Our Wonderful Machine\*

By Carolyn Martin

**Project One: Introducing Our Body Systems**

Objective: Introduce the idea that our bodies are wonderfully designed.\*To do this project you are going to need to find reproducible body parts. The book Science Enrichment Grades 1-2 by Daryl Vriesenga (published by Instructional Fair) is what I’ve used.

Materials needed:
•Large sheet of butcher paper for each child
•Pencils and markers
•Optional: chart paper to make a KWL chart
•Optional: Book The Magic School Bus Inside the Human Body

1. Discuss who made our bodies. Ask students to name some of the body part they may see or not see. Have students examine the parts they can see—eyes, ears, fingers, skin, hair, nails, etc.
2. Discuss some of the parts we can’t see—our brain, heart, lungs, blood, bones, etc.

Optional: On chart/paper list things that students already know about our bodies in one column. Add another column with things they want to find out.
Optional: Read and discuss The Magic School Bus Inside the Human Body.
3. Tell the students they will be making a model of some of the things inside our body.
4. Have a student lay on his back on the piece of butcher paper with his head turned so he is looking over his left shoulder.
6. Trace around the upper part of his body from just below the waist up. (You can also do a full body but I prefer just using the upper part.)
7. Go over the tracing lines with a marker and save the paper for later additions. You could choose to do this as one big class poster or let each child make themselves.

**Project Two: The Control Center (the Brain)**

Objective: State the job of the brain. Name three parts of the brain.

Materials needed: *•* Reproducible of the brain *•* Crayons *•* Glue *•* Scissors *•* Poster that you traced the student’s body on to

1. Discuss the important job of the brain. It keeps all the other parts working. It is where we think, where we store information, etc. The brain has three main parts. The cerebrum is where we do our thinking. Itis the largest part of the brain. The cerebellum controls our muscles and our movement. The brain stem controls our breathing and the beating of our heart.2. Color and cut out the reproducible of the brain. Glue onto the large body poster.\*\*I like to wait until we have studied all the parts before we glue them on the poster. We color them, cut them out, and then store them in Ziploc bags. Then when we have all the parts I take one class period to glue them into place.

**Project Three: Our Food Path (the Digestive System)**

*Objective: Describe the path food takes as it goes through our body.*

Materials needed: *•* Reproducible of the stomach and the intestines *•* Crayons *•* Glue *•* Scissors *•* Poster that you traced the student’s body on to

1. Discuss the path of food that goes in your mouth. After you swallow it goes down the food tube (esophagus) and enters the stomach. Inside the stomach, which is a kind of bag, the food is mixed with juices and squished and mashed into a kind of soup. The soup then goes into a long winding tube called your intestines where the good is carried to the other parts of the body by the blood. The left-over waste goes into the large intestine and out of the body.2. Color and cut out the reproducible of the of the stomach and the intestines. Glue onto the large body poster.

**Project Four: The Mighty Pumper (the Heart)**

*Objective: State the job of the heart.*

Materials needed: *•* Stethoscope *•* Picture of a heart and your circulatory system (most encyclopedias have a goodchart) *•* Reproducible of the heart *•* Crayons *•* Glue *•* Scissors *•* Large body poster

1. Using the stethoscope let the students take turns listening to their own hearts. If no stethoscope is available have them put their ear to another child’s chest and listen for the “lub-dub”, “lub-dub”.2. Discuss the job of the heart. It is one of the most important muscles in your body. It pumps the blood to all the rest of your body—even to the ends of your fingertips. Your heart is about as big as your fist. Your heart sends the blood out through thin tubes called blood vessels (arteries, veins, etc.) Have the students find some veins in their hands or arms. Show a diagram of your circulatorysystem.3. Color and cut out the reproducible of the heart. Glue onto the large body poster.

**Project Five: Take a Deep Breath (the Lungs)**

*Objective: State the job of the lungs.*

Materials needed: *•* Balloon for each student *•* Reproducible of the lungs *•* Crayons *•* Glue *•* Scissors *•* Large body poster

1. Give each student a balloon, have them take a deep breath and blow as much as they can into the balloon. (They may want to first limber up the balloon by blowing air into and releasing it a few times.) See who has the biggest balloon. Tell them they have two balloons inside their chest that take in and let out air. They are called lungs. Have them fold their arms on their chest and feel it rise and fall as they breathe. The lungs take oxygen from the air. Oxygen goes into the blood when it passes through the lungs and is carried through the body. Our lungs breathe out carbon dioxide.2. Color and cut out the reproducible of the lungs. Glue onto the large body poster.

**Project Six: Our Skeleton**

*Objective: State the job of the skeleton.*

*Name some parts of the skeleton.*

Materials needed: *•* Picture of a body skeleton or a skeleton model *•* Reproducible of the bones *•* Crayons *•* Glue *•* Scissors *•* Large body poster

1. Ask the students what they think we would look like if we had no bones. (We’d just be a squishy, floppy shape). Our bones give us shape and they help us move. The bone in my head called the skull protects my brain. My ribs protect my heart and lungs. Find your skull and your ribs.

2. Show a diagram or model of a skeleton. Students may also feel for other bones in their body.3. Color and cut out the reproducible of the bones. Glue onto the large body poster.Optional: teach student the song “Dry Bones”

**Project Seven: Who’s the Strongest (the Muscles)**

*Objective: State the job of the muscles.*

*Make use of some muscles.*

Materials needed: *•* Reproducible of the muscles *•* Crayons *•* Glue *•* Scissors *•* Large body poster

1. Have the students “make muscles” with their arms. Observe what happens as they move their arm up and down. (You will need to push up a sleeve to see the muscles move.) Explain that your muscles make you move by pulling on your bones.2. Ask students if they know what they biggest muscle in their body is. (It’s the one you sit on.)3. Discuss and examine muscles you have in different places. Smile, frown, wiggle your ears, blink your eyes, kick, bend. Our muscles are wonderful creations.4. Color and cut out the reproducible of the muscles. Glue onto the large body poster.