



Anatomy: Know your Abdomen

Discover the human abdomen as you explore its key features, how it works, and learn about common gastrointestinal problems.

If your students are completing the whole of this course online, then they can complete useful and engaging activities, or a test based on the content covered.

You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Choose whichever suits your students and needs.

Each task has student-facing instructions you can use (found later in this pack).

Individual student tasks taken from the course

Reflection: Students write a 500-word reflection on what they learned from the course, including anything they might do differently now as a result of their learning and anything additional they found out from their own reading around the topic. They submit this reflection as a written essay, podcast or video.

Research task 1: Students choose one of the prompts about abdomen health in Step 1.9 to research and answer the question. They submit to you a 500-word summary of what they found and their conclusion.

Research task 2: Students choose one of the questions about abdominal organs on Step 2.4 to research. They submit to you a 500-word summary of what they found in a format of their choice.

Group tasks based on the course

Discussion task: Students discuss how the abdomen is referred to in the media, such as '6 packs', 'beer belly' and 'pear-shaped' or 'apple-shaped'. You will need to set up a discussion board on a platform of your choice.

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks, so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. You can decide if you want to include this information when you share the assessment with your students.

Additional support

You can use the [How to use Futurelearn guide](#) with your students to get started. If you have any more questions, please refer to the [FAQ](#) section.

Student instructions

Reflection

Write a 500-word reflection on what you have learned from the course. It should include anything you might do differently now because of what you learned and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

Research task 1

Research one of the following questions:

- 'Six packs' – vanity or a sensible health choice?
- 'Beer belly' – what is it and what are the health implications?
- 'Pear-shaped' or 'apple-shaped'? Does it matter?

Write a short summary (no more than 500 words) detailing what you found in your research and what your conclusion is. Submit this summary to your teacher.

Research task 2

Research one of the following questions:

- How big is your stomach, and how much can it expand?
- How long are your intestines; what do all the different parts do?
- What is a stoma and why would you need one?
- What is diverticular disease?

Write a short summary (no more than 500 words) detailing what you found in your research. Your summary can be in any format you want – a written essay, a poster, a presentation, a video or a podcast. Submit your file to your teacher.

Group discussion

Using the discussion board your teacher has set up, discuss how the abdomen is referred to in the media. For example, '6 packs', 'beer belly' and 'pear-shaped' or 'apple-shaped'. Do you think the terms are correct metaphors or false distortions?

Try to respond to at least two other comments.

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.

1. Draw a diagram of the abdomen and label the organs. (5 marks) [Step 1.5, 1.6 and 1.7]
2. What issues can cause blood in the abdomen? (5 marks) [Step 2.5]
3. Explain some of the procedures carried out by abdominal surgeons. (5 marks) [Step 2.6]