or clarifications you have about the work? ● Suggestions: In what areas does the learner need to improve their work?

	<p>15 minutes</p> <p>5 minutes</p> <p>15 minutes</p>	<div style="text-align: center;">  </div> <p>Critique and revision: Learners present their paper figures 4 and 5 to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> • Praise: What did you like about the learner’s work? • Question: Any questions or clarifications you have about the work? • Suggestions: In what areas does the learner need to improve their work? <p>Learners will put all their 5 paper dolls together to share what they learned about the human body and anatomy</p> <p>Overall Project Reflection: The learner will now think about all the exercises they have done for the past 3 days and take note of “TWO” of the following:</p> <ul style="list-style-type: none"> • What is the most important lesson you have learnt through this project? • What have you found challenging, puzzling, or difficult to understand? • What question would you most like to discuss? • What is something you found interesting?
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> - Illustrations of the paper dolls - 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 	
<p>Topics/concepts covered</p>	<ul style="list-style-type: none"> - The different body parts and human anatomy - The five different senses and their function - Art and design 	

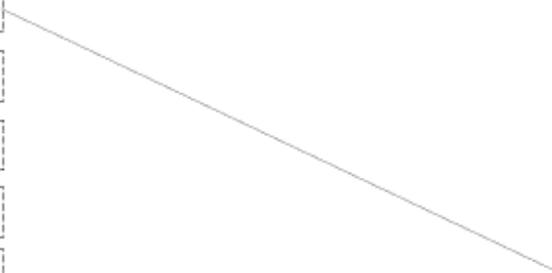
	<ul style="list-style-type: none"> - Difference in limb functions between animals and humans - Emotions - Body reactions due to exercise and stress - Critical thinking - Creativity <p>Communication skills</p>
Learning outcomes:	<ul style="list-style-type: none"> - Identifying different body parts and human anatomy - Understanding the five different senses and their function - Critically thinking about limbs and differences between animals and human beings - Identifying and labeling our different emotions - Sensing the differences in the body due to exercise and stress - Enhancing the learner's critical thinking, creativity and communication skills
Additional enrichment activities:	Learners can draw a paper doll on the circulatory, respiratory and skeletal system
Modifications to simplify the project tasks if need be	Learners draw and label a paper doll with all the body parts and internal organs that they are familiar with

APPENDIX

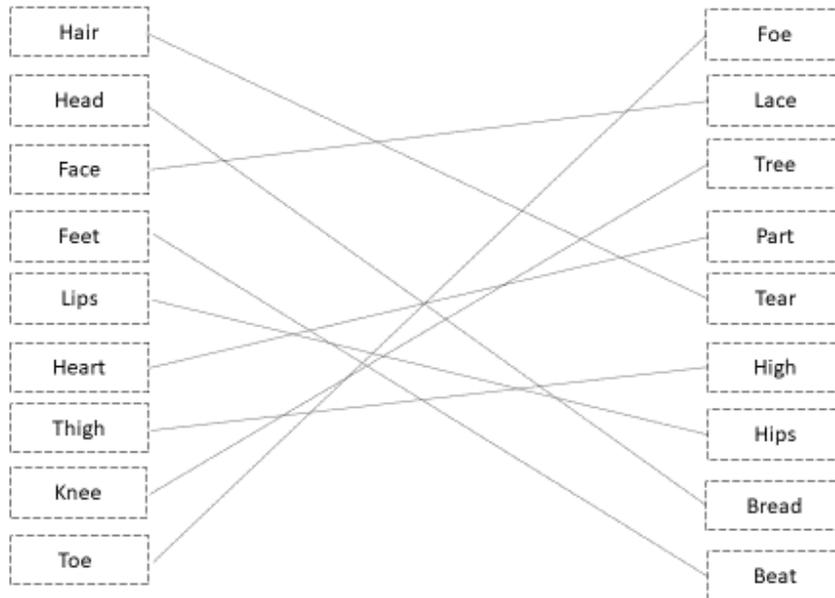
Rhyming Worksheet:

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

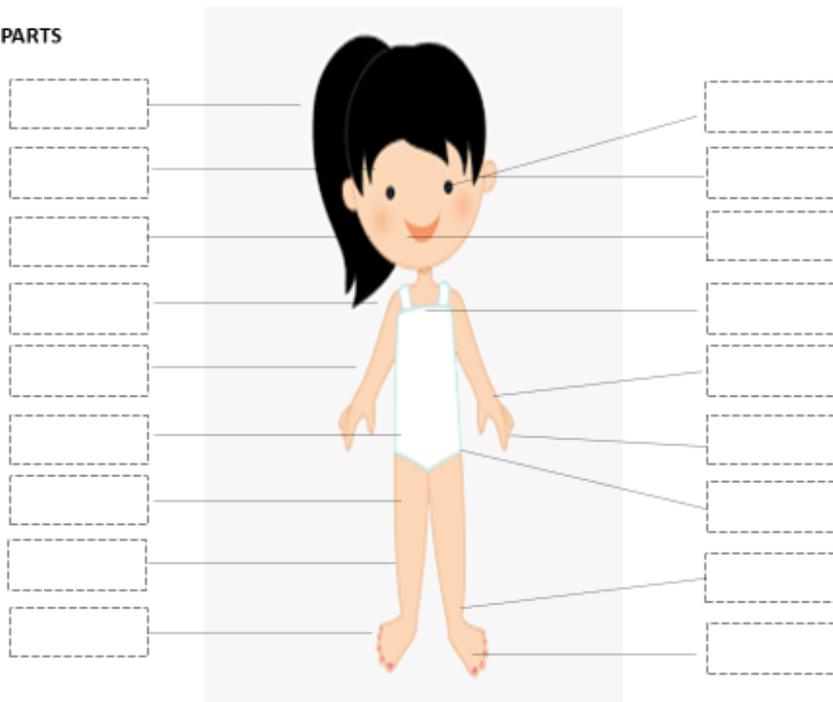


Connect all body parts with rhyming words
Answer Key

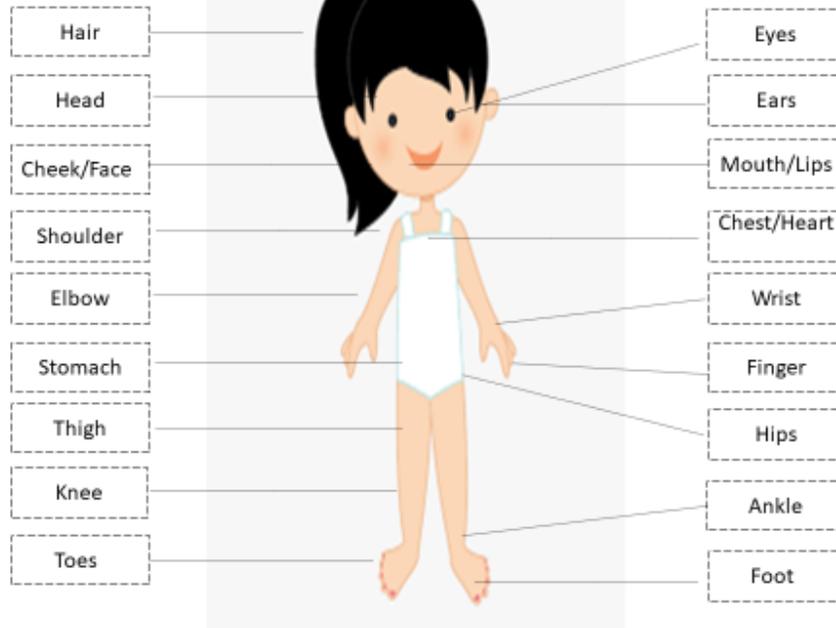


Label the body parts worksheet

LABEL ALL THE BODY PARTS



LABEL ALL THE BODY PARTS
ANSWER KEY



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/>

EAA welcomes feedback on its projects in order to improve, please use this link:
<https://forms.gle/LGAP9k17fMyJrKJN7>