



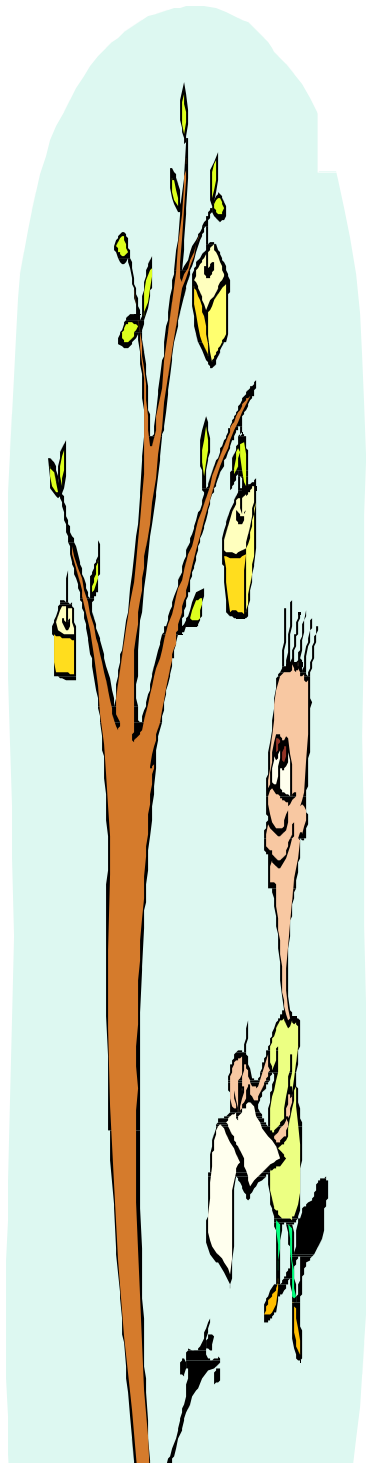
LIFE PROCESSES Resource Pack

*Exploring a science unit
through the
Multiple intelligences*

Unit Two
Respiration and
the body-
kinesthetic
intelligence

This resource created for Positively Mad by Alan David Pritchard
Copyright reserved: Positively Mad, January 2004

©



Positively MAD
The Innovations Centre
St Cross Business Park
Newport
Isle of Wight
PO30 5WB
info@positivelymad.co.uk
Tel: 01983 550456
Fax: 01983 550455
www.positivelymad.co.uk

CONTENTS

This unit explores the different ways in which living things RESPIRE

Page 3	Teacher Notes
Page 4	OHT 1 Learning words review
Page 5, 6	OHT 2: What is respiration? Worksheet 1 (mindmap)
Page 7, 8	Worksheets 2, 3: Planning the Presentation
Page 9	Evaluating the groups
Page 10	Homework sheet 1: How do living things breathe?

LEARNING INTENTIONS FOR THIS UNIT

- To synthesise information through movement
- To be able to explain the meaning of respiration
- To be able to brainstorm ideas and sequence information
- To decide upon, and to use criteria for evaluation
- To develop research skills and present findings

Teacher Notes



The Life Processes Resource Pack provides teachers with downloadable worksheets, overheads, and lesson plan ideas for use in the classroom. Each unit deals with a specific life process, and is explored through each of the seven intelligences. Critical thinking intentions have been included at the top of each page so teachers can see how they are applied. The Curriculum intentions are included on this page, below. Accelerated learning methods introduced here, are developed in subsequent units. This unit covers activities

- Page 4:** Learning words review of unit 1
Learning intention = To synthesise information through movement
Activity Suggestions: Display Oht 1. Ask the students to select 3 movements to act out, and to act them as different animals. Partners guess the movement and the animal. Then test their recall of the seven life processes, by using the cues provided.
Grouping: Pairs
Review Activity : Discuss, as a class, why it is that living things need to move.
- Page 5,6:** Oht 2: What is respiration ? / Worksheet 1 (mindmap)
Learning intention = To be able to explain the meaning of respiration
Activity Suggestions: Display OHT 2. The learning intention forms the core of this unit: the students will have to plan a presentation, using just four words and plenty of movement, to explain the respiration processes. They have a definition-poem as a guide. Hand out Worksheet 1 (the mindmap template), and reading through each question on OHT 2 in turn, ask the students to jot down ideas and responses to the questions on OHT 2. Spend about 2 minutes brainstorming ideas for each question.
Grouping: Pairs.
Review Activity: Discuss any difficulties and solutions that may arise.
- Page 7,8:** Worksheets 2, 3: Planning the Presentation
Learning intention = To be able to brainstorm ideas and sequence information
Activity Suggestion s: Hand out worksheet 2: Pupils are to jot down 2 suggestions for the movements to each section using stick figure drawings. Then they decide on the best ideas, and record/ plot their decided moves on worksheet 3.
Grouping: Pairs
Review Activity: Discuss and prepare/ practise presentations
- Page 9:** Worksheet 4: Evaluating the groups
Learning intention = To decide upon, and to use criteria for evaluation
Activity Suggestion s: Each pair/group will have to evaluate two other groups after the groups have performed. They need to decide on the criteria that they will use. A 3 star system is suggested. Once the criteria have been established, the groups perform in front of the class
Grouping Pairs / whole class
Review Activity : Students share evaluations in a constructive and positive way
- Page 10:** Homework sheet 1: How do living things breathe?
Learning intention = To develop research skills
Activity Suggestion s: As preparation for Unit 3, and revision of units 1 and 2, hand out the homework sheet – to be returned by next science Lesson. The aim is to try at least 3 different sources for their answers and to record their findings and methods.
Grouping: Individuals

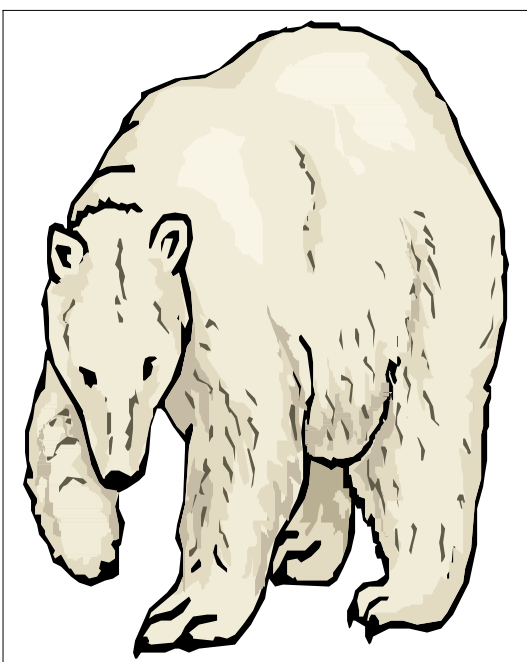
Living words

Oht Review of unit 1



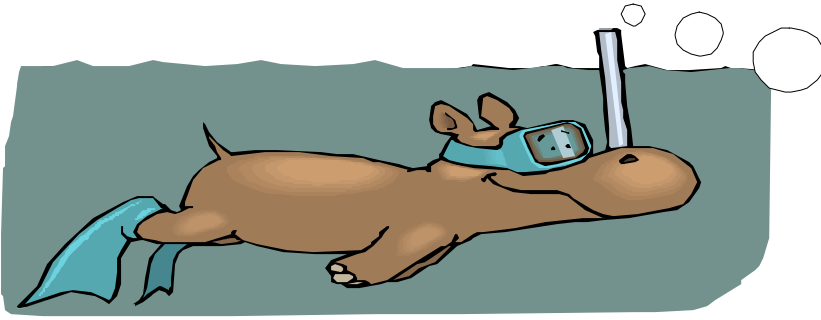
In pairs, act out 3 of these movements as if you were an animal/ creature. Your partner must guess which animal you are and what type of movement you have made.

budge, fidget, flap, roll, prod, shift, stir, swing, toss, fly, jog, march, dash, dart, flit, gallop, rush, nudge, slink, amble, crawl, dance, skate, poke, skim, slide, build, lumber, lurch, stagger, stir, walk, flounce, stampede, dig, reach, flounder, bolt, shake, hobble, paddle, stalk, waddle, tramp, prowl, dive, float, dangle, twist, pounce, strike, spin, plunge, creep, slither, burrow, grow,



Without looking at any notes, can you remember the seven life processes? The first letters are provided for you ...

Mo _ _
Res _ _ _ _
Sen _ _ _ _ _
Nut _ _ _ _ _
Exc _ _ _ _
Rep _ _ _ _ _
Gr _ _ _ _ _



Oht 2

To develop
brainstorming
skills

In groups of three, find a way to express the definition BY JUST USING YOUR BODY AND FOUR WORDS ONLY. Discuss and find answers to these questions first, to guide your thinking:

- a) **How can we act out this definition?**
- b) *What sort of movements will we use?*
- c) **Are there props that we can find or build to help us illustrate the definition?**
- d) *What four words will we use?*
- e) **How do we make sure that all three group members contribute equally?**
- g) *How much time do we have to prepare?*
- h) **Is this going to be a dance or a mime? Where will we use the four words?**
- i) *Can we make use of space (stand, climb, sit, roll)?*
- j) **What are the three most important things to consider when performing in front of others?**
- k) *What sort of reward should we give ourselves for doing this successfully?*

What is
respiration?

When we breathe,
We take in oxygen,
Which goes into
our lungs,
Where the oxygen
goes into our blood
So that we can use
the oxygen
To get the energy
we need
From our food.
This is called
RESPIRATION.

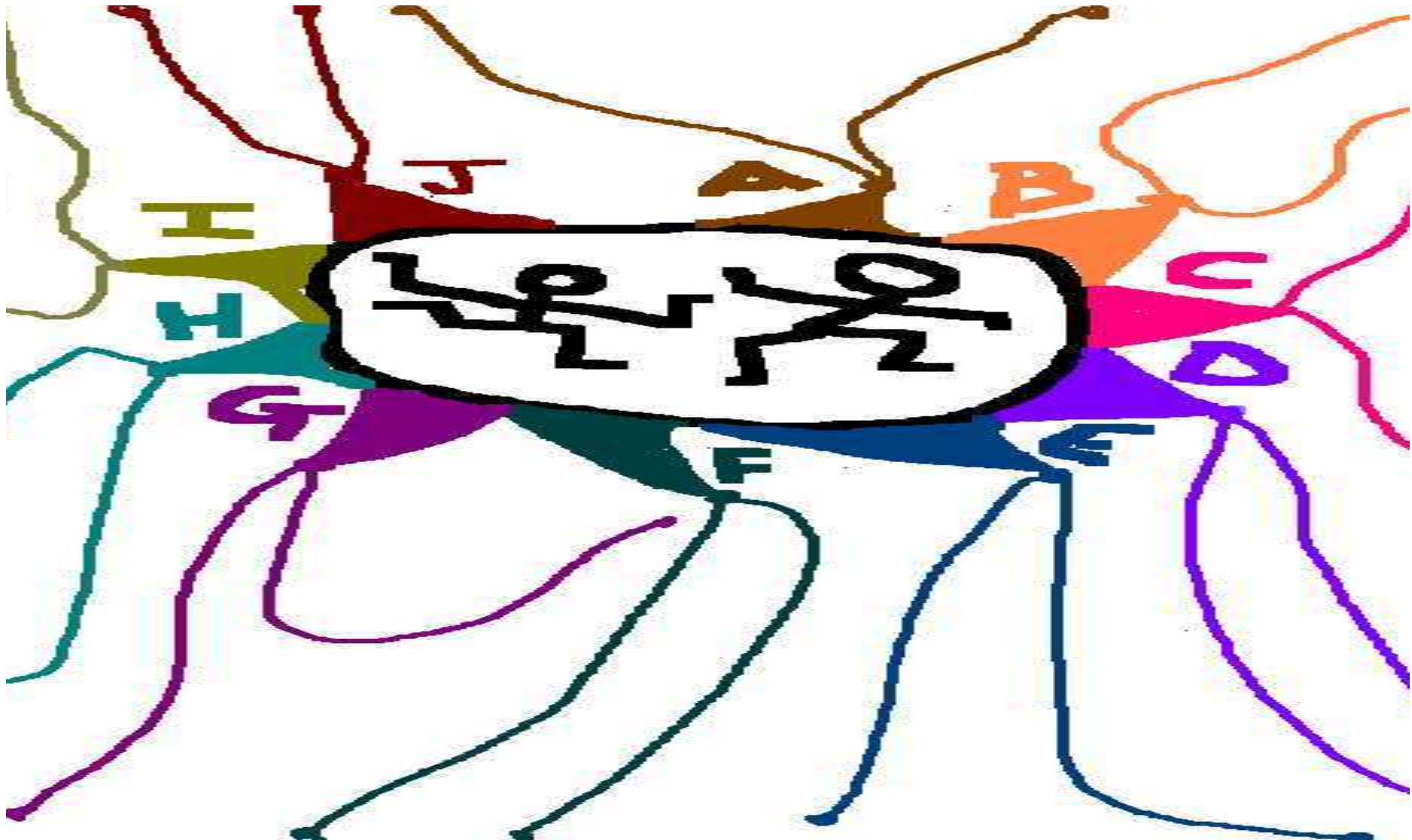


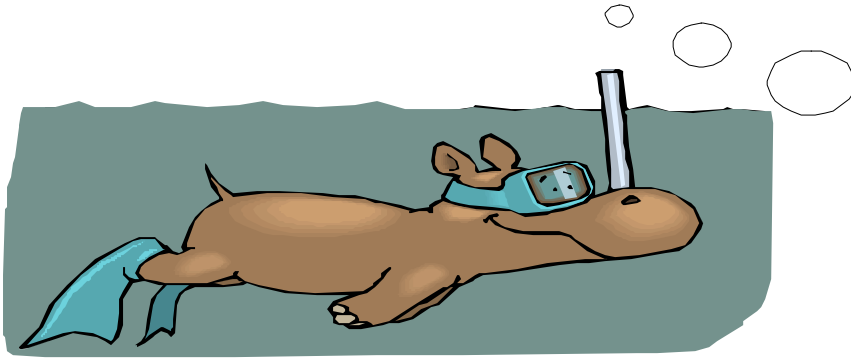


Worksheet 1

To develop brainstorming skills

Use this template to jot down your responses to questions A-J on OHT2





Worksheet 2

To develop brainstorming skills

Use the boxes in which to draw possible movements to match the words in the definition. Use stick figures. Your presentation will be better if you draw at least two possibilities for each box.

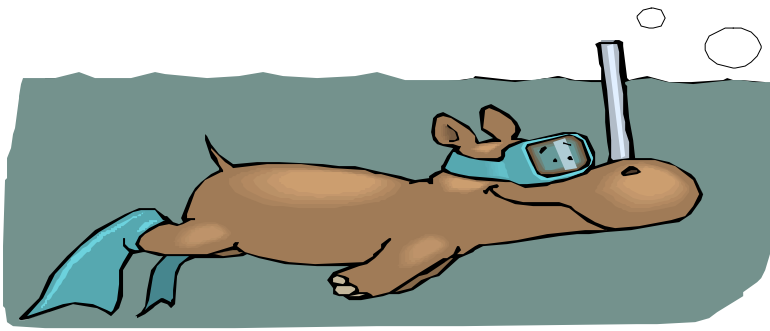
When we breathe

We take in oxygen, which goes into our lungs,

Where the oxygen goes into our blood

So that we can use the oxygen To get the energy we need from our food.

This is called **RESPIRATION**



Worksheet 3

To
develop sequencing
skills

Draw, using stick figures, the final movements decided upon for the presentation.

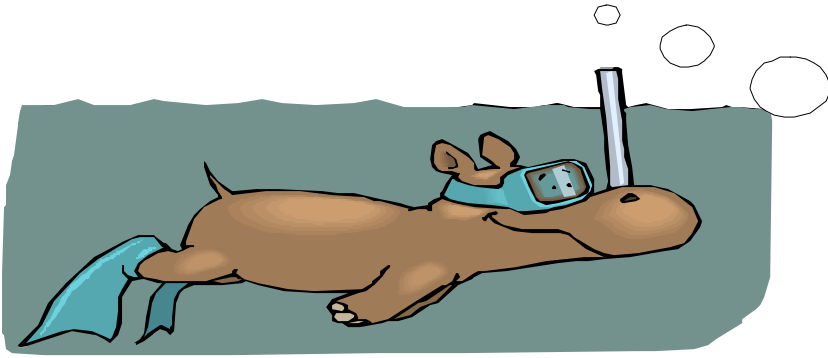
When
we
breathe

We take in
oxygen,
which goes
into our
lungs,

Where the
oxygen
goes into
our blood

So that we can
use the oxygen
To get the energy
we need
from our food.

This is called
RESPIRATION.



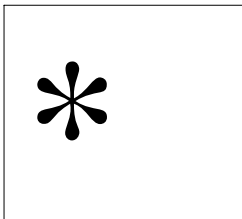
Worksheet 4
To
develop evaluation skills

You have been chosen to review the performances of two groups in your class.

You must award each pair with a star-rating out of three.

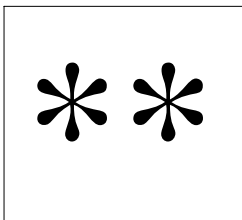
First decide what the criteria are for each of the star ratings.

What would make: A * star performance? A ** star performance? A ***star performance?



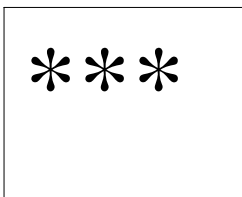
The group will get one star if ...

- 1)
- 2)
- ...



The group will get two stars if ...

- 1).....
- 2).....



The group will get three stars if ...

- 1).....
- 2).....

GROUP _____

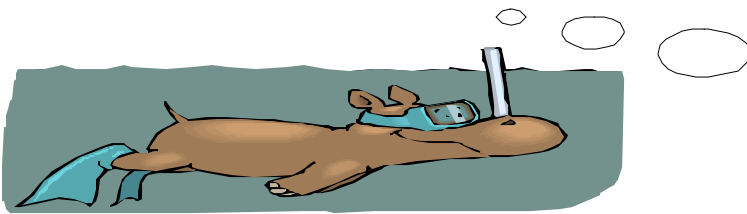
RATING = _____

BECAUSE

GROUP _____

RATING = _____

BECAUSE



Homework sheet 1
 To
 develop RESEARCH skills

Go and find out the answers to these questions.

1) How do fish breathe?

2 Interesting Facts

- 1)
- 2)

2) How does an elephant breathe?

2 Interesting Facts

- 1)
- 2)

3) How does a plant breathe?

2 Interesting Facts

- 1)
- 2)

WHERE/HOW DID I FIND THE ANSWER?

- a) phone a friend
- b) ask an adult
- c) look in encyclopedia
- d) use the internet
- e) magazines
- f) text book

.....

.....

- a) phone a friend
- b) ask an adult
- c) look in encyclopedia
- d) use the internet
- e) magazines
- f) text book

.....

.....

- a) phone a friend
- b) ask an adult
- c) look in encyclopedia
- d) use the internet
- e) magazines
- f) text book

.....

.....