

TOPIC 2.3:	Digestive System (Learning outcomes by syllabus reference: OB6 and OB7)
HOW MANY LESSONS?	3 – 4 lessons

KEY WORDS / TERMS TO BE TAUGHT			
Oesophagus	Stomach	Liver	Pancreas
Protein	Vitamins	Minerals	Calcium
Small intestine	Large intestine	Molars	Premolars
Incisors	Canines	Enzyme	Saliva

KEY CONCEPTS IN THE LESSON (OBJECTIVES)		
<i>What students must know or be able to do</i>	<i>What students should know or be able to do</i>	<i>What students could know or be able to do</i>
To locate the parts of the digestive system and know their functions	To identify the four types of teeth and give their functions	To be able to relate biological structure with function

SEQUENCE OF LESSON
<p>1. Introduce the concept of digestion. Seek level of prior knowledge of class. This could be facilitated by using the <i>Digestive System Introduction</i> PowerPoint.</p> <p>2. Relate parts of the digestive systems to their functions.</p> <p>3. Review – whole class discussion/dissemination of ideas/extra information. Possibility of using <i>Football Fever</i> game located in the <i>Classroom Activities</i> section of this resource pack to facilitate student understanding</p> <p>4. Further class work/homework – see <i>Digestive System Worksheet</i>. Devise extension activities as required.</p>

1. DIFFERENTIATE BY CONTENT (In what ways can I vary the content of what I am teaching?)

<i>(A) Complexity of content: (concrete, symbolic, abstract)</i>		
<i>Concrete</i>	<i>Symbolic</i>	<i>Abstract</i>
Real materials associated with digestion e.g. chewed food	Images of digestive system	The role played by each part of the digestive system in providing energy for cells
<i>(B) Variety of resources</i>		
As listed above. Also potential use of the Internet and/or school or community library for further exploration of material related to diet		
<i>(C) Variety of learning environments</i>		
Classroom, school laboratory, computer room library in school		

2. DIFFERENTIATE BY PROCESS (How will I teach the lesson?)
<p>Sequence of lesson as laid out above</p> <ul style="list-style-type: none"> ➤ Introduction – using concrete material or a general class discussion ➤ Possible demonstration: Dissection of digestive tract or parts of a digestive tract of a sheep from a local butcher shop ➤ <i>Digestive System Worksheet</i> to reinforce content. Assist students who require assistance to complete worksheet. Further differentiate the worksheet in accordance with the needs and abilities of students ➤ Possible use of <i>Football Fever</i> game or <i>Keyword</i> game located in the <i>Classroom Activities</i> section of this resource pack to reinforce content and facilitate student understanding ➤ Review – whole class discussion/dissemination of ideas/extra information

3. DIFFERENTIATE BY OUTCOME / PRODUCT (How will the student demonstrate understanding?)
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See *Worksheets*, *Classroom Activities* and *Experiments* sections of this resource pack.

- Students may use the *Digestive System Worksheet* to demonstrate understanding in addition to answering questions during the PowerPoint presentation.
- Poster or other project work (e.g. a model) showing how our digestive system works
- Whole class review work completed at end of class
- Homework: See textbook for suitable questions

FINALLY - ANY OTHER POSSIBILITIES FOR THIS LESSON?

- Collage of scenes showing different parts of the digestive system in action
- Other written activities e.g. write a story about what happens to food as it passes through our bodies
- Internet search for material on a digestion
- Suggested Internet links include www.juniorscience.ie, www.kidshealth.org, www.innerbody.com, www.scoilnet.ie and www.skool.ie
- For advice on enhancing curricular access through the use of mobile ICT, see www.laptopsinitiative.ie
- Cross-curricular links: SPHE, Home Economics