

ABOUT THE BODY:

About the Body is a collection of screens to support science / literacy for ages 4 – 6. Topics include facial features, labelling exercises on the main external parts of the body and information screens on many of the internal parts of the body (not the sex organs). About the Body is © Clicsoft 2004.

Real speech is used throughout. Children should be encouraged to hold the mouse over any text / graphic or hot spot with associated speech until the word or sentence has been spoken.

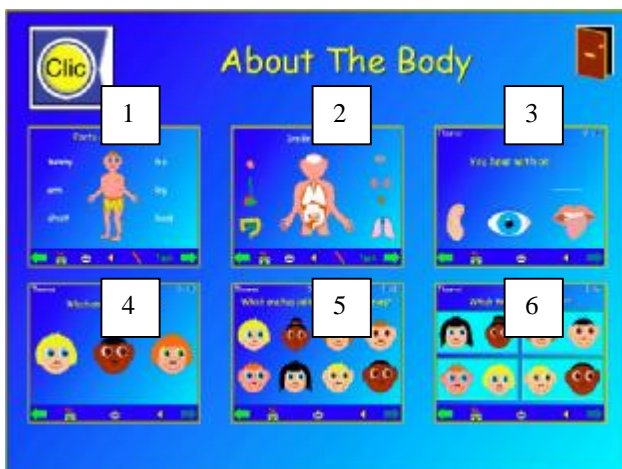
ABOUT THE BODY HAS:

Colourful screens with real speech.
Printable screens to record achievement
Labelling exercises.
Information screens.
Worksheets that may be printed or used electronically.

THE PACK AND THE CURRICULUM:

The pack is designed to encourage children to speak, listen, understand, respond to others, learn scientific terms and to take part in group discussions. This is within the familiar context of parts of the body and the similarities and differences between themselves and other children.

THE MENU SCREEN:



The menu screen provides a choice of buttons that link to the main topic areas. These may be opened in any order.

Click on the open door or press 'Escape' on the keyboard to exit the program.

1. Click on this button to open a labelling activity on the main external parts of the body.
2. Click on this button to open an activity on the inside of the body.

3. Click on this button to open a series of questions on what the parts do.
4. Click on this button to open an activity on facial features with three faces per screen.
5. Click on this button to open an activity on facial features with eight faces per screen.
6. Click on this button to open an activity on facial features with four pairs of faces per screen.

THE BUTTONS ON THE SCREENS:

Click on the house icon to return to the main menu.

Click on the printer icon to print the screen.

Click on the pencil icon (labelling activities only) for the corresponding worksheet.

Click on the 'Task' button to complete the exercise ('external and internal parts of the body') screens.

Click on the arrows to navigate between screens.

Click on the red arrow ('facial features' and 'what the parts do' screens) to repeat the screen.

THE MAIN EXTERNAL PARTS OF THE BODY:

This section is a series of labelling exercises on the main external parts of the body, head, arm, hand and leg. Each exercise is in two parts - click on the words to see the locations of the various parts and to hear their names; click on the task button for the labelling activity.

The labels must be placed in the correct positions to score. Incorrectly placed labels glide back to their original position.

Click on the pencil icon for the corresponding worksheets. These may be used electronically or printed to provide hard copies.

INSIDE THE BODY:

This section includes simple information screens on some of the main organs, the skeleton, seeing, hearing, taste and smell, feeling, how the heart works, breaking food down, breathing, making wee and moving the arm.

Hold the mouse over the hot spots for more information. Click on the task buttons for the associated activities.

Inside the body:

Hold the mouse over the hot spots for the information and narration.

The heart pumps blood around the body.

The food pipe carries food to the stomach.

The stomach changes solid foods into liquids.

The intestines change solid foods into liquids.

The brain controls the whole body.
The kidneys make wee.
The bladder stores the wee for a while.

Task: Put the parts in the right place. The parts must be placed in the correct positions at the first attempt to score. Incorrectly placed parts glide back to their original position.

Parts of the skeleton:

Hold the mouse over the hot spots for the information and narration.

The skull protects the brain.
The ribs protect the heart and lungs.
The arms allow us to lift things up.
The backbone holds us up.
The hips link the backbone with the legs.
The legs allow us to walk.

Task: Put the parts in the right place. The parts must be placed in the correct position at the first attempt to score. Incorrectly placed parts glide back to their original position.

Seeing things:

Hold the mouse over the hot spots for the information and narration.

We look at things, like this picture of a teddy.
Light passes from the picture to our eyes.
A lens inside the eye bends the light.
An upside down image of the picture appears here.
Nerves carry messages to the brain.
The brain gets a message and reacts to it.
We see a picture of a teddy.

Task: Put the numbers in the right order. The numbers must be placed in the correct positions at the first attempt to score . Incorrectly placed numbers glide back to their original position.

Hearing things:

Hold the mouse over the hot spots for the information and narration.

Part of the ear is inside the skull.
The bell rings and the air around it vibrates.
Sounds pass through the air to the ears.
The ear drum starts to vibrate.
The tiny ear bones start to vibrate.
The liquid in the tube starts to vibrate.
Nerves carry messages to the brain.
The brain gets a message and reacts to it.

We hear the bell ringing.

Task: Put the numbers in the right order. The numbers must be placed in the correct positions at the first attempt to score. Incorrectly placed numbers glide back to their original position.

Taste and Smell:

Hold the mouse over the hot spots for the information and narration.

The tongue tastes things.
This part tastes sweet things.
This part tastes salty things.
This part tastes sour things.
This part tastes bitter things.
The nose smells things.

Task: Put the words in the right places. The words must be placed in the correct positions at the first attempt to score. Incorrectly placed words glide back to their original position.

Feeling things:

Hold the mouse over the hot spots for the information and narration.

There are lots of small nerves under the skin.
The skin feels pain, heat and pressure.
Nerves carry messages to the brain.
The brain gets a message and reacts to it.

Task: Put the numbers in the right order. The numbers must be placed in the correct positions at the first attempt to score. Incorrectly placed numbers glide back to their original position.

How the heart works:

Hold the mouse over the hot spots for the information and narration.

Heart 1:
Blood comes to the heart from the body.
Blood comes to the heart from the lungs.
This blood does not have a lot of oxygen in it.
This blood has lots of oxygen in it.
The heart is filling up with blood.

Heart 2:
The heart pumps blood to the lungs.
The heart pumps blood to the body.
This blood does not have a lot of oxygen in it.

This blood has lots of oxygen in it.
The heart is pumping blood out.

Task: Put the numbers in the right order. The numbers must be placed in the correct positions at the first attempt to score. Incorrectly placed numbers glide back to their original position.

Breaking food down:

Hold the mouse over the hot spots for the information and narration.

We need food and drink to live.
Our teeth chew the food into tiny pieces.
Saliva helps us to swallow our food.
The food pipe carries food to the stomach.
The stomach starts to make the food into a liquid.
Liquid food passes into the blood.
The waste passes through the large intestine.
The waste passes out of the body.

Task: Put the numbers in the right order. The numbers must be placed in the correct positions at the first attempt to score. Incorrectly placed numbers glide back to their original position.

Breathing:

Hold the mouse over the hot spots for the information and narration.

Small diagrams:

Air is sucked into the lungs when we breathe in.
The lungs swell as we breathe in.
Air is blown out of the lungs when we breathe out.
The lungs empty as we breathe out.

Main diagram:

Air passes through the windpipe.
Babies have pink lungs.
Adults have darker lungs than young children.
Our lungs are full of tiny air sacs.
There are tiny blood vessels around the air sacs.
Oxygen goes through the air sacs to the blood.
Blood carries oxygen around the body.

Task:

Put the parts in the right place. The parts must be placed in the correct positions at the first attempt to score. Incorrectly placed parts glide back to their original position.

Making wee:

Hold the mouse over the hot spots for the information and narration.

Diagram 1:

The kidneys make wee.

The bladder stores the wee for a while.

A tube carries wee from the kidneys to the bladder.

Diagram 2:

Wee is made inside small tubes like this.

The wee collects in the kidney.

A tube carries wee from the kidney to the bladder.

Diagram 3:

Blood goes into the tube to be cleaned.

Wee comes out of the tube.

The clean blood goes back to the heart.

Task: Put the numbers in the right order. The numbers must be placed in the correct positions at the first attempt to score. Incorrectly placed numbers glide back to their original position.

Moving the arm:

Hold the mouse over the hot spots for the information and narration.

Diagram 1:

This muscle becomes shorter.

This muscle becomes longer.

The arm bends.

Diagram 2:

This muscle becomes longer.

This muscle becomes shorter.

The arm straightens.

Task:

Put the parts in the right place. The parts must be placed in the correct positions at the first attempt to score. Incorrectly placed parts glide back to their original position.

WHAT THE PARTS DO:

A collection of 12 simple exercises on parts of the body. This exercise may be used alone or to test the children's understanding of the previous exercise. Complete each sentence by clicking on or dragging the appropriate part into the box. The parts must be placed in the correct positions to score. The correct response advances to the next screen. Incorrectly placed parts glide back to their original position. The correct responses are:

You hear with an ear.
The heart pumps blood.
You walk with a leg.
You breathe with your lungs.
You see with an eye.
The intestines carry food.
You think with your brain.
The tongue tastes food.
You hold things in your hand.
You lift things with an arm.
You smell with your nose.
You make wee in your kidneys.

FACIAL FEATURES 1:

A series of thirteen simple questions on facial characteristics with three faces on each screen. Click on the correct face to advance to the next screen. This confirms the answer before opening a new task. Incorrect choices are deleted leaving just one choice. Thirteen correct responses are rewarded with the 'Well done' tune. The questions are:

Which one has blue eyes?
Which one has red hair?
Which one has short hair?
Which one has green eyes?
Which one has yellow hair?
Which one has freckles?
Which one has dark skin?
Which one has long hair?
Which one has brown eyes?
Which one has brown hair?
Which one looks sad?
Which one looks cross?
Which one looks happy?

FACIAL FEATURES 2:

A series of eight simple questions on facial characteristics with eight faces on each screen. Click on the correct face to advance to the next screen. This confirms the answer before opening a new task. Incorrect choices are deleted leaving just one choice. Eight correct responses are rewarded with the 'Well done' tune. The questions are:

Which one has yellow hair and blue eyes?
Which one has short brown hair and brown eyes?
Which one has long black hair and dark skin?
Which one has red hair and freckles?
Which one has brown hair and green eyes?

Which one has short black hair and brown eyes?
Which one has black hair and blue eyes?
Which one has yellow hair and green eyes?

FACIAL FEATURES 3:

A series of six simple questions on facial characteristics with four pairs of faces on each screen. Click on the correct face to advance to the next screen. This confirms the answer before opening a new task. Incorrect choices are deleted leaving just one choice. Six correct responses are rewarded with the 'Well done' tune. The questions are:

Which two have black hair?
Which two have blue eyes?
Which two have brown eyes?
Which two have freckles?
Which two have short hair?
Which two have long hair?

WORKSHEETS:

The screens in the labelling exercises have associated worksheets. These may be used electronically or printed to provide assessment exercises.

INCLUSION:

The facial features screens support inclusion of ethnic minorities.

INTERACTIVE WHITEBOARDS:

The screens are suitable for use with interactive white boards. The simplicity of many of the screens lends themselves to further annotation using the board tools.

INSTALLATION:

Insert the CD Rom and follow the instructions on the screen.

TECHNICAL SUPPORT:

Please contact Clicsoft at 01248 671093 or e-mail us at info@clicsoft.co.uk if you have any problems with this software.

PRICE AND LICENCE:

Prices and licences are subject to change without warning. Please check the details on our web site before ordering.

RELATED PRODUCTS:

The Body has similar content and is available in My World and Textease formats. See our online catalogue at www.clicsoft.co.uk for more details. Click on the images for sample screen shots. Click on the title for the documentation.

FURTHER INFORMATION:

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