



**Thumbs Up**  
We were great at  
the task  
because...



**Thumbs Sideways**  
We were good at  
the task  
because...



**Thumbs Down**  
We were OK at the  
task because...



we organised ourselves  
by...

\_\_\_\_\_

we checked the results  
by...

\_\_\_\_\_

we changed our approach  
when we needed to by...

\_\_\_\_\_

we described the results  
we collected by...

\_\_\_\_\_

we explained the results  
we collected by...

\_\_\_\_\_

we...



Next time we will...





# Bodywatch

Self Management: to keep track of what I am doing

Investigative skills: to decide on what kind of evidence to collect  
and what equipment and materials to use



## Generic task

# When I went to...



### Learning Objective

Self Management: to keep track of what I am doing

#### Introducing the task 5 minutes

Ask the children whether they've ever let their mind wander in a lesson or a meeting. Have they ever lost track of what the discussion was about or not really paid attention to what needed to be done. Give a personal example of a time it happened to you.

Keeping track of what is going on around us is about keeping our eyes and ears open. Explain that 'When I went to...' challenges us to keep track of what other people are saying. The class will need to work together to see how many things they can remember from different shopping lists. Remember, that helping others out is often the way we all succeed.

#### Running the task 15 minutes

- 1 Organise the children into a circle, facing inwards. Decide on where the game is to be set – e.g. at the shop, on the farm, in space, at the garden centre etc.
- 2 Start the game with one child saying, 'When I went to the shop I bought...' adding one item they bought from the shop.
- 3 The next child repeats the sentence and adds another item. Go round the group by repeating the sentence and adding more and more items to the list.
- 4 If someone gets stuck they can ask the group to help and the game continues.

How did you keep track of what other people said? Try not to repeat the same item on the list – if you do you can have another go, but if you do it again, you'll have to start again!

#### Helpful Hints

Encourage the children to think of unusual things as they may help people remember them better. Tell them to imagine the item as the person says it, so that they have a picture in their mind as they look at each person.

Ideas to give this task a science focus:

- Ask for items to do with a healthy (or unhealthy) diet for the shopping trip.
- Ask for items to do with living things for the trip to the farm or garden centre.
- Ask for items to do with the Earth, Sun and Moon for your trip into space.



## Science embedded task

# Bodywatch



### Learning Objectives

**National Curriculum** Sc1: 2c, 2i

**Investigative Skills** to decide on what kind of evidence to collect and what equipment and materials to use to make comparisons and identify simple patterns in their own observations and measurements

### Equipment

A range of measuring equipment, e.g. stopwatches, measuring tapes, metre rules, string, bathroom scales etc.

### Success Criteria

To be successful the children will:

- organise themselves to collect the information
- check the accuracy of their results
- change their approach where necessary
- describe and explain the results they have collected.

### Introducing the task 15 minutes

Ask the children what they know about keeping track of themselves or the things around them (relate this back to the generic When I went to... task). Use the sheet, 'Bodywatch', to introduce the idea that some changes happen in our body which we're not always aware of... and rarely keep track of. Discuss with the children ideas about long term changes in people as they get older, e.g. increase in weight, height, strength and then explain that others happen over shorter periods of time, even within a single day.

Encourage the children to extend the list started on the sheet. Discuss and share as a whole class any ideas they produce.

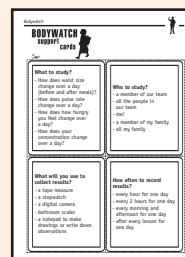
### Running the task 30 minutes (plus time needed for collecting results)

- 1 Organise the children into teams of two to four.
- 2 Tell each team to decide on a factor that they will measure or observe over a day. How do they think it will change? Using their science knowledge they must predict what might happen – and give a reason for it.
- 3 Emphasise that they will be responsible for keeping track of what happens. They will have to remember to collect enough results to make a good scientific study. The results must be accurate and recorded carefully and checked if necessary. Use the Bodywatch Support Cards to help as appropriate.
- 4 Ask the teams to note down how they will collect their data on the Bodywatch Activity Planner. Some teams may also need to draft a table for recording results.
- 5 Encourage them to consider what they will do if they notice that things aren't going well. Reinforce the idea that by collecting plenty of results patterns can be recognised and the reliability of the data is improved. Data could be collected over the course of a school day or as 'homework'.

### Reviewing the task 15 minutes

Ask the children how successful they were at keeping track of what was happening and how they collected the data. Were they able to collect results at all of the times they planned? Did anyone check the accuracy of the data and how? Ask the teams to describe their results to the rest of the class and give an explanation of what they found, comparing the results to their prediction. Once the discussion is complete, involve the children in making an overall judgement about how well they worked using the assessment for learning Smart Grid (see back cover).

### Resources





# BODYWATCH

My little brother was just 1cm short of the minimum height for the 'Pit of Doom' MegaRide. My Mum said, 'Never mind, we'll come back first thing in the morning, you might be a bit taller then'.

I thought she was just saying this to keep him quiet but she told me that people really do get taller overnight! How weird is that? Apparently during the day the force of gravity squashes the stuff in between the bones in your back slightly and you shrink. Overnight, when you lie down, you stretch again.

**Could this really be true?**

**Could anything else about the human body change over a day?**

**Try to add some more ideas to the list below.**



Height



Pulse rate



Muscle strength



Size of feet



Eye colour



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# **BODYWATCH** Activity Planner

We predict that \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The person (or people) we will measure/observe is \_\_\_\_\_

We will take our results with \_\_\_\_\_

The person/people responsible for this is/are \_\_\_\_\_

\_\_\_\_\_

We will record our results every \_\_\_\_\_ for \_\_\_\_\_

The person/people responsible for this is/are \_\_\_\_\_

We will record the results: in a table \_\_\_\_\_

on a graph \_\_\_\_\_

another way \_\_\_\_\_



# **BODYWATCH** results sheet



Table or graph of results

What we found out

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# BODYWATCH

support  
cards



## What to study?

- How does waist size change over a day (before and after meals)?
- How does pulse rate change over a day?
- How does how hungry you feel change over a day?
- How does your concentration change over a day?

## Who to study?

- a member of our team
- all the people in our team
- me!
- a member of my family
- all my family

## What will you use to collect results?

- a tape measure
- a stopwatch
- a digital camera
- bathroom scales
- a notepad to make drawings or write down observations

## How often to record results?

- every hour for one day
- every 2 hours for one day
- every morning and afternoon for one day
- after every lesson for one day