



LIFE PROCESSES

Resource Pack

*Exploring a science unit
through the multiple
intelligences*

Unit Three
Sensitive to the
interpersonal
intelligence



This resource created for Positively Mad by Alan David Pritchard
Copyright reserved: Positively Mad, January 2004

©

CONTENTS

This unit explores the different ways in which animals are sensitive

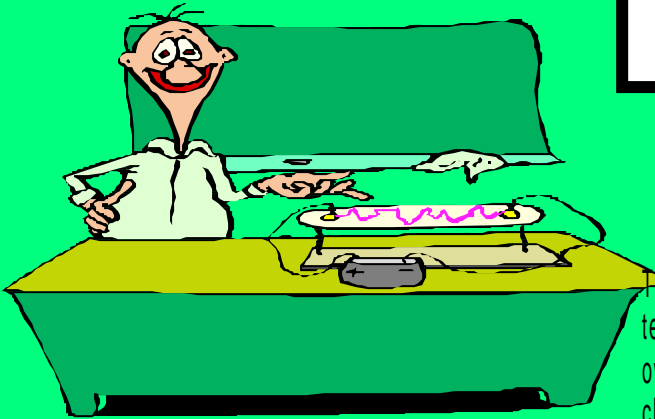
- Page 3 **Teacher Notes**
Page 4 **OHT: *Living Words (1)***
Page 5 **OHT 2: Needing Rules**
Page 6 **WORKSHEET ONE: Group Task 1**
Page 7/8 **OHT 3: Choices**
WORKSHEET 2: Group Task 2
Page 9 **OHT 4: Being sensitive**

LEARNING INTENTIONS FOR THIS UNIT

- To review key ideas from units 1 and 2
- To be able to prioritize information and select ideas
- To develop negotiation skills
- To know why animals form groups; for groups to complete task in given time
- To know how living things are sensitive

Positively MAD
The Innovations Centre
St Cross Business Park
Newport
Isle of Wight
PO30 5WB
info@positivelymad.co.uk
tel 01983 550456
Fax 01983 550455
www.positivelymad.co.uk
Copyright reserved

Teacher Notes



The Life Processes Resource Pack provides teachers with downloadable worksheets, overheads, and lesson plan ideas for use in the classroom. Each unit deals with a specific life process, and is explored through each of the seven intelligences. The Curriculum intentions are included on this page, below. This unit last for an hour.

Page 4:

Learning intention =

Activity Suggestions :

OHT: Living words (3)

To review key ideas from units 1 and 2

Go through the questions with the class verbally. Collate research methods and discuss findings.

Grouping:

Whole class

Review Activity :

Pupils share their findings about how animals breathe and add new info onto their home work sheet from the last unit

Page 5:

Learning intention =

Activity Suggestions :

OHT 2: Needing Rules

To be able to prioritize information and select ideas

Although this seems trivial, the aim is get students to consider why rules are important. Once the activity is done, divide the class into five groups.

Grouping:

Whole class – then five groups

Review Activity:

Discuss which rules animals live by and think of examples of how living groups survive and get on with each other.

Page 6

Learning intention =

Activity Suggestions :

WORKSHEET ONE: Group Task 1

To develop negotiation skills

The groups negotiate a behaviour contract and sign to agree, and agree on a name. Explain that they will be in these groups for the next two units.

Grouping:

5 groups

Review Activity:

Talk about any difficulty had forming groups, agreeing ideas, compromising. Ask other groups to suggest strategies to overcome problems.

Page 7 , 8

Learning intention =

Activity Suggestions :

Grouping:

Review Activity :

OHT 3: Choices ; WORKSHEET 2: Group Task 2

To know why animals form groups; for groups to complete task in given time
Students to decide reasons why living in groups is advantageous.

5 Groups

Make the link between forming groups and being sensitive to the environment

Page 9

Learning intention =

Activity Suggestions :

Grouping:

Review Activity:

OHT 4: Being sensitive

To know how living things are sensitive

Discuss how different animals have adapted as a reaction to their environment. Focus on how plants are sensitive. Gather students' responses and add to Oht.

Whole class activity

Draw a link between making rules as a reaction to a situation, and that it's because people have sensitivities, that we make rules.

Living Words

Oht review of unit one and two



1. Without looking at any notes, can you remember the seven life processes? The first letters are provided for you ...

M _ _ _ _ R _

_ _ _ _ _

S _ _ _ _ _

N _ _ _ _ _

E _ _ _ _ _

R _ _ _ _ _

G _ _ _ _

2. What is respiration?

When we ___a___ we take in ___b___, which goes into our ___c___, where the oxygen goes into our ___d___ so that we can use the oxygen to get the ___e___ we need from our food.

3. You are a leopard in the jungle, and you are about to leap out at your prey. Which three movements would you make as you approach and then kill your prey?

First, I would

Then I would

Finally, I would



5. Your homework was to research 2 interesting facts about the way some animals breathe.

How many pupils used these options? Discuss your findings.

- a) Phone a friend
- b) Ask an adult
- c) Look in encyclopedia
- d) Use the internet
- e) Magazines
- f) Text book
- g) Other

If other, explain:

.....

.....

- 6) Which is the most popular option?
- 7) Which is the least used option?
- 8) Did anybody find answers elsewhere? Where?
- 9) Which is the most reliable option?
- 10) How can you check that your sources are correct?

OHT 2: To prioritize information

My job is to take this lot out for a day in the city.



Your job is to help me make up some rules, so that we work together as a team. Think of the 5 most important rules we need to obey.

When you said, "Take the Tube", I thought ...



I smell something? Can you smell something?



Wasn't me

I'm hungry - who's lunch?

Look, Ma - I'm on the telly! I'm an ellie on the telly.

You've seen the Lion King? - Well, I'm the Lion King's breakfast!

I'm on a black and white telly

THE 5 MOST IMPORTANT RULES

1

2

3

4

5

After this activity, divide the class into 5 groups



Decide on an animal name for your group. Choose from the options on OHT 3. Then, as a group, decide on 5 rules to help you work better as a group. Once you have decided and agreed, write the rules down below, and then each member must sign the contract to abide by the rules. You have exactly 10 minutes.

**WORKSHEET
ONE
Group Task 1
To develop
negotiation
skills**

GROUP CONTRACT

Name of group: _____

Members:

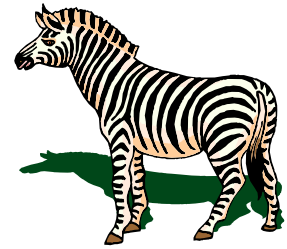
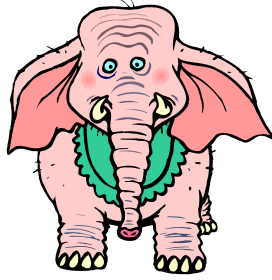
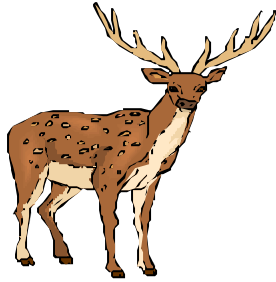
Our 5 Rules to shown we are sensitive to each others' needs

We hereby pledge to honour the rules we have agreed on, so that our group can work together well.

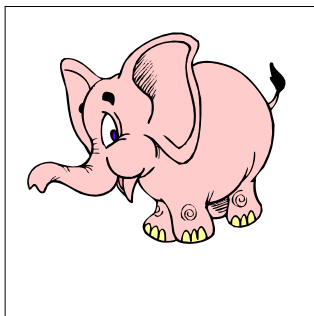
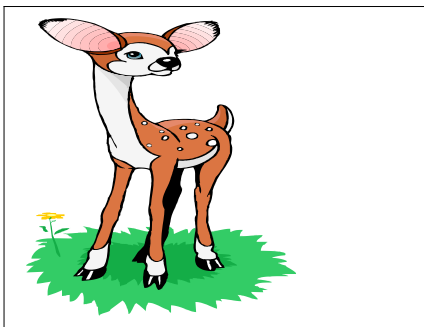
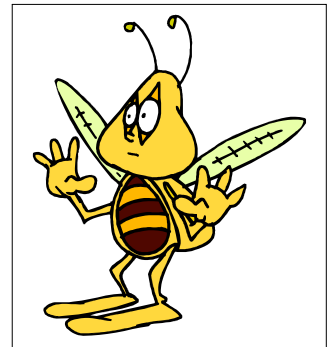
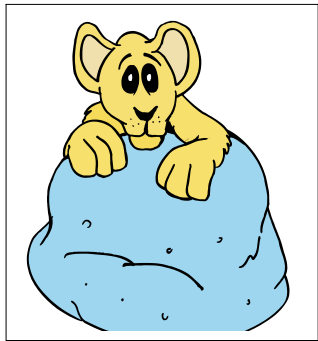
Signed:

OHT 3

Decide as a group, which animal you would like to be called. For example, one group might be called the Amazing Ants. Decide on an animal-type from the 6 choices below. Choose from the first two rows.



Little Ones



Worksheet

Two:

GROUP TASK

2

1. Look at the bottom two rows of OHT 3. A baby animal/creature has been abandoned. It doesn't trust anything. It is scared and alone. It needs to join a group to survive. Your group has 8 minutes to complete questions 2 and 3. Everyone should agree on question 3.

TO UNDERSTAND
WHY CREATURES
TRAVEL AND LIVE IN
GROUPS

2. Think of up to 10 reasons why it should join your group. What kind of protection can you offer? Who can you protect it against? How can you help it? What can it learn from you?

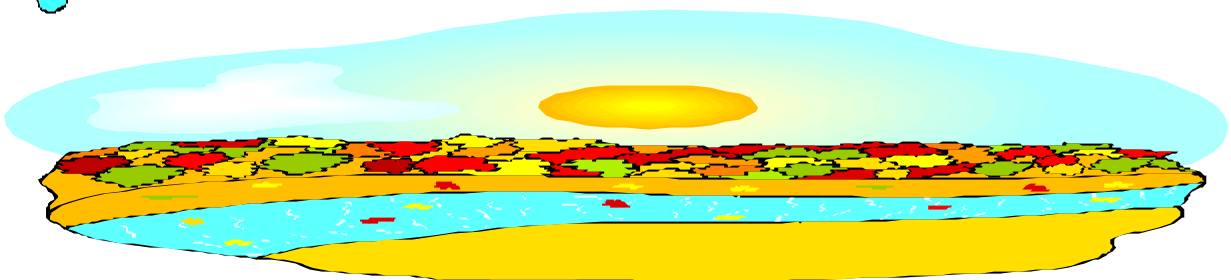
2a) Write your reasons here:



3) Now complete this sentence. Use only 4 words.

Some animals and creatures live and travel together for these four reasons:

- a)
- b)
- c)
- d)



OHT 4

- To know how living things are sensitive

When in groups, you need to be sensitive to others' feelings and thoughts. You need to be able to react appropriately. All living things are sensitive to different things. All living things must be able to react quickly to different threats and changing conditions. As a class respond to the following:



Even before I have hatched, I respond and am sensitive to heat. The wrong temperature and I will not hatch, or even develop. How else will I respond to things as I grow up? What will I be sensitive to?



We react to the smell of blood – and can detect even the faintest amounts from vast distances away. What else are we sensitive to?

Plants are sensitive, too – in what ways? How do plants react / respond to their environment? Think of 4 ways.

