



At home you can help

Regularly discuss with your child what he or she is learning about body systems and encourage them to explain in as much detail as possible.

When you are out together, encourage them to notice environmental factors that may affect their health e.g. smoke or traffic pollution in the air, taps / soap dispensers in public toilets, antibacterial wipes in supermarkets that are often located near the trolleys. Which body system does each affect? How?

Are you a blood donor? Do you donate to an overseas aid agency? If this is you, tell them about what you do and why you do it. This is a great way to make learning authentic and to show them first hand that we can all make a difference.

Share books or YouTube clips about the systems of the body and how they work together.

As you watch television with your child, draw their attention to any information about aid agencies such as World Vision and Oxfam that work to improve the health in other countries. What do they do? Why do they do it?



WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

YEAR 3 2015



What do we want students to know?

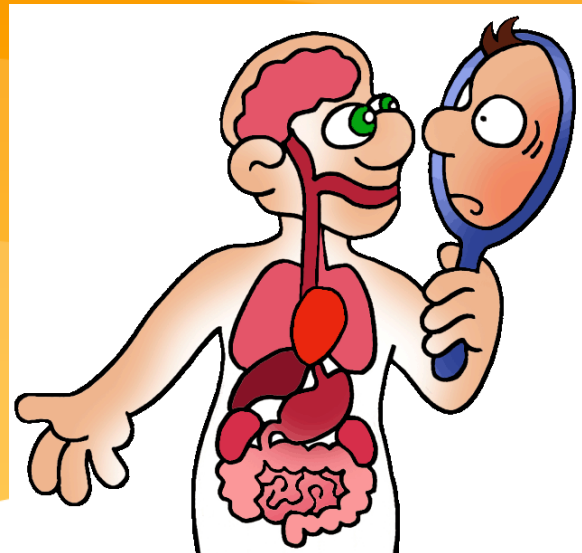
Our bodies are made up of important systems that work together to keep us healthy. Environmental factors can affect how these systems work. Access to health care, quality food, sanitation and clean water affects the health of the population of a country.

CENTRAL IDEA

Where we live influences how well our body systems function

LINES OF INQUIRY

- Our body is made up of important parts that work together as systems
- The environment can affect how well our body systems function
- Global organizations assist people around the world with their health when needed



PYP CONCEPTS

Responsibility - What is our responsibility?

People make choices based on their understandings, and the actions they take as a result to make a difference. People's individual and collective responsibility towards themselves, groups and the environment.

Reflection - How do we know?

There are different ways of knowing. It is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and reliability of the evidence we have considered. The learning from this inquiry, and ways in which the learner can apply their new understanding.

Function - How does it work? Everything has a purpose, a role or a way of behaving that can be investigated. The workings of the events, systems and relationships in societies and the natural world.

Teacher Questions

- What systems do we have in our body and how do they connect together?
- What environmental factors have positive or negative affects on our body systems?
- How do global organisations have an impact on world health?

During this unit your child will participate in the following activities to enhance their inquiry:

- an excursion to the Melbourne Museum where we will view the exhibit 'The Human Body' and complete activities to build their understanding of how the body's systems function
- a visit to the IMAX Theatre to view a 2D film about the human body and how it works.
- viewing videos and other 'Global Education' resources to investigate some of the environmental factors that affect health both here and in other

