The human body

Lesson plan and teacher's notes · Grade 2 Science · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Grade 2
Subject	Science	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	The human body

Learners link the inside parts of the body to the outside parts they can touch, say what each part does, and learn the jobs of the teeth and tongue and why oral hygiene matters. The module suits learners with visual impairment: tactile models, touch and sound. One period.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Match the brain, throat, heart, lungs, stomach and intestines to head, neck, chest and abdomen
2. Say what each internal part does
3. Say what the teeth and tongue do
4. Say why oral hygiene keeps teeth healthy

Prior knowledge

- Learners can name the head, neck, chest and tummy
- Learners know that they breathe and eat
- Learners can follow simple spoken instructions

Teaching and learning materials

- Chalk and board
- A raised or tactile outline of the body
- A soft ball for the brain, a tube for the throat, a heart-shaped object, a sponge for the lungs, a small bag of beans fo
- A drum or clapping rhythm for the heartbeat

References

Ministry of Education (CDC) Grade 2 Science syllabus and module; 25Schools learners' note: The human body.

Lesson development

Stage and time	Teacher activities	Learner activities
Hook **4 min**	Ask: Can you clap your hands. What part of your body helped you do that. Ask learners to take a deep breath in and out. Ask: What part of your body is working when you breathe.	Clap, breathe and answer.
Present: inside and outside parts **10 min**	Show the tactile body outline and models. Place the soft ball for the brain, the tube for the throat, the heart-shaped object and sponge for the chest and the bag of beans for the tummy. Guide learners to touch their head, neck, chest and abdomen and say which organ is inside each.	Touch each area and say the organ inside.
Practice **5 min**	Give learners the textured objects. Ask them to place each on the correct body area of the outline or on themselves. Each time they touch an area, ask which organ is inside.	Place each object and name the organ.
Produce: acting the functions **15 min**	Role-play: one learner is the brain and gives commands, the others follow. Ask learners to touch their neck while swallowing or speaking and say what they feel. Let them feel the heartbeat in the chest, with a drum or clapping rhythm. Ask them to touch their tummy and talk about what happens after eating. Explain the jobs: lungs exchange air, stomach digests food, intestine absorbs food, heart pumps blood.	Act, feel and say what each part does.
Teeth and tongue **4 min**	Ask learners to feel their teeth and tongue while chewing. Say the teeth chew and the tongue tastes and moves the food. Talk about keeping teeth healthy.	Feel teeth and tongue and say their jobs.
Conclusion **2 min**	Ask learners to say the body part for each job. Summarise and give homework.	Say part and job.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Inside and outside parts

The brain is in the head, the throat in the neck, the heart and lungs in the chest, and the stomach and intestines in the abdomen. Learners find them by touching the outside of the body.

Functions

Brain: thinking and control. Throat: passing food. Lungs: exchanging air. Stomach: digesting food. Intestine: food absorption. Heart: pumping blood.

Teeth and tongue

Teeth chew food. The tongue tastes food and helps move and position it while chewing. Good oral hygiene maintains healthy teeth and prevents dental problems.

Vocabulary

Bones, skeleton, muscles, heart, blood, lungs, breath, stomach, brain, energy and pulse. Blood carries food and air inside the body.

Questions to ask during the lesson

Question	Expected answer
A boy places his hand on his chest and feels a beat. The teacher asks the class what makes the beat. (a) Which part is it. (b) What does it pump. (c) Where is it in the body.	(a) The heart. (b) Blood. (c) In the chest.
A girl breathes in deeply and her chest rises. The teacher asks about it. (a) Which part helps her breathe. (b) Where is this part. (c) What do we breathe in and out.	(a) The lungs. (b) In the chest. (c) Air.
A boy eats nshima at lunch and feels stronger. His teacher asks where the food goes. (a) Which part digests the food. (b) What does the body get from food. (c) Which part controls the whole body.	(a) The stomach. (b) Energy. (c) The brain.

Worked examples for the board

Matching outside and inside

Step 1: Touch your head. Step 2: Say: Inside my head is my brain. Step 3: Touch your chest and say: Inside my chest are my heart and lungs. Step 4: Touch your tummy and say: Inside my tummy are my stomach and intestines.

Brain role-play

Step 1: One learner is the brain. Step 2: The brain says clap. Step 3: The others clap. Step 4: Say that the brain controls what the body does.

Board plan

Write the title. Draw two columns, OUTSIDE and INSIDE: head and brain, neck and throat, chest and heart and lungs, tummy and stomach and intestines. Add one job beside each organ.

Outside part	Inside part
Head	Brain
Neck	Throat
Chest	Heart and lungs
Tummy	Stomach and intestines

The finished board: outside and inside parts

Mistakes to expect

Learners often think	Put it right
The heart is in the tummy.	Let learners place a hand on the chest and feel the beat. The heart is in the chest with the lungs.
The stomach is in the chest.	Let learners touch the tummy after eating and talk about food. The stomach and intestines are in the tummy.
Only the brain is important.	Show with the jobs table that every part has a special job and they work together.

Differentiation

Learners who struggle

Use only four parts first: brain, heart, lungs and stomach. Let learners touch one model and one body area at a time. Give the sentence: Inside my … is my …

Learners who finish early

Ask learners to explain how the heart and lungs work together when we run. Ask them to say how to care for the teeth and why.

Hearing or visual impairment

The lesson is built for learners with visual impairment: use tactile models, touch, sound and movement, and name each object aloud. For learners with a hearing impairment, face them, use real models and write the part names on the board.

No projector, no printing

Use objects from home as models: a ball, a bottle neck, a sponge, a cushion, a bag of beans or maize. Draw the body outline on the ground or a sack. Use clapping for the heartbeat.

If time is short

Keep the touch and name activity and the heartbeat. Move teeth and tongue to the next lesson.

Evaluation

Question or task	A correct answer shows

Tendai puts a hand on his chest and then on his tummy. His teacher asks him about what is inside. (a) Name two parts inside the chest. (b) Name a part inside the tummy. (c) What does the stomach do.	(a) The heart and the lungs. (b) The stomach or intestines. (c) It digests food and gives energy.
A girl swallows a sip of water with her hand on her neck. Her teacher asks about the parts of the body. (a) Which part inside the neck does the food pass through. (b) Which part is in the head. (c) What do the teeth do.	(a) The throat. (b) The brain. (c) Chew food.

Homework

At home touch your head, neck, chest and tummy. (a) Say which part is inside each. (b) Say what the heart does. (c) Say what your tongue does.

Extra practice with answers

Question	Answer
1. A girl puts a hand on her neck and swallows. She feels it move. Her teacher asks about the part. (a) Which part moves. (b) What does it pass down. (c) Where is it.	(a) The throat. (b) Food. (c) Inside the neck.
2. A boy runs around the field and then breathes fast. His coach asks about his body. (a) Which part helps him breathe. (b) Which part pumps blood. (c) Where are both parts.	(a) The lungs. (b) The heart. (c) In the chest.
3. A learner is given a soft ball, a tube and a sponge to place on a body outline. The teacher asks where each goes. (a) Where does the soft ball go. (b) Where does the tube go. (c) Where does the sponge go.	(a) The head, for the brain. (b) The neck, for the throat. (c) The chest, for the lungs.
4. A girl chews a piece of sugarcane at home. Her aunt asks her about her mouth. (a) What do the teeth do. (b) What does the tongue do. (c) Why must she keep her teeth clean.	(a) Chew food. (b) Taste food and move it. (c) To keep them healthy and avoid tooth problems.

Answers to the learners' check-yourself questions

1. Which part is inside your head.
   The brain.
2. Which part pumps blood.
   The heart.
3. What do the lungs help us do.
   Breathe air in and out.
4. What do the teeth do.
   Chew food.
5. Mutale puts her hand on her chest and feels a beat. Her teacher asks about it. (a) Which part is making the beat. (b) What does this part do. (c) Name another part

inside the chest.
(a) The heart. (b) It pumps blood. (c) The lungs.

6. After lunch Bwalya touches her tummy. Her mother asks her what happens to the food. (a) Which part digests the food. (b) What do we get from food. (c) Which part in the head controls the body.
(a) The stomach. (b) Energy. (c) The brain.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: