

# MY BODY

## Activity Center

### My Body Health

Hold up some of the major organs (heart, lungs, stomach and intestines) and ask students what they can do to help these organs stay healthy. Students might suggest exercising for a stronger heart, not smoking for healthy lungs, and eating balanced meals to help the stomach and intestines. Some students may know that excessive alcohol can damage the liver. Students with diabetes may be aware that careful monitoring of sugar intake will help the pancreas.

### Caring for Your My Body Wall Chart

Clean the chart using a damp cloth and a mild soap and water solution. The chart may be hung using the grommets or may be pinned to a bulletin board.

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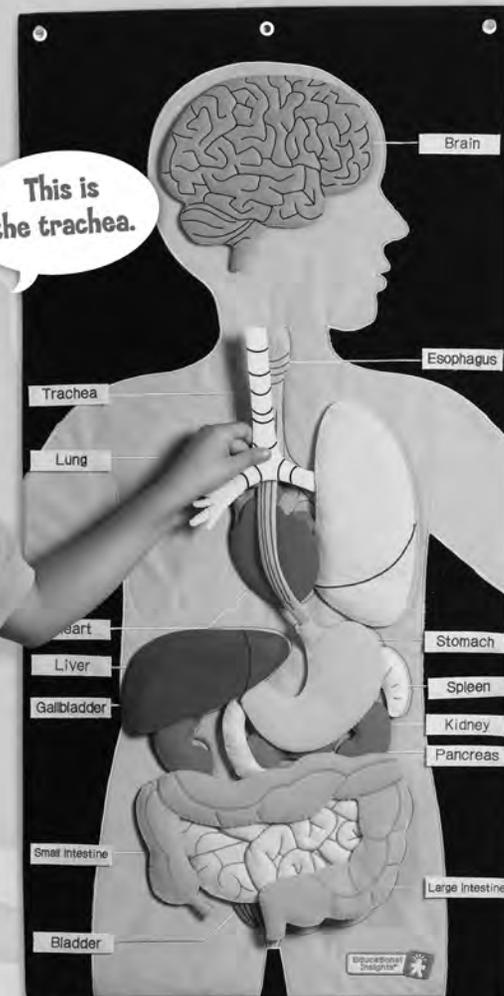


### WARNING:

CHOKING HAZARD—Small parts.  
Not for children under three (3) years.



This is the trachea.



### Contents

- one 38.5" x 19.5" body chart embroidered with organ outlines
- 16 self-stick organs
- 15 embroidered, self-stick labels

## Using Your Chart

Introduce your students to the chart by pointing out each organ and explaining its function.

**brain** The brain is the control center of the whole body.

**heart** The heart pumps blood all over the body.

**lungs** The two lungs put oxygen in the blood.

**trachea** Air travels from the mouth through this tube to the lungs.

**esophagus** Food travels from the mouth through this tube to the stomach.

**stomach** Food is partly broken down here so the body can then use the food's energy.

**liver** The liver removes bacteria, alcohol, drugs, and old blood cells from the bloodstream and helps with digestion.

**gallbladder** The gallbladder stores and releases a digestive chemical (bile) made by the liver.

**spleen** The spleen helps the body fight diseases.

**kidneys** The kidneys remove waste from the blood.

**pancreas** The pancreas helps with food digestion and makes a chemical to digest sugar.

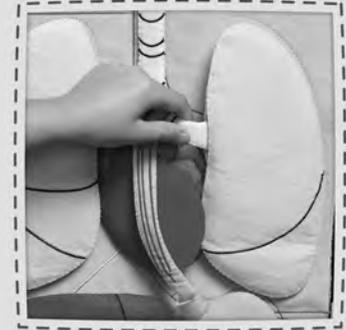
**small intestine** Food arrives here from the stomach and is further broken down.

**large intestine** The large intestine gets water from undigested food and then pumps the waste out of the body. This organ is often called the colon.

**bladder** This is where urine is stored.

## Interactive Features

The ends of the trachea can be inserted into the lungs. The end of the esophagus can be inserted into the upper end of the stomach. The small intestine can be inserted into the lower end of the stomach. Encourage students to open the heart to look inside.



## Classroom Activities

### Where does this organ belong? What organ is this?

Call students up to the front to individually place the organs and/or the labels on the cloth chart. The embroidered outlines on the chart help guide students in organ placement. The back of each label has a number that coordinates with the number on the chart to show correct label placement.

### Pin the Heart on the Body

This is played like "Pin the Tail on the Donkey." Put the heart in the child's hand. Twirl the student three times and then release him/her two feet from the My Body Activity Center. See where the student sticks the heart! You can play this game with any of the body parts, and it's a fun and amusing way to reinforce correct organ location.

### Guess the Body Part Riddles

Challenge students to guess which organ you're describing. Here are two examples.

1. Whoosh! This pair of organs puts oxygen in the blood.  
(answer: lungs)
2. This powerful muscle pumps blood all over the body.  
(answer: heart)