

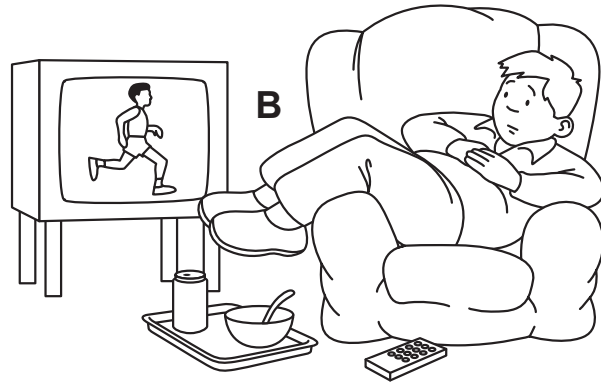


Introduction (part 2)

The health of the body is affected by the way we live and the diseases we catch.



A



B

Q1. How could these people be affecting their health?

Person A

.....

Person B

.....

Q2. How can sugary foods affect your health?



.....

Q3. What kinds of foods should only be eaten in small amounts?



.....

Q4. Why should you only eat small quantities of these foods?



.....

.....

Q5. What causes disease? 

Q6. Which part of the body fights disease? 

Introduction

You may read this spread straight after the last one without breaking for the practical work. If this is the case, continue reading through this spread and let the children follow up the page references and look briefly at the appropriate spreads. This will further help the children realise the complexity of the human body.

If you have spent time on Practical 1 you may need to reintroduce the children to the wide range of topics relating to the human body. You may begin by reminding them about the contents of the previous spread, then go through this spread with them. As the body was previously introduced as a walking chemistry set, perhaps you may like to now introduce it as a machine. The opening paragraph on page 6 can help you. Read the background information on page 20 to help you set the scene for a discussion on the body as a machine. You may like to compare the body with a machine and say it uses fuel for energy the way we use food for energy; machines may need air to burn fuel, like a car engine; machines may move; they may excrete wastes, such as exhaust fumes; and they may be sensitive to environment through sensors and built-in computers. Where the analogy of the machine breaks down is when we consider growth and reproduction – a machine does neither of these – yet!

Practical work

2A: A model arm

2B: Controlling the muscles

Integrating the practical work

You may use these practicals even if you do not use the machine analogy. They can be used as extensions of the first and second paragraphs on page 6 respectively. Introduce Practical 2A by considering the relationship between muscles and bones. You may like the children to extend and flex their own arms, then say that in order to understand how something works scientists make models. This will lead you into Practical 2A. You can introduce Practical 2B by reference to the brain as a computer controlling the muscles automatically.

You may wish to leave these practicals until later, when studying muscles, but they are very useful here to provide a stimulating introduction and draw in the reluctant learners in the class at the beginning of the topic.

Extension worksheet

Pages 109 and 111.

Links

The skeleton, Muscles, The brain, A new human life begins, Bacteria and viruses, Getting immunity, A healthy diet, Keeping fit and Taking risks.

Using the questions

The questions aim to test the children's background knowledge of health issues. You may use the test for diagnostic purposes for planning your work or integrating the health content of this book into your PSHE scheme.

Answers

Q1. Person A is smoking and drinking alcohol. Smoking can cause bronchitis, cancer and heart disease. Drinking large amounts of alcohol can cause drunkenness when people may injure themselves. Drinking large amounts of alcohol over a long period of time can cause liver damage.

Person B is not taking exercise. This can lead to the body becoming overweight, muscles working poorly and heart disease.

Q2. Sugar may cause tooth decay. Eating too much sugar may make people overweight.

Q3. Fatty foods.

Q4. Eating too much fatty food makes people fat and can lead to heart disease.

Q5. Germs, bacteria, viruses.

Q6. The immune system.