

Body Systems Workstations

Introductory Comments

Students will be working in 8 small groups as they move through the 8 different activity stations. Each group should have a mixture of males and females (they need to see differences when they are doing one of the activities at the Skeletal System B station. The students will make stops at every station as they move through the different activities.

Each of the four body systems is divided into A and B sections. Section A in each body system is the research and “paper and pencil” set of activities, and students will use the books and posters to fill in the worksheets. Section B is the “lab” section for each body system. Students will be asked to carry out investigations using computers or other more active tests. The students must do both parts of a body system before they move on to the next system.

See the Inspiration charts on the Body Systems Overview and the Body Systems Workstation Cycle for ideas about organizing the classroom and the movement of the groups.

A flow chart should be posted at the front of the class for students to check how they are supposed to move from station to station.

At Circulation B (using the heart rate probes) the concept of biofeedback is presented. Encourage your students to see how much they can lower their own heart rate by using this feedback system. They should be warned to sit very still, since movement will cause false readings in the heart rate.