Body's Defence Mechanism

Lesson: Understanding how the body defends itself against disease causing micro-organisms.

Date: As used

Time: As used

Class: 5th and 6th class

Strand: Myself

Strand Unit: Taking care of my body

Materials Needed: The lesson is introduced using the Lunch Bags 'Mind Map' resource, the 'Body Defence Mechanism' video is used as the lesson, the 'True or False' game is used as the assessment for this lesson with the 'Spelling Bee' resource used as the activity sheet for this lesson.

Learning Objectives

1. Identify and be aware of the different ways in which the body can be protected against disease and infection.
2. Recognise the importance of treating the body with respect and dignity.

Introduction/Stimulus

The 'Mind Map' resource that is used to introduce this lesson is used to assess the students' prior knowledge on the topic of the bodies defence mechanisms. Students are encouraged as a class to come up with their interpretation of what makes up the bodies different defence mechanisms.

Development

- The lesson begins with an introduction to the different means our body has of defending itself. Initially, these systems are divided into the bodies outer defence mechanisms and the inner immune system.
- The areas of the outer defence system explained include the skin, nose and lungs, digestive tract, saliva and tears. The role of each of these in preventing the entry of micro-organisms is elaborated on varying from containing enzymes (tears and saliva) to hairs which help expel micro-organisms (nose).
- The inner immune system is the next area of the bodies defence mechanism explained. The immune system is explained from the point of view of White Blood Cells and Antibodies and their role in recognising foreign cells in the body, dealing with these and also remembering what was used in dealing with the different micro-organisms.
- The final area explained is the role of vaccinations and medication in helping our body's immune system to deal with invading micro-organisms they may encounter in the future.

Conclusion

The lesson is then concluded with the 'True or False' game whereby students are given statements based on the learnings of the lesson and are asked if these statements are true or false. The lesson is finished with the 'Spelling Bee' activity sheet which allows for the integration of English into the lesson and allows for the lesson to finish in an enjoyable manner.

Assessment	The learnings of this lesson are assessed using the 'True or False' assessment resource. Students understanding is assessed using 6 different statements which must be answered either true or false. The learnings are then further consolidated using the activity sheet. In the 'Spelling Bee' activity, the spelling of the key words from the lesson is asked of the students.
Linkage/Integration	**Linkage:** **Safety Issues;** Develop an awareness of their health and safety in school or at home. **Making Decisions:** Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she can be involved in for their own health (eg whether a vaccine is necessary or not). **Integration:** **English;** The use of the 'Spelling Bee' competition as the activity sheet to finish the lesson allows for the integration of

	English into this SPHE lesson due to students spelling being assessed. **Teamwork:** The class are encouraged to work together as a team in the introduction of this lesson. The 'Mind Map' resource allows for students to brainstorm together and work to show their prior knowledge on the topic of the body's defence mechanisms.