



Anatomy: Know Your Abdomen

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	<ul style="list-style-type: none">• To identify and locate the different organs of the abdomen.• To describe the functions of the different organs in the abdomen.• To investigate the science behind terms used in the media relating to the abdomen.	<ul style="list-style-type: none">• To present research into the media portrayal of the abdomen.• To reflect on working as a team.	<ul style="list-style-type: none">• To investigate the causes of different gastrointestinal problems.• To explore the use of surgery to treat cancers of the colon.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

<p>Starter activity</p> <p>Students attempt to locate where the organs of the abdomen are by labelling the PDF diagram from Step 1.2 (in PENCIL)</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • To identify and locate the different organs of the abdomen. • To describe the functions of the different organs in the abdomen. • To investigate the science behind terms used in the media relating to the abdomen.
<p>Main activities</p> <p>Class goes through the correct answers using the solution PDF on Step 1.4 or the last 15 seconds of the video. Award 1 point to each correct placement before getting students to correct their diagrams.</p> <p>In pairs, students use the glossary on Step 1.6 and/or the video on Step 2.2 to find out the functions of each organ and create a table to document their findings.</p> <p>Split the class into three groups (or more) and allocate each team on of the following questions to research:</p> <ul style="list-style-type: none"> • ‘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? <p>Each team must create a poster or slideshow presentation to discuss their thoughts and findings next lesson.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Print outs of the blank diagram from Step 1.2 (available in Downloads section on page). 3. Devices to watch video on. <p>Assessment for Learning Labelling the abdomen</p> <p>Differentiation</p> <p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Class watches the video on Step 1.8, making notes to help them with their research.</p>

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Lesson 2 plan

Starter activity	Learning objectives
<p>The class finalises their presentation plans and decides on an order to conduct the presentations.</p>	<ul style="list-style-type: none"> • To present research into the media portrayal of the abdomen. • To reflect on working as a team.
Main activities	Resources required
<p>Each team presents their poster or slideshow to the rest of the class, who make notes.</p> <p>The class then votes on the best presentation.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course 2. Paper or technology as appropriate to present findings
	Assessment for Learning
	Presentations
	Differentiation
	SEND: Videos have subtitles
	Low ability: Peer-learning
Gifted and Talented: Peer-teaching	
Plenary	
<p>Each student write a short reflection on how their team worked together and why they think the presentation they voted for was the best one.</p>	

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Lesson 3 plan

Starter activity	Learning objectives
<p>Students list as many gastrointestinal problems as they can think of.</p>	<ul style="list-style-type: none"> • To investigate the causes of different gastrointestinal problems. • To explore the use of surgery to treat cancers of the colon.
Main activities	Resources required
<p>Class watches the video on Step 2.5 and makes notes.</p> <p>Each student then picks one of the problems mentioned in the video to create a brief informative leaflet or mini-poster.</p> <p>Class watches the video on Step 2.6 before discussing in pairs the risks associated with abdominal surgery. These should be listed.</p> <p>One person from each pair then rotates around the room to find someone else who has a different idea they can add to their own list.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to watch videos on. 3. Materials for poster/leaflet making (or it could be done digitally). <p>Assessment for Learning Leaflets/mini-posters</p> <p>Differentiation SEND: Videos have subtitles</p> <p>Low ability: Peer-learning</p> <p>Gifted and Talented: Peer-teaching</p> <p>Plenary Students write down the main things they've learnt from the last three lessons.</p>