Activity 2:
- Students are to get into groups of 4, and make a life size diagram of the digestive system within the body.
- Label and draw all elements, present to class.

Activity 3:
- Students are to discover the 2 types of digestion, that occur, and draw on the life-sized diagram of where this happens, this include mechanical and chemical digestion.
- Students are to create a Venn diagram between the two processes, discussing similarities and differences.

Low achieving students aren’t expected to complete the Venn diagram properly as they will struggle to find differences between the two.

Large roll of butcher’s paper to provide life sized diagrams of students.

Venn Diagram worksheet on mechanical and chemical digestion.

Within the lesson the students should be able to;
1. Identify the 4 different types of teeth used within the digestive system.
2. Identify the digestive enzymes and their function within the digestive process.

Assessment for the lesson will be conducted through;
1. Observe and identify the presented PowerPoints for the 4 types of teeth.
2. Accuracy of linking diagram for the 3 different types of enzymes, in relation to the breakdown and circle diagram.

DIGESTIVE SYSTEM - FUNCTIONS WITHIN THE DIGESTIVE SYSTEM

Introduction:
- Present a diagram of what occurs within the mouth of the digestive system, including introduction of teeth, saliva and enzymes.

Activity 1:
- Students must provide a PowerPoint presentation of the 4 types of teeth used within the digestive system.

Advanced learners will provide specific PowerPoint presentations that will cover all of the 4 teeth structures, as well as examples of what each type of tooth does within the mouth.


Handout of Teeth worksheet.
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<td>Within the lesson the students should be able to;</td>
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<tr>
<td>1.</td>
<td>Understand how the lungs work within the body through an experiment</td>
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<td>2.</td>
<td>Identify asthma and the effects asthma has on breathing</td>
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<td>Assessment for the lesson will be conducted through;</td>
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<td>1.</td>
<td>Observations and marking based on the design, results and questions answered after the experiment has been undertaken. All work should be at a high standard with the correct content relating to inhaling and exhaling of the lungs</td>
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<td>2.</td>
<td>Completion and incorporation of</td>
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<td><strong>RESPIRATORY SYSTEM-BREATHING WITHIN THE HUMAN BODY</strong></td>
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<td><strong>Introduction:</strong></td>
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<td>• Students are to list and describe the different ways to increase or decrease breathing/heart rate</td>
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<td>• Whiteboards</td>
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<td><strong>Activity 1:</strong></td>
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<td>• Students are to complete the experiment, which implements the different air pressures in the lungs through inhaling and exhaling</td>
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<td>• Record findings and answer questions provided</td>
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<td>• Advanced students will be able to observe and conduct a successful experiment which shows the balloon within the container blow up, when the pressure inside the jar drops</td>
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<td>• Advanced students will need to help and support the low achieving individuals</td>
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<td>with extra assistance with the blood flow through the heart and throughout the experiment</td>
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<td>• Book: Science quest 8, Australian Curriculum, 2nd edition. Page 125</td>
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**Understanding and Creating**

depending on how well they understand the activity, with 5 fingers being “I understand everything”, and 1 finger being “I don’t know much at all”.

heart, show blue arrows for oxygen flow, and red arrows for carbon dioxide flow.

Activity 3:

- Conduct experiment to measure the vital capacity of your lungs
- Use the questions provided and conduct results for your findings of vital capacity

- Book: Science quest 8, Australian Curriculum, 2nd edition. Page 129-
will assess the development of joint knowledge, as the students will need to name and discuss what joints are used for the specific skills listed.

- clavicle, sternum, ribs, vertebrae, pelvic girdle, femur, patella, tibia, carpals, tarsals, phalanges

- Label and mark the bones onto your partner’s skin, by placing a small cross on the bone.

Activity 2:
- Bone bingo is commenced as each student writes down their 13 bones anywhere within a 3x3 grid
- A description of each bone will be displayed on the board, and the students will cross off the bones based on the descriptions
- The first student that gets a line of 3, calls out bingo, and wins the game

Activity 3:
- Students are to observe and identify the 4 main joints within the body by labelling these spots; these include the ball and socket, hinge, pivot, and immovable joints
- Examine multiple skills that the body performs and identify joints that have been used
- E.g. Bicep curl, Squat, Push up, Football punt, and Basketball free throw

the content knowledge is important to understand

- Low achieving students will need some extra guidance for the bone bingo, as the students won’t be able to identify the bones based on their definition straight away after the content has just been learnt

- Bingo Cards for students to play with
- PowerPoint presented with definitions of the bones

- Worksheet questions based on sporting actions to examine joints used
- Book: Science quest 8, Australian Curriculum, 2nd edition. Page 144-Understanding and Inquiring activity