

TOPIC : BODY MOVEMENTS

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
	<u>General</u>	<u>Specific</u>
<u>PRE-CONTENT</u> • Movement of living and non-living things.	Students will be able to • distinguish between movement and locomotion	Students will be able to • differentiate between movements of living and non-living things on the basis of sources of their energy.
<u>CONTENT</u> • The human skeletal system • Joints-types and their role in body movements • Muscles and Cartilage • Body Movements	• appreciate the role of movement of different body parts in human body. • list out different parts of human skeletal structure. • list different types of joints • integrate information to locate different types of joints and their importance. • describe the movement of muscles in human body. • sensitize to being kind to animals even when observing their motion.	• draw human skeleton • describe the composition of skeletal system.. • identify their role in body movement • demonstrate working of a joint and their importance. • differentiate between ligaments and tendons. • explain locomotion in animals like earthworm , snail , cockroach , birds , fish and snake.
<u>POST CONTENT</u> • Designing human skeletal system	recall the movement of our body.	evaluate the role of bones and muscles in the movement of our body.

HOMEWORK / ASSIGNMENT

1. Work exercises from the “ N.C.E.R.T Science Textbook “
2. Practice assignments from work book

Teacher's Activity	Student's activity	Teacher's observation and Remedial
Teacher will <u>ANNEXURE 8 A</u> conduct brainstorming session and interactive discussion will be taken up and previous knowledge will be tested by asking following questions : • Have you ever observed how did you move your hands while bowling? • How can we move various parts easily in various directions?	Students will <u>ANNEXURE 8a</u> participate in the interactive session and observe the examples shown by the teacher. They will be able to differentiate between vertebrates and invertebrates.	
ask the students to record their movements in tabular form of various parts. conduct different activities to explain different types of joints. ask the students to feel their ears and movement of muscles will be shown to them in ICR . show the video of body movement of an earthworm , cockroach , birds , fish	observe the movements and complete the table related to it. record the observations and make a note of it. They will make their joints with different objects as explained in annexure. feel their ears and will observe the cartilage of their partners also.They will also observe the working of muscles to move a bone. . observe the movement of earthworm , cockroach , birds , fish and record their observations.	
arrange a visit to bio lab and ask the students to relate the concept with the samples available in the bio lab	observe the samples and and relate it with the concept they have done so far.	

Teaching Aids –, material required for activities , Active Inspire , ICR , Different samples available in biology lab related to the chapter.

Methodology/Innovative Methods : Deductive Activity Method , Known to Unknown , Brainstorming sessions , Discussions

Interdisciplinary Links- Linked with Real life.

HOD

COORDINATOR

HEADMSITRESS

PRINCIPAL

ANNEXURE 8A & a
HOW DO BODY PARTS MOVE ?

Subject	Science
Class	VI
Chapter/Unit	Body movements
Topic	Joints
Time	40 mins
Nature of Activity	Individual/Group

What will I learn (Learning Outcome)?

To explore that all living organisms show movements. The change in the position of any part of the body with respect to its axis is called movement. The movement of the whole body of an organism from one place to another is called locomotion. There are different types of joints in our body which are responsible for the movement.

Skills:

Applying, Analyzing, Creating

What I have to do ?

To prove that movement is possible only at joints.

What do I require ?

Long wooden scale , scale , rubber bands

What do I need to know ?

If our body had no joints, it would not be possible for us to move in any way at all.

It is not one long bone from the upper arm to our wrist. It is different bones joined together at the elbow joint.

Teacher's Activity: The teacher will

- (1) explain the concept of joints
- (2) ask students to bend their elbow and ask them whether they are able to move it freely ?
- (3) now guide the students to arrange the material for the activity.

How will I proceed ?

Student's Activity: Students will :

- (1) place a scale lengthwise on their arm so that the elbow is in the centre.
- (2) ask their friend to tie the scale and arm together.
- (3) now try to bend the elbow.

What have I observed ?

S.No	After performing the activity :	Yes/No(with reason)
1.	Did the elbow move feely before tying the scale with it ?	
2.	Did the elbow move freely after tying the scale with it ?	

What have I learnt ?

We are able to bend or rotate our body in places where two parts of our body seem to be joined together — like elbow, shoulder or neck. These places are called_____.

What am I curious to learn?

Let us find out the examples of such joints that allows movements in all directions and back and forth movements.

Let me evaluate myself

1.Which of the following is an example of a ball and socket joint?

- a) Shoulder and upper arm b) elbow c) knee
d) All are examples of ball and socket joints.

2.Which type of joint has the smallest range of motion?

- a) Hinge b)Ball and socket c)Immovable d)Hip joint

3.Can bones be bent ? Justify your answer.

4.What are the different functions of joints in our body ?

5. Dhoni tried to bend his elbow backward like he could do with his shoulder .He found he could not. Why?