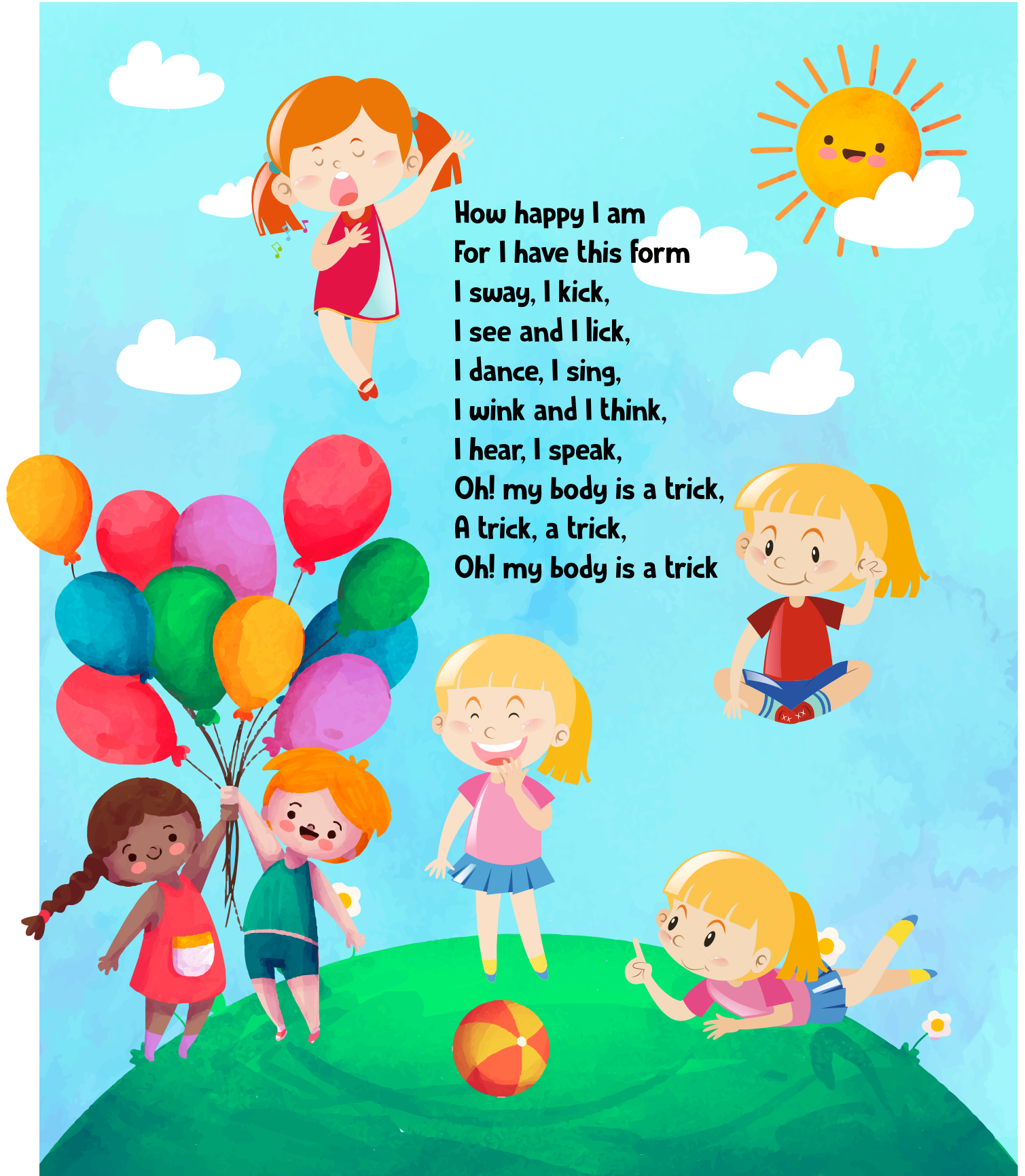


HUMAN BODY AGE: 5-10y

Version1, March 2021

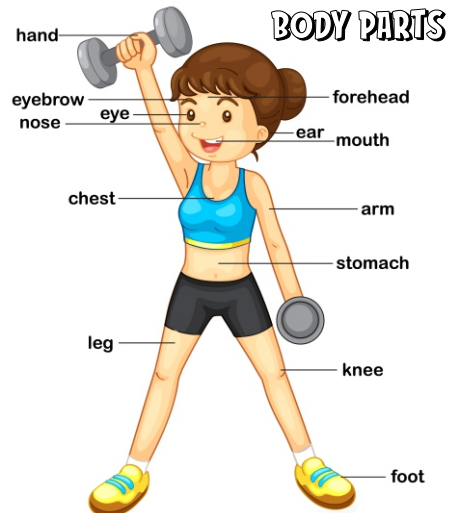


ASSIGNMENT 1

Children have been taught about the different part of the body. In the pictures below, children must identify, which part of the body is of most important to carry out the activity. For example, to watch television, eye is particularly important.

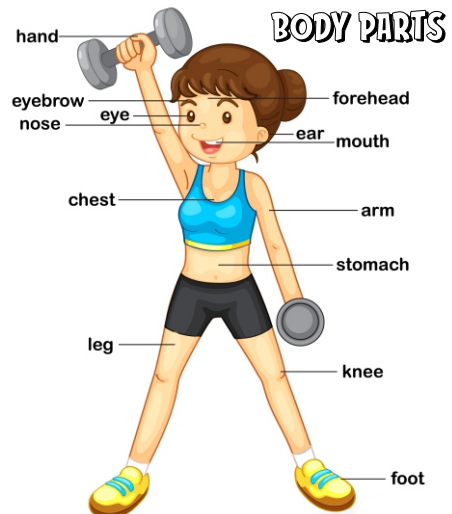
1

Kids are enjoying, watching T.V



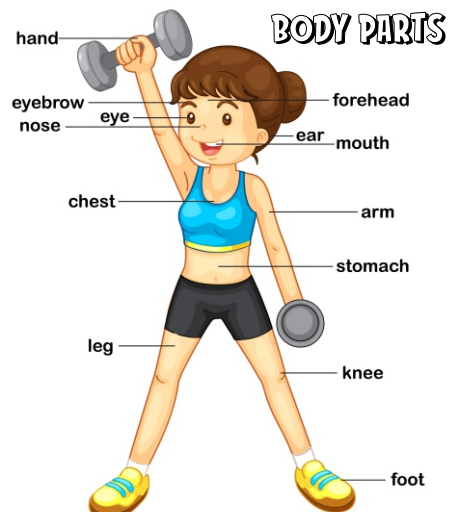
2

The boy listening to Music



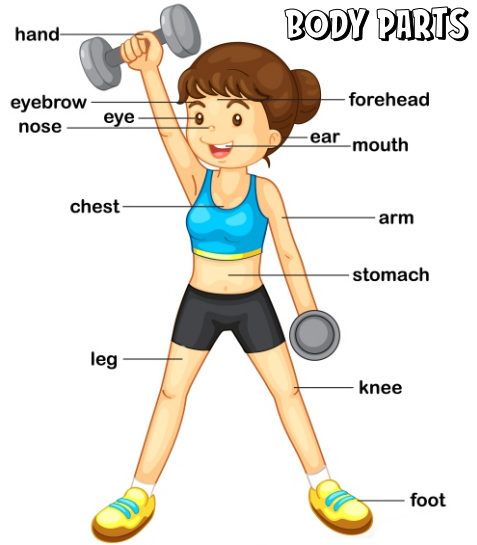
3

The boy is reading and listening to Music



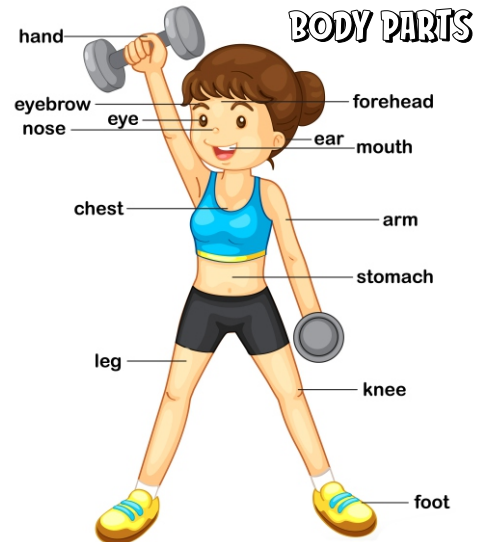
4

The boy is making a speech for Independence Day



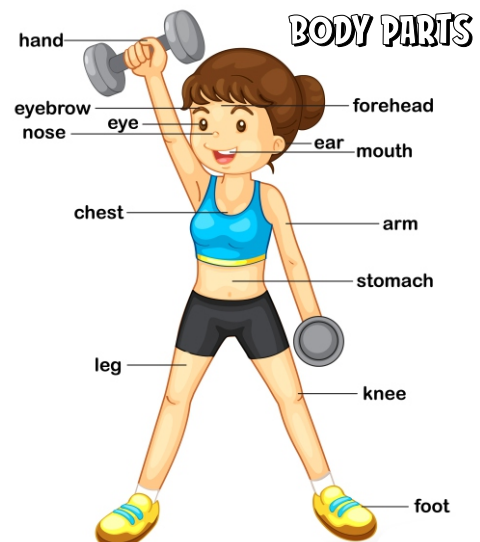
5

A daughter kisses her mother.



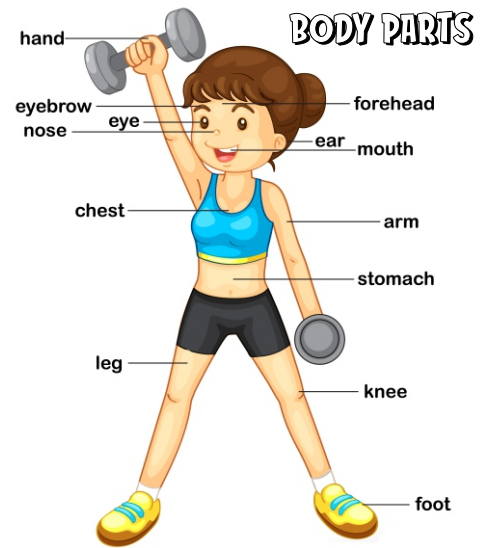
6

A boy tastes a sour lemon.



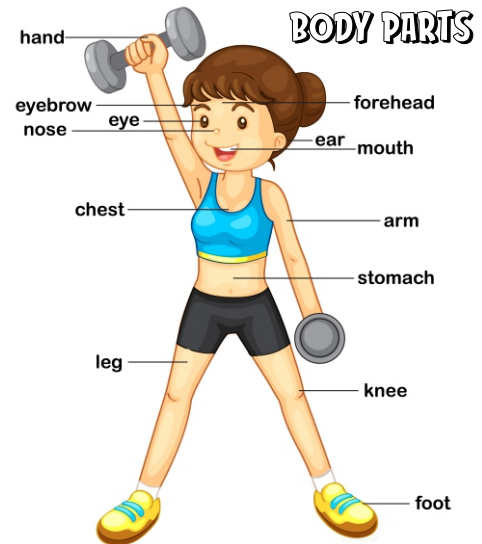
7

A girl crying.



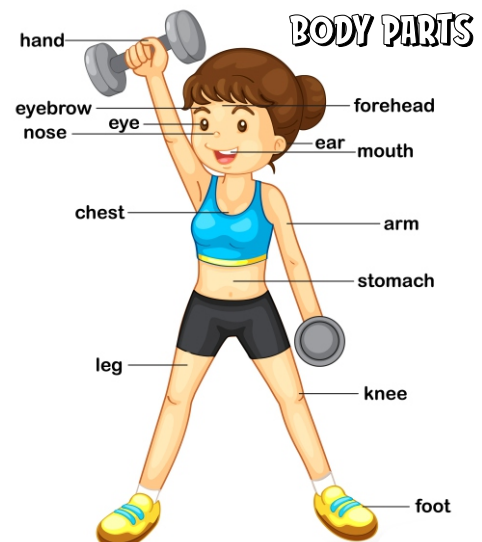
8

Boy hears the girl speaking



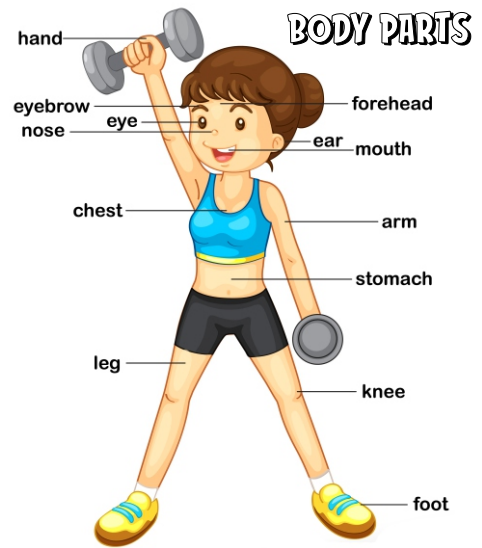
9

Boy drawing water from a well



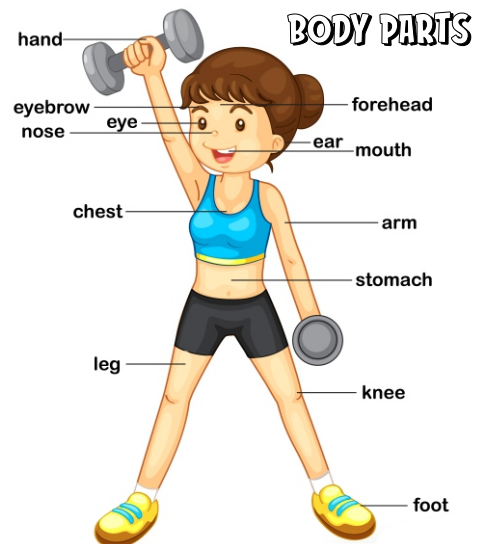
10

Man smelling cookies



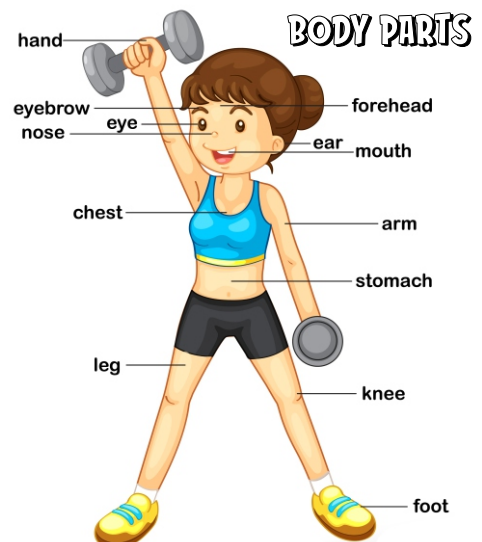
11

Boy kicking a football



12

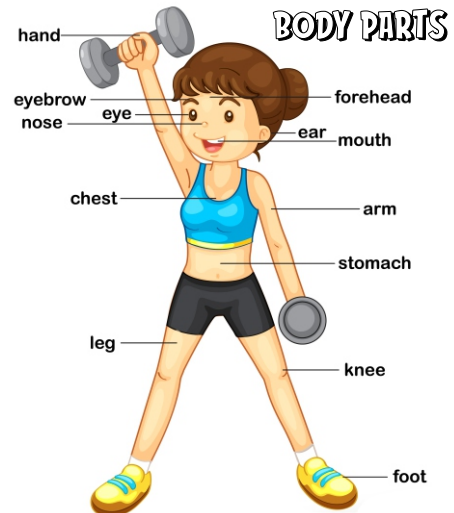
Boy head butting football.



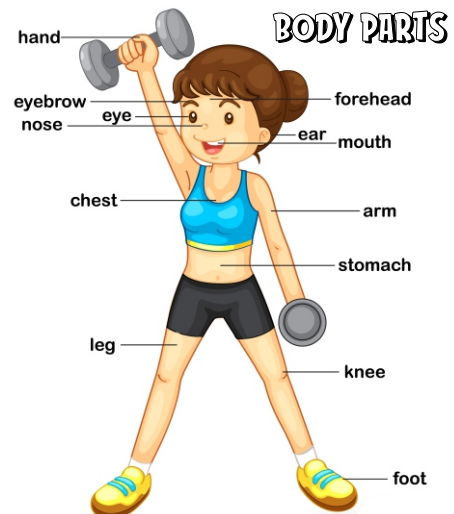
ASSIGNMENT 2

we have provided some non-living objects either jewellery or accessories. Children need to identify where do the objects fit best on the human body. This is aimed to help children identify body parts correctly.

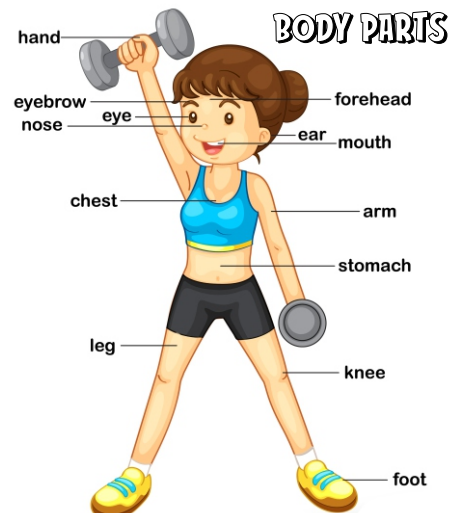
1



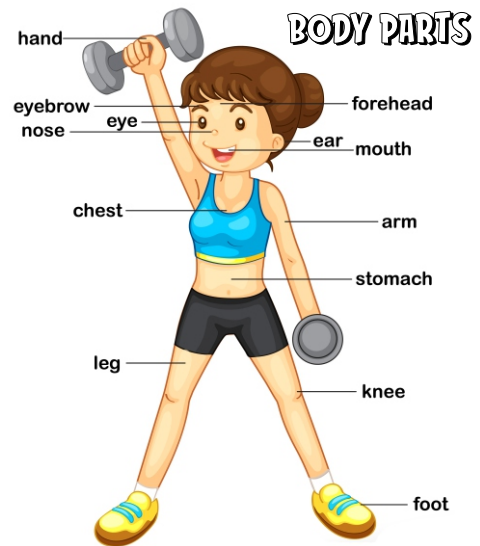
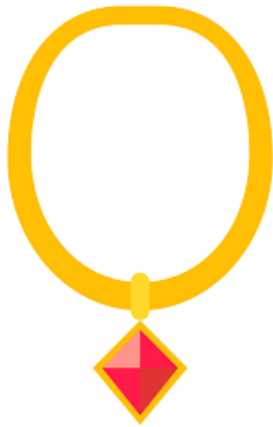
2



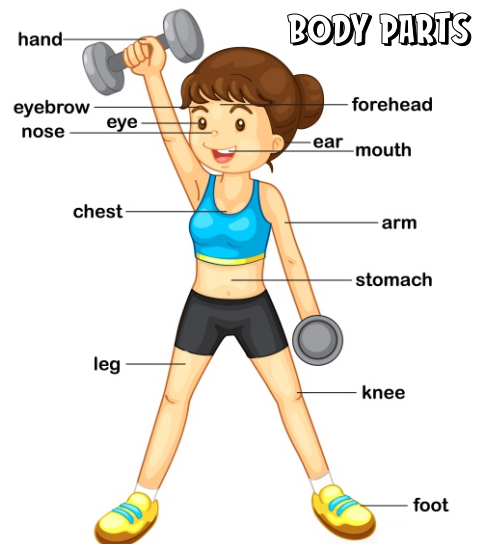
3



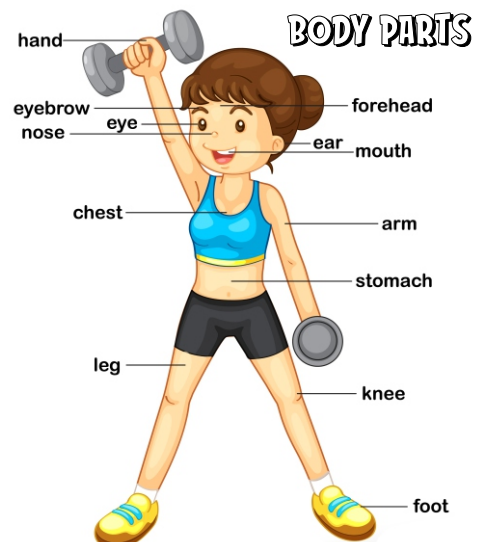
4



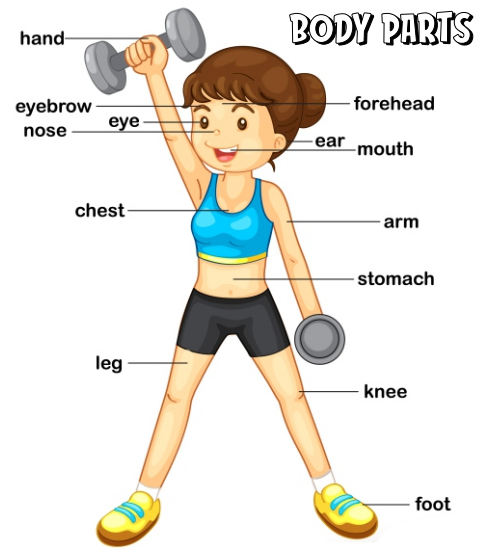
5



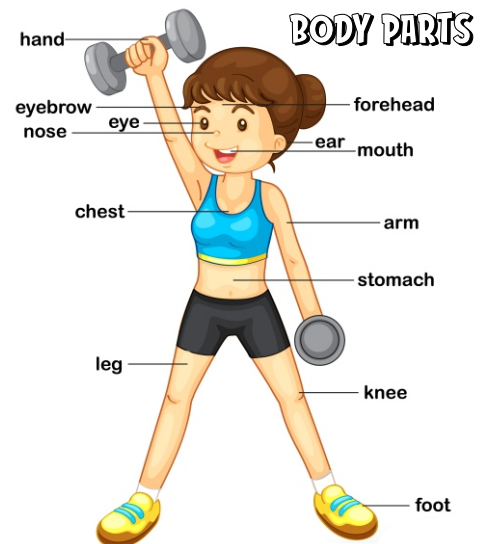
6



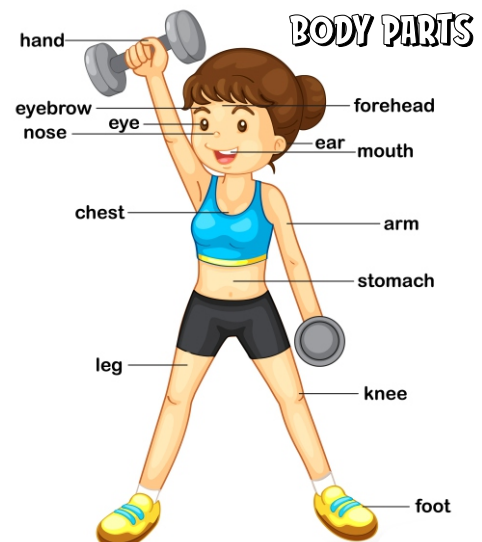
7



8



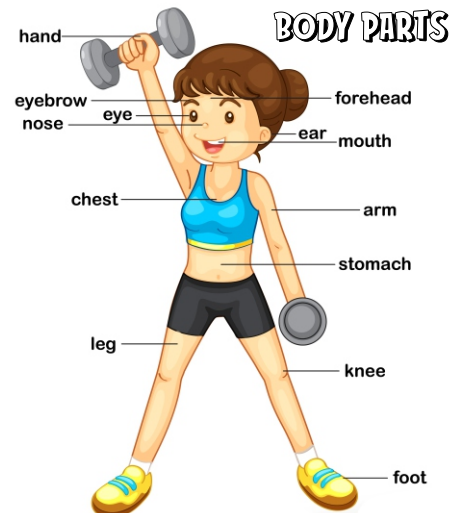
9



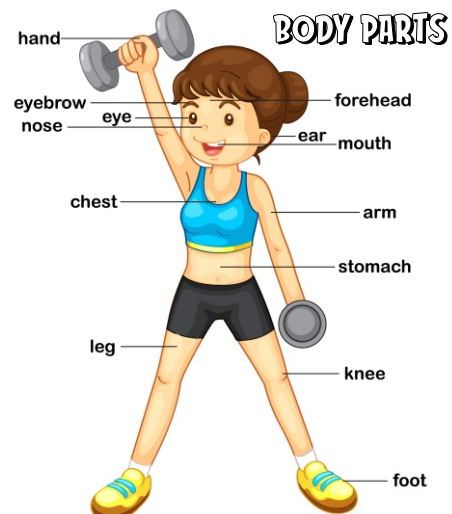
ASSIGNMENT 3

There are games represented below. All games make use of all parts of the body. We have tried to select shots, which make use of one or more parts of the body. Children should try these actions to understand which part of body is being used.

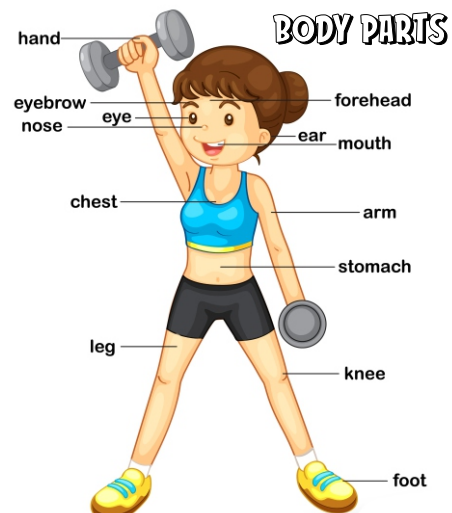
- 1 Which part of the body does the wicket keeper use to catch the ball?



- 2 Which part of the body does the pitcher use to throw the ball in baseball?



- 3 Which part of the body does the athlete use to cross the hurdle?

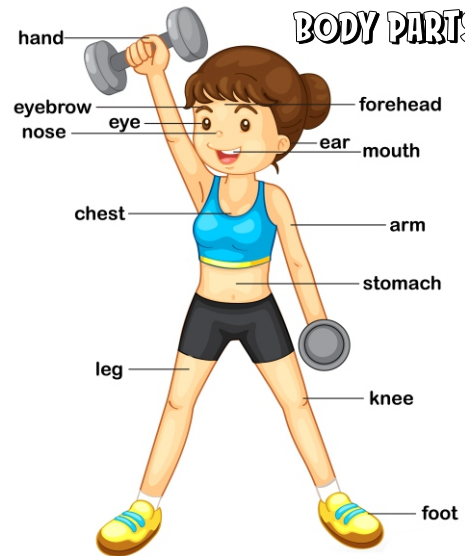


4

Which part of the swimmer's body is above water?



BODY PARTS

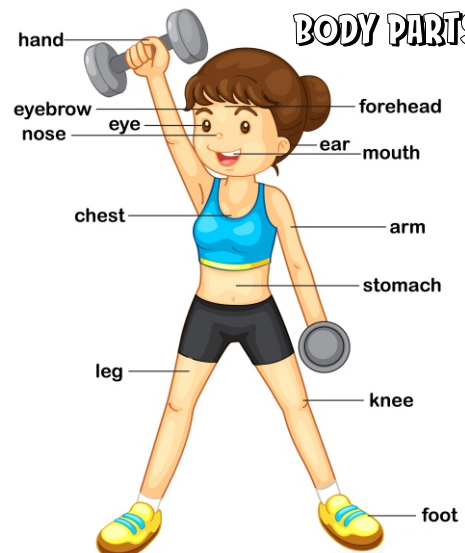


5

Which part of the body the boy uses to strike the coins in carrom?



BODY PARTS

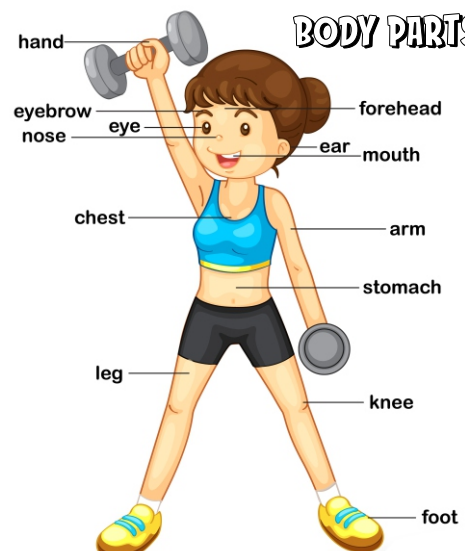


6

Which part of the body does the girl use to target the arrow?



BODY PARTS



ASSIGNMENT 4

In this assignment students will guess the sense that is depicted in the image. smell (S), taste (T), vision (V), touch (T).

1



IDENTITY



Smell

☐


Taste

☐


Vision

☐

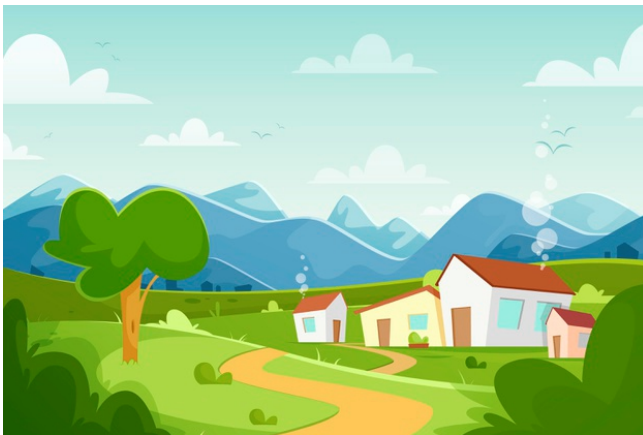

Touch

☐


Hearing

☐

2



IDENTITY



Smell

☐


Taste

☐


Vision

☐


Touch

☐


Hearing

☐

3



IDENTITY



Smell

☐


Taste

☐


Vision

☐


Touch

☐


Hearing

☐

4



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

5



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

6



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

7



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

8



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

9



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

10



IDENTITY

-  Smell ☐
-  Taste ☐
-  Vision ☐
-  Touch ☐
-  Hearing ☐

ASSIGNMENT 5

The assignment is built for development of problem-solving ability. We present a problem to the children and the children suggest a remedy in terms of hygienic measures that should be adopted to get rid of the problem.

1

PROBLEM



SOLUTION



Wearing mask

☐


Brushing Teeth

☐


Using Air freshner

☐

2

PROBLEM



SOLUTION



Applying cream

☐


Taking bath

☐


Scratching

☐

3

PROBLEM



SOLUTION



Wearing mask

Washing hands

Using hand sanitizer

Avoiding crowded places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

Avoiding public places

Avoiding public transport

4

PROBLEM



SOLUTION



ASSIGNMENT 6

This assignment is designed to assess if children can extrapolate the importance of hygiene. The activity is a cause-and-effect analysis. Children are encouraged to predict outcomes for a given unhygienic practice.

1

WHAT HAPPENS WHEN



You eat with dirty hands.



Feeling Un-well



Feeling Strong



Feel Healthy

2

WHAT HAPPENS WHEN



You don't wash your hair



Messy Hair



Hair Lice



Comb Smoothly

3

WHAT HAPPENS WHEN



You Cough without covering your mouth



Spreads germs



Fight germs



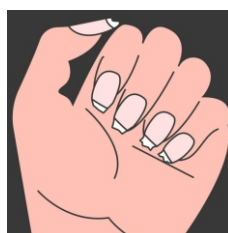
Can make our friends sick

4

WHAT HAPPENS WHEN



You bite nails



Bad Nails



Germs enter mouth

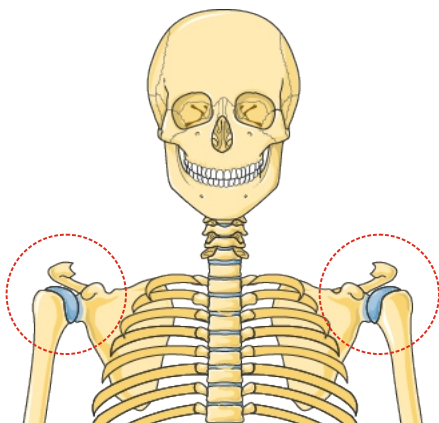


Sharp Nails

ASSIGNMENT 7

Different joints move differently. Some joints move up and down, some allow left and right movement, some allow circular movement. This exercise allows students to assess for themselves, joints, and their associated movements.

1



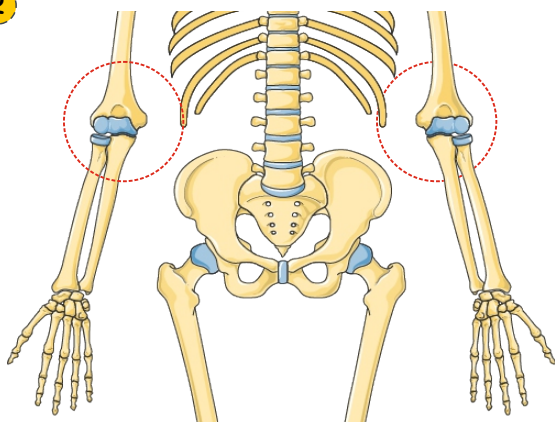
JOINT IDENTITY

- ☐ Shoulder (S)
- ☐ Elbow (E)
- ☐ Wrist (W)
- ☐ Knee (K)
- ☐ Ankle (A)
- ☐ Hip (H)

TYPE OF MOVEMENT



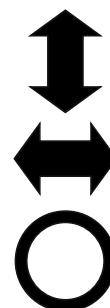
2



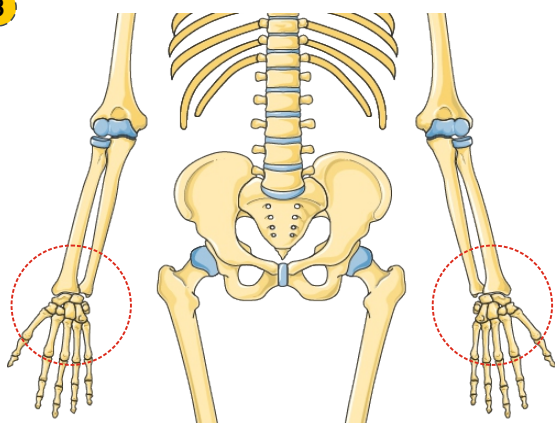
JOINT IDENTITY

- ☐ Shoulder (S)
- ☐ Elbow (E)
- ☐ Wrist (W)
- ☐ Knee (K)
- ☐ Ankle (A)
- ☐ Hip (H)

TYPE OF MOVEMENT



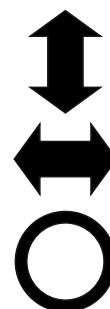
3



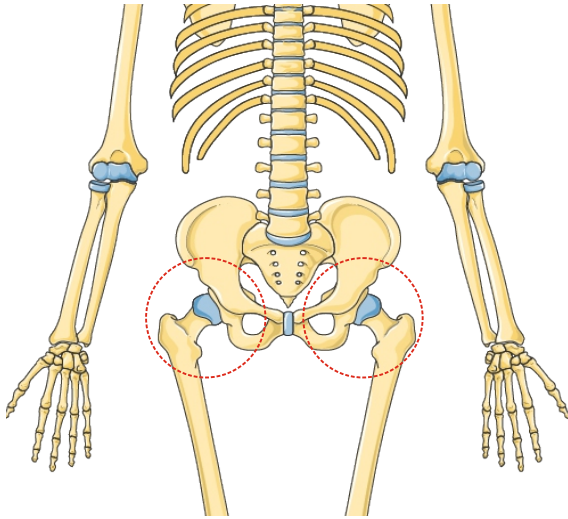
JOINT IDENTITY

- ☐ Shoulder (S)
- ☐ Elbow (E)
- ☐ Wrist (W)
- ☐ Knee (K)
- ☐ Ankle (A)
- ☐ Hip (H)

TYPE OF MOVEMENT



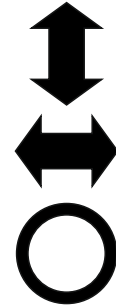
4



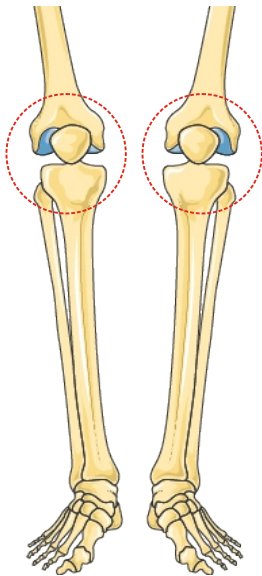
JOINT IDENTITY

- ☐ Shoulder (S)
- ☐ Elbow (E)
- ☐ Wrist (W)
- ☐ Knee (K)
- ☐ Ankle (A)
- ☐ Hip (H)

TYPE OF MOVEMENT



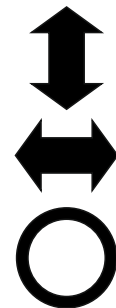
5



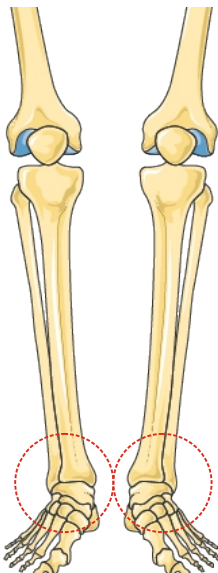
JOINT IDENTITY

- ☐ Shoulder (S)
- ☐ Elbow (E)
- ☐ Wrist (W)
- ☐ Knee (K)
- ☐ Ankle (A)
- ☐ Hip (H)

TYPE OF MOVEMENT



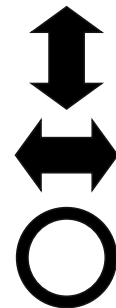
6



JOINT IDENTITY

- ☐ Shoulder (S)
- ☐ Elbow (E)
- ☐ Wrist (W)
- ☐ Knee (K)
- ☐ Ankle (A)
- ☐ Hip (H)

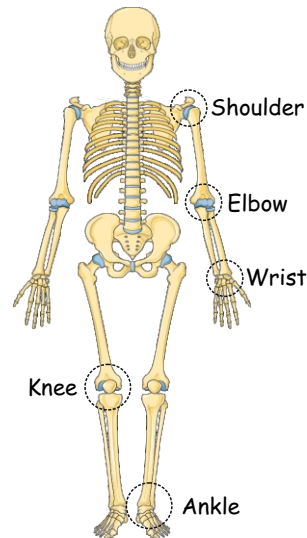
TYPE OF MOVEMENT



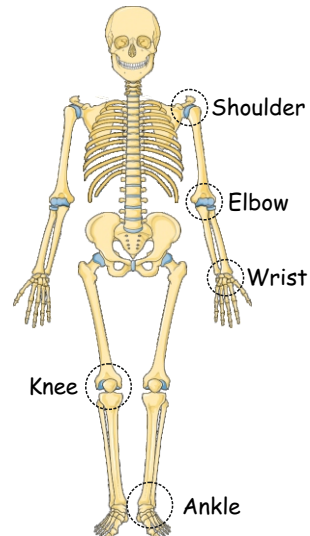
ASSIGNMENT 8

Children are encouraged to identify the movement and thus select the appropriate joints involved in movement. This will help them be familiar with names of different joints.

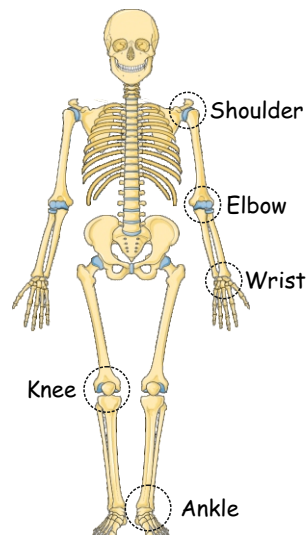
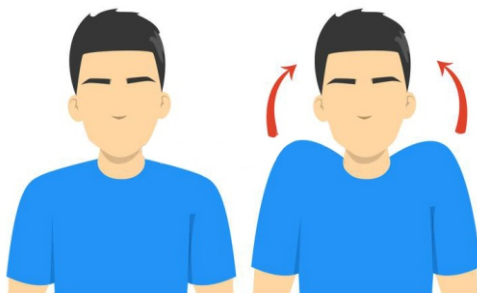
1



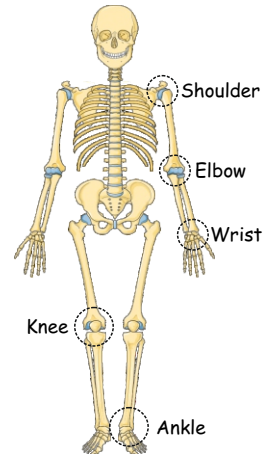
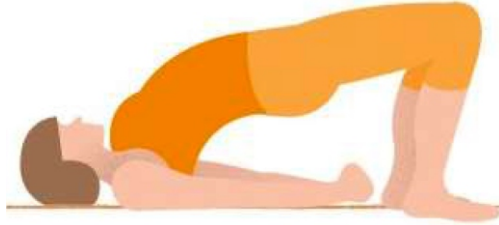
2



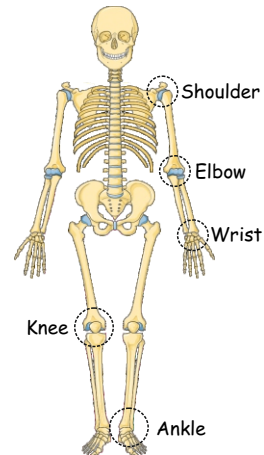
3



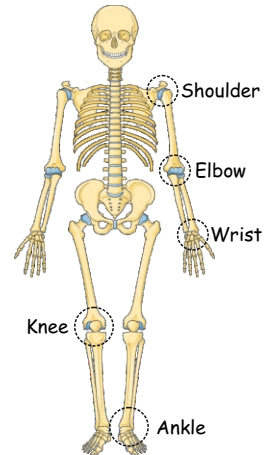
4



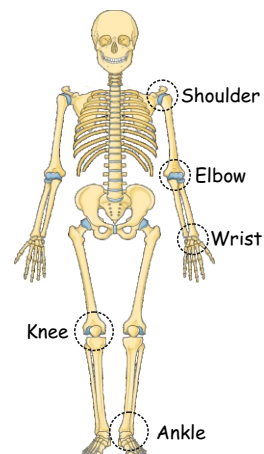
5



6



7



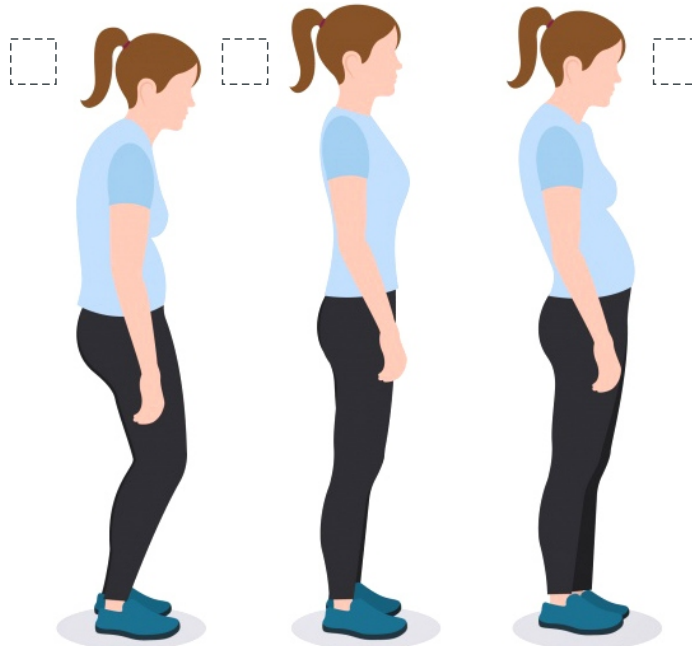
ASSIGNMENT 9

Children will be aided to identify good posture and bad posture from the given images. Children can just  the right posture/s from the given images.

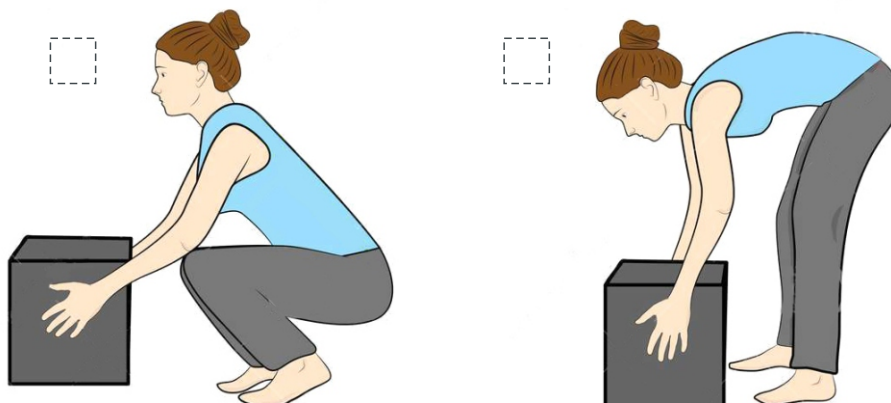
1



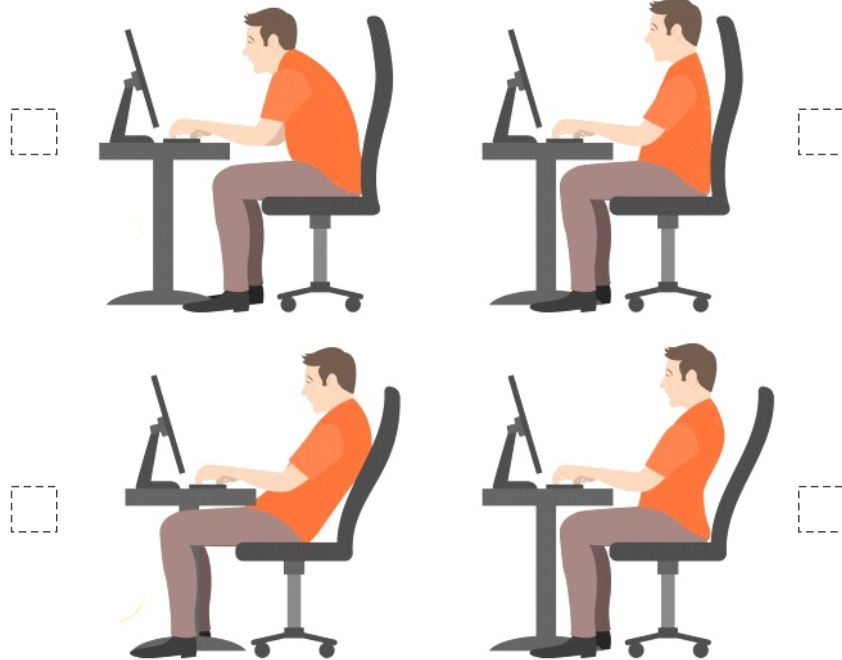
2



3



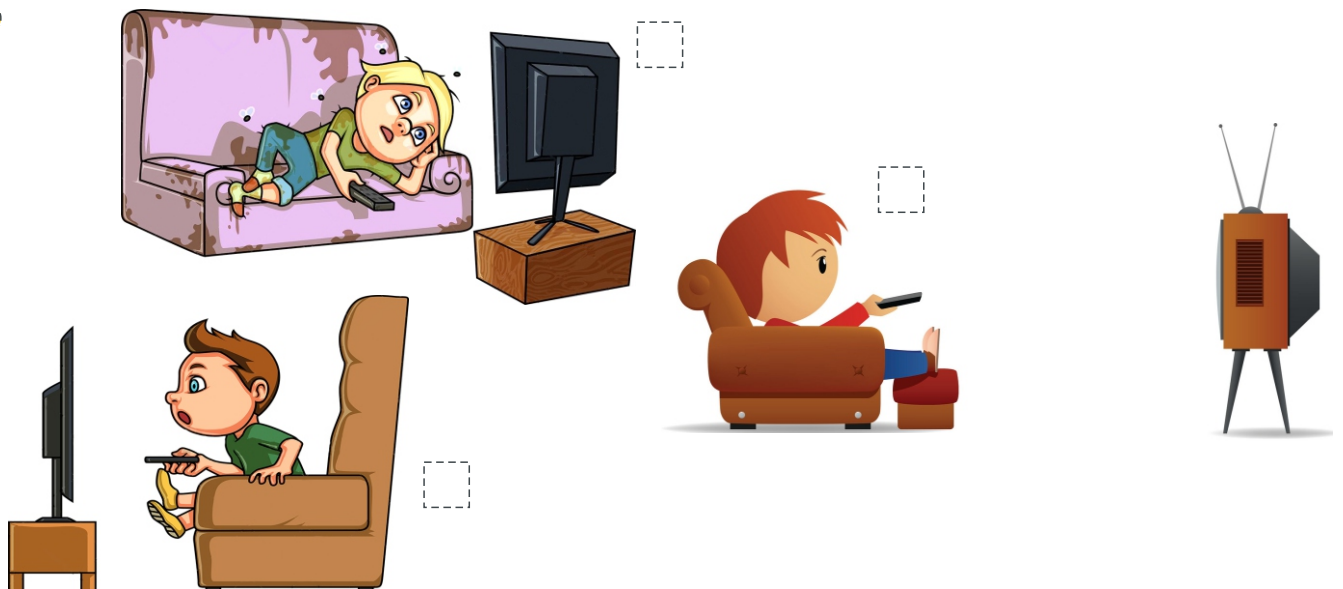
4



5



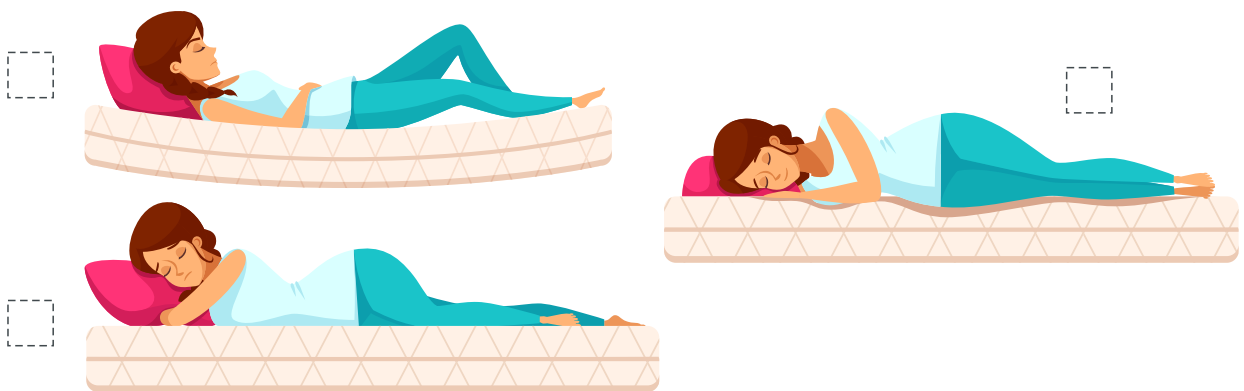
6



7



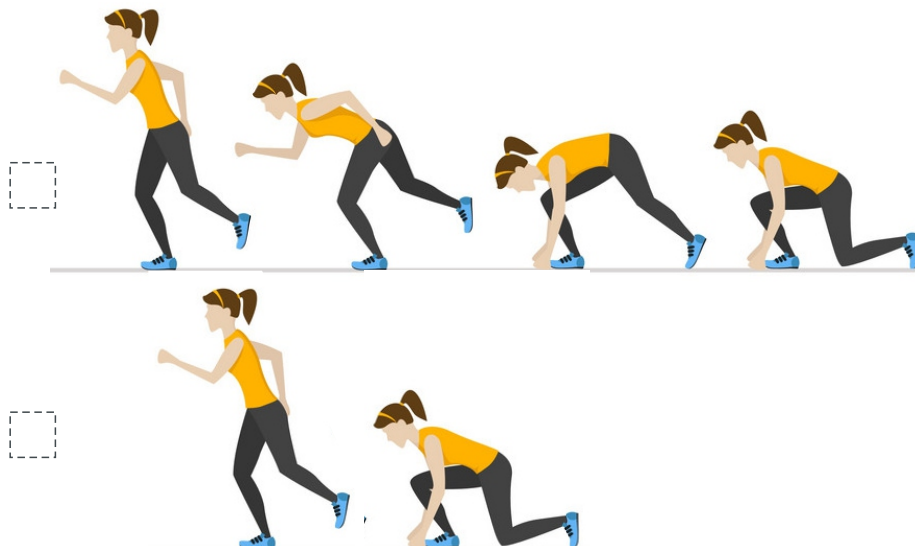
8



9



10



ASSIGNMENT 10

It is not directly pointing at good and bad postures, but a complex set of images for children to identify good ✓ and bad ✗ postures. The assignment assesses the application of their learning.

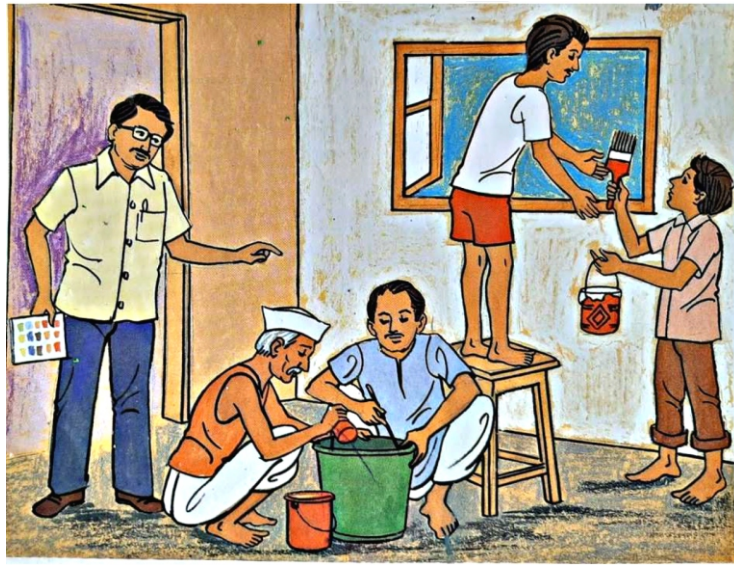
1



2



3



4



5



6



7



8



ASSIGNMENT 11

Children will identify the different stages of growth in the images below. The assignment tests their ability to identify and apply stages of growth in a complex way. Children will use different colour pens/ to identify the different stages of growth in the given images. In each image figures of same stage of growth will be coloured with same colour. Or children can number the stages of growth from 1-7.

1



2



3



4



5



6



ASSIGNMENT 12

Below are anagrams for sense organs. Rearrange the letters to indicate the right organ. Children will also indicate the function of the sense organ.

1

Anagram

Organ

Function

ESNO

2

YES

3

ADHN

4

UTGOZE

ASSIGNMENT 13

Children will identify what part of the body is being referred to in the text below. Whether it is bone, muscle, or other protective organ (Hair, teeth).

1

DESCRIPTION

IDENTITY

I can be long or short. I will grow back if you cut me. For some I am straight, for some I am curled. I can be black, brown, golden, or white. I can hold the crown. Who am I?

Answer: _____

2

DESCRIPTION

IDENTITY

I am supposed to be only white in colour. When you do not keep me well, I change my colour. I help you digest your food. I fall off once when you are young and grow back. If you lose me when you are old, I do not grow back. Who am I

Answer: _____

3

DESCRIPTION

IDENTITY

Some of us are under your control, some of us are not. We help your bones move. If we stop working, your heart will not pump blood and your eye lids will not close. Who are we?

Answer: _____

4

DESCRIPTION

IDENTITY

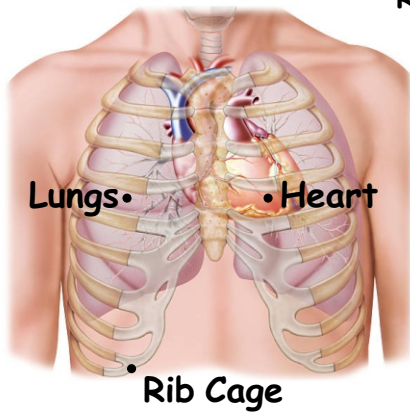
We are like a helmet for your organs. We protect your organs and your skin envelopes us. We define the structure of your body, who are we?

Answer: _____

ASSIGNMENT 14

Children will be enabled to understand the function of the different components that help form our body. It is also aimed at showing the diversity within the structure of human body.

1



BONE
Rib Cage

Is this bone forming a joint?

☐ Yes
☐ No

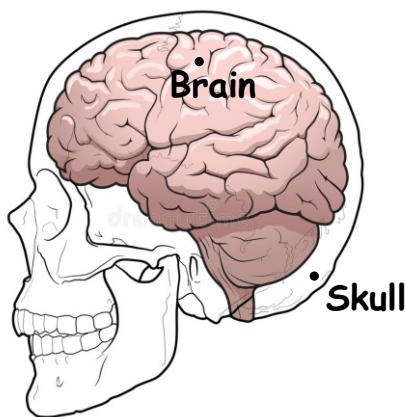
MUSCLE
Heart

Is the muscle associated with the bone

☐ Voluntary ☐ Yes
☐ Involuntary ☐ No

Lungs
☐ Voluntary
☐ Involuntary

2



BONE
Skull

Is this bone forming a joint?

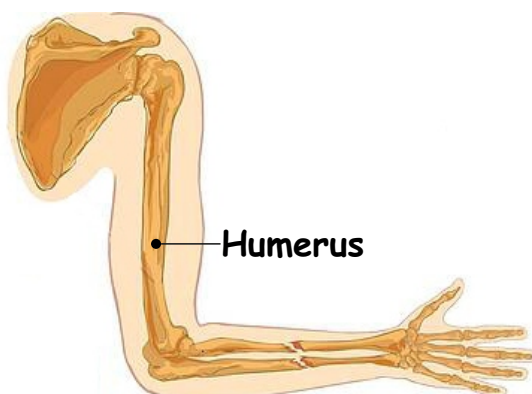
☐ Yes
☐ No

MUSCLE
Brain

Is the muscle associated with the bone

☐ Voluntary ☐ Yes
☐ Involuntary ☐ No

3



BONE
Humerus

Is this bone forming a joint?

☐ Yes
☐ No

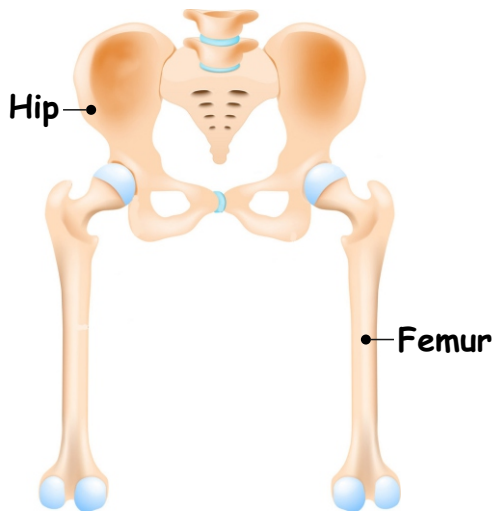
MUSCLE
Biceps

Is the muscle associated with the bone

☐ Voluntary ☐ Yes
☐ Involuntary ☐ No

Triceps
☐ Voluntary
☐ Involuntary

4



BONE
Femur

Is this bone forming a joint?

- ☐ Yes
☐ No

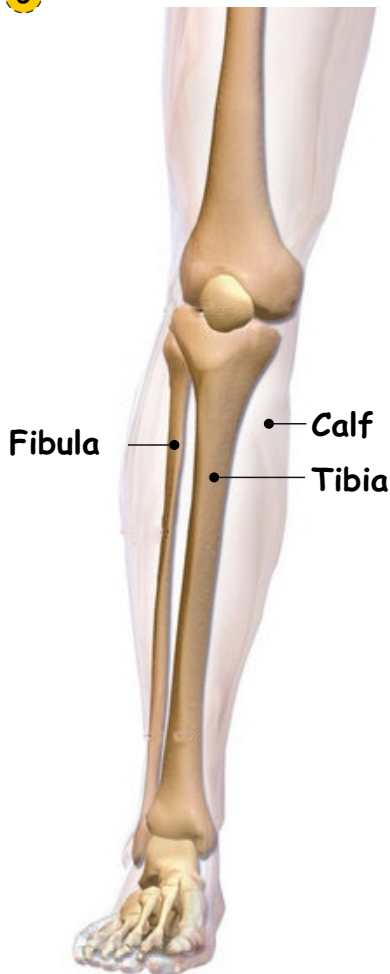
MUSCLE
Quadriceps

- ☐ Voluntary
☐ Involuntary

Is the muscle associated with the bone

- ☐ Yes
☐ No

5



BONE
Tibia
Fibula

Is this bone forming a joint?

- ☐ Yes
☐ No

MUSCLE
Calf

- ☐ Voluntary
☐ Involuntary

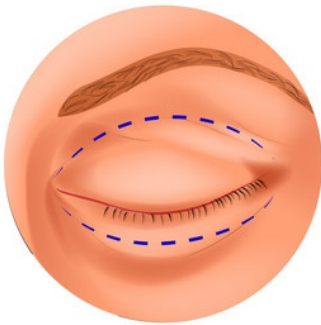
Is the muscle associated with the bone

- ☐ Yes
☐ No

ASSIGNMENT 15

Children will be practising identification of voluntary and involuntary muscles from the given images

1

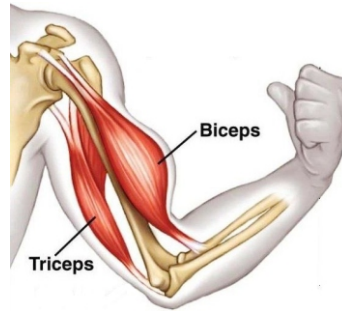


Muscles of the eye lid

NATURE

- ☐ Voluntary
☐ Involuntary

2

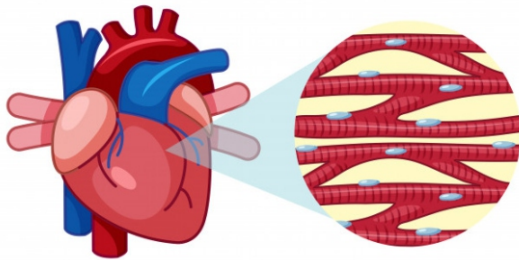


Biceps and triceps

NATURE

- ☐ Voluntary
☐ Involuntary

3

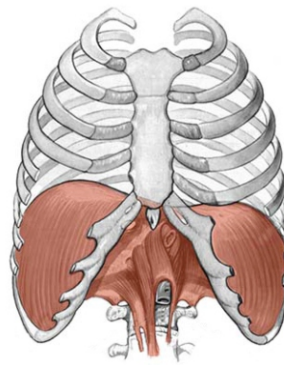


Cardiac Muscles

NATURE

- ☐ Voluntary
☐ Involuntary

4

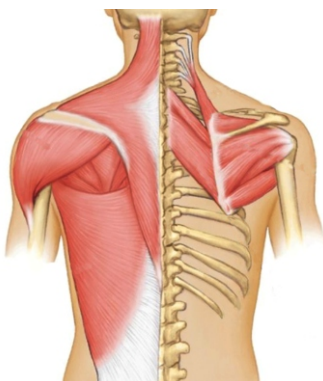


Muscles of the diaphragm

NATURE

- ☐ Voluntary
☐ Involuntary

5



Muscles of neck and back

NATURE

- ☐ Voluntary
☐ Involuntary

ASSIGNMENT 16

Children will be practising identification of different joint types.

1



JOINT	
☐	Yes
☐	No

TYPE	
☐	Immovable
☐	Ball & socket
☐	Pivot
☐	Gliding
☐	Hinge

2



JOINT	
☐	Yes
☐	No

TYPE	
☐	Immovable
☐	Ball & socket
☐	Pivot
☐	Gliding
☐	Hinge

3



JOINT	
☐	Yes
☐	No

TYPE	
☐	Immovable
☐	Ball & socket
☐	Pivot
☐	Gliding
☐	Hinge

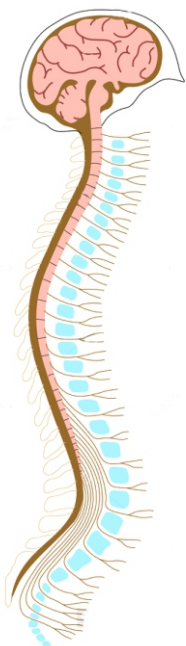
4



JOINT	
☐	Yes
☐	No

TYPE	
☐	Immovable
☐	Ball & socket
☐	Pivot
☐	Gliding
☐	Hinge

5



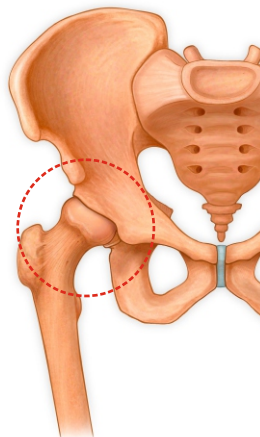
JOINT

- ☐ Yes
☐ No

TYPE

- ☐ Immovable
☐ Ball & socket
☐ Pivot
☐ Gliding
☐ Hinge

6



JOINT

- ☐ Yes
☐ No

TYPE

- ☐ Immovable
☐ Ball & socket
☐ Pivot
☐ Gliding
☐ Hinge

7

JOINT

- ☐ Yes
☐ No

TYPE

- ☐ Immovable
☐ Ball & socket
☐ Pivot
☐ Gliding
☐ Hinge



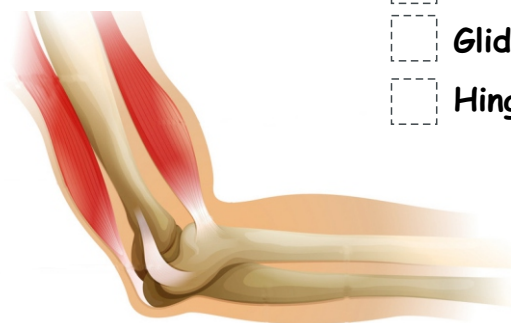
8

JOINT

- ☐ Yes
☐ No

TYPE

- ☐ Immovable
☐ Ball & socket
☐ Pivot
☐ Gliding
☐ Hinge



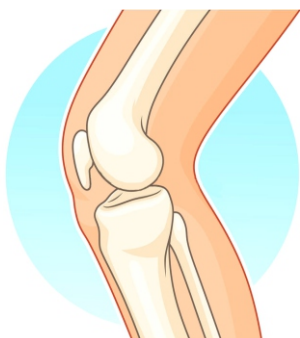
9

JOINT

- ☐ Yes
☐ No

TYPE

- ☐ Immovable
☐ Ball & socket
☐ Pivot
☐ Gliding
☐ Hinge



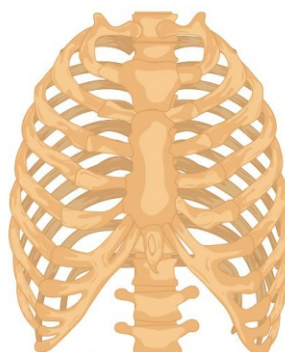
10

JOINT

- ☐ Yes
☐ No

TYPE

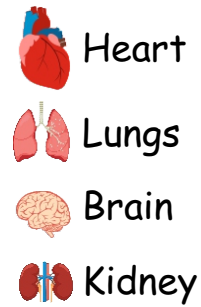
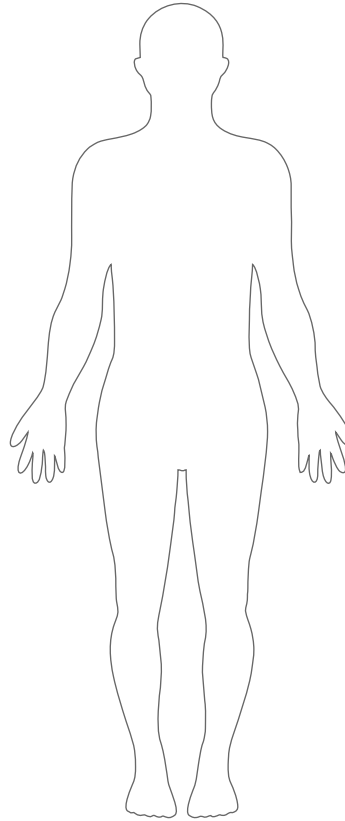
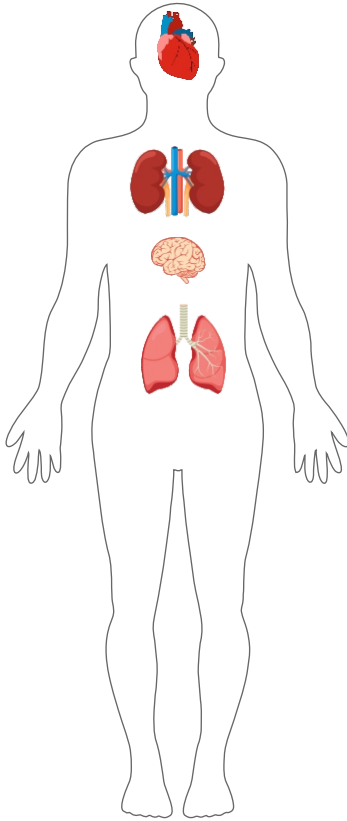
- ☐ Immovable
☐ Ball & socket
☐ Pivot
☐ Gliding
☐ Hinge



ASSIGNMENT 17

In the image below, some internal organs are mis-placed. Children must place the organ correctly, by either drawing the organs or annotating with alphabets. Also, children need to recall accurately the function of the organs.

1



ANAGRAM

ORGAN

FUNCTION

1

TRH
EAH

2

GSU
LNU

3

WNB
ARB

4

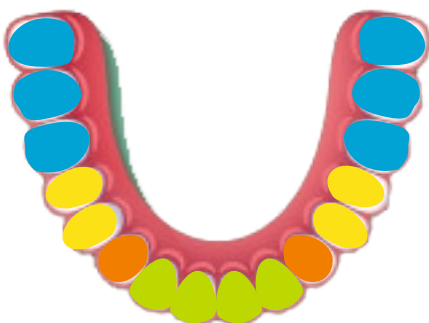
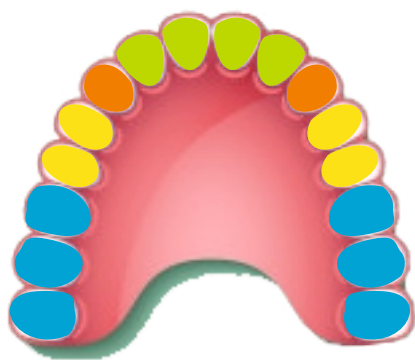
YND
IEK

5

RVE
LIE

ASSIGNMENT 18

In the following assignment, children need to identify the tooth type based on their structure and their position. Also indicate the function of each tooth type.



ASSIGNMENT 19

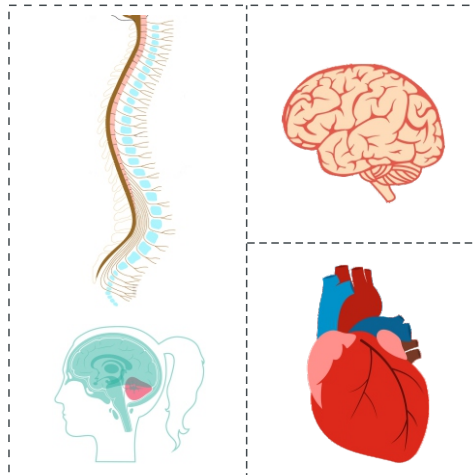
In the table below, we have listed a few medical conditions or diseases. Children need to identify which organ is most affected in the given medical condition. Children may be encouraged to describe the function of the organ and the features of the disease if they know about it.

Sr.No.	Medical Condition/Disease	Organ Involved	Organ Function	About the disease
1.	Conjunctivitis			
2.	Cold			
3.	Pneumonia			
4.	Alzheimer (loss of memory)			
5.	Cardiac arrest			
6.	Throat Infection			
7.	Tooth Infection			

ASSIGNMENT 20

In the assignment below, we have provided images of organ system. However, one organ amongst each system does not belong to the organ system. In other words, for each organ system, there is an odd one out. Children must identify the organ system, the odd one out and briefly describe the functions of the organ for the recognized organ system.

1

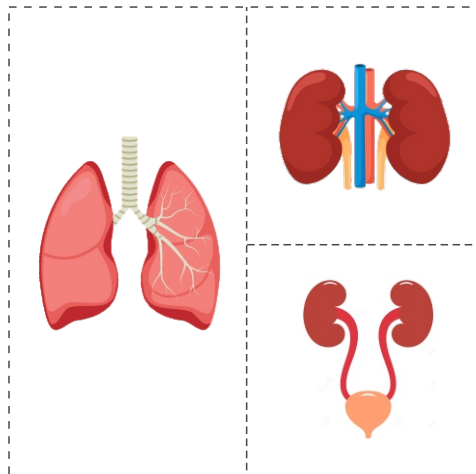


Organ System:

Odd Organ out:

Sr. No.	ORGAN	FUNCTION
1.		
2.		
3.		

2

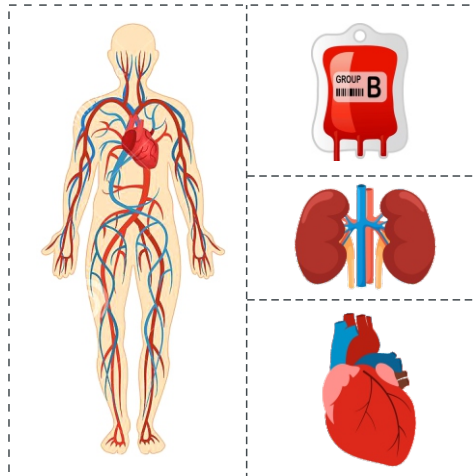


Organ System:

Odd Organ out:

Sr. No.	ORGAN	FUNCTION
1.		
2.		
3.		

3

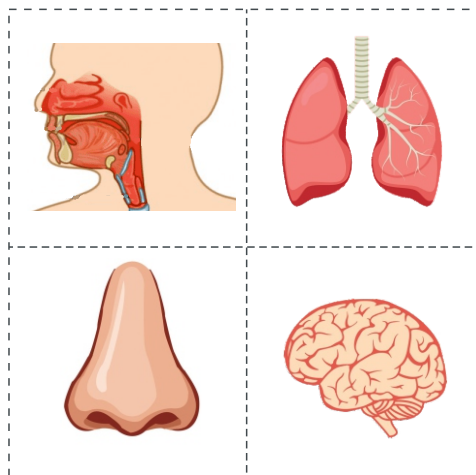


Organ System:

Odd Organ out:

Sr. No.	ORGAN	FUNCTION
1.		
2.		
3.		

3



Organ System:

Odd Organ out:

Sr. No.	ORGAN	FUNCTION
1.		
2.		
3.		

ASSIGNMENT 21

Children will read the following paragraph and answer the questions that follow. The activity is aimed at encouraging their comprehension and writing ability.

The human body on the outside looks like a cover of skin. But beneath this skin cover is a hard bony casing that make the skeletal system of the human body. This skeletal system is supported by the muscular system. There are different types of muscles and muscles help bones move. Within this Musculo - skeletal framework are present several organs.

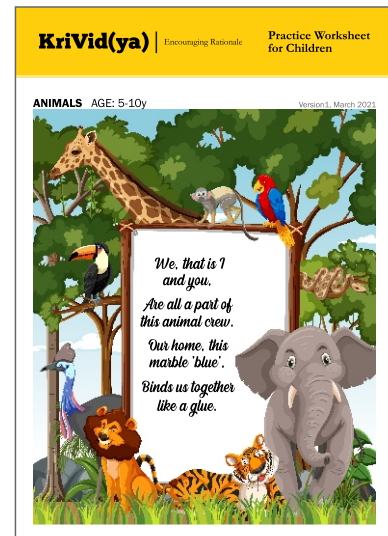
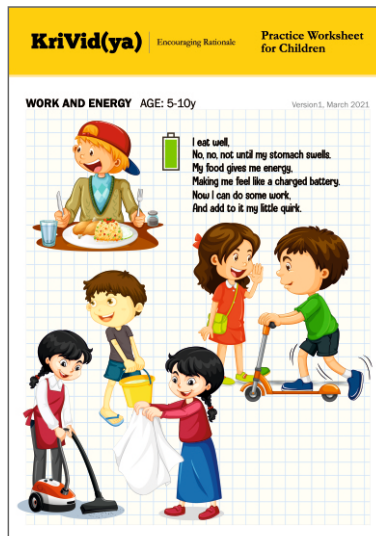
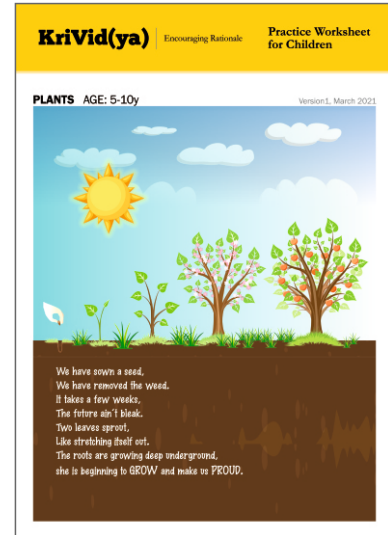
Organs come together to form organ systems. The major organ systems are (1) nervous system, the nervous system consists of brain, cerebellum, and spinal cord. The brain is protected in a bony box known as skull. (2) Respiratory system, it consists of nostrils, pharynx, larynx, trachea, and the lungs. (3) Circulatory system consists of heart, and the veins and artery network. (4) Excretory system consists of kidneys, ureter, and urinary bladder.

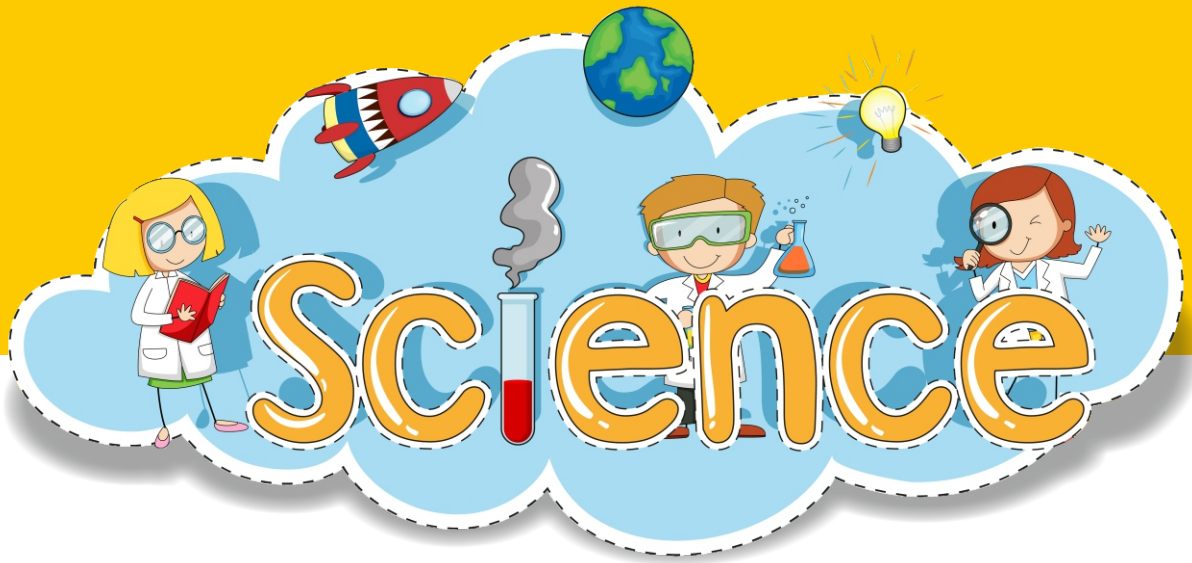
Each organ functions on its own and talks to other organs and helps the body work. For example, the heart pumps blood, which is carried by arteries to all parts of body. The sensory organs smell food, the brain orders the muscles, and the muscles move the body towards the food. There are five known senses, vision, taste, smell, touch, and hearing. Senses are often known to arise from external organs, but external and internal organs work together for senses to function. As the name indicates each sensory organ has an external organ.

Questions

1. Which are the different organ systems of the human body?
2. Which organ is most important for the functioning of the circulatory system?
3. How do muscles support the skeletal system?
4. Which are the main senses known to humans?
5. Which are the known external organs associated with the senses?

Other books in this series include:-





KriVid(ya)

We practice **Kriya (action)** based **Vidya (learning)**
We aid experiment-oriented science learning through
a do-it, see-it, learn-it approach. Our learning models
are aimed at encouraging rationale and fostering a
concept driven understanding of science.