



# Capítulo 7

“THE HUMAN BODY:  
PHYSICAL INJURIES  
PREVENTION”

1º Y 2º ESO: INGLÉS

---



## 1º Y 2º - EDUCACIÓN SECUNDARIA OBLIGATORIA

Inglés. Unidad didáctica:

"Human body: physical injuries prevention"

---

*Esta propuesta para la clase de Inglés se articula alrededor de contenidos de vocabulario referido a las principales partes del cuerpo humano, la utilización correcta de los verbos can y must y el uso del primer tipo de condicional. La unidad parte de la definición de salud que propone la OMS, señala modelos de actuación saludables y desarrolla un breve repaso por las distintas partes del cuerpo humano, haciendo especial hincapié en la protección ante posibles riesgos. El texto deja claro que muchos de los accidentes cotidianos se pueden evitar e intenta promover una actitud activa de prevención frente a distintos factores de riesgo. Finalmente, también se incluyen algunas pautas básicas de actuación ante accidentes.*



# 7

## “THE HUMAN BODY: PHYSICAL INJURIES PREVENTION” 1º Y 2º ESO: INGLÉS

MARÍA DEL CARMEN VALLE GARCÍA

### 1. JUSTIFICACIÓN

La realización de esta unidad didáctica está encaminada a dotar al alumnado de los primeros cursos de Educación Secundaria Obligatoria de un conocimiento suficiente sobre las partes y funciones del cuerpo humano. Completando esta información con una aproximación a los posibles daños causados por los accidentes, intentamos ayudar a los alumnos y alumnas a valorar su propio cuerpo porque entendemos que sólo si aprendemos a valorar las cosas, asumiremos la responsabilidad de cuidarlas.

La unidad parte de la definición de salud que propone la OMS, señala modelos de actuación saludables y desarrolla un breve repaso por las distintas partes del cuerpo humano, haciendo especial hincapié en la protección ante posibles riesgos. El texto deja claro que muchos de los accidentes cotidianos se pueden evitar e intenta promover una actitud activa de prevención frente a distintos factores de riesgo.

Además hemos considerado necesario incluir en esta unidad algunas pautas de actuación ante accidentes. Con esto pretendemos varias cosas: concienciar sobre la necesidad de desarrollar una actuación correcta ante situaciones similares, fomentar el valor de la solidaridad y aumentar la autoestima del alumnado al sentir la importancia de su colaboración en situaciones como ésta.

En cuanto a la inclusión de la unidad en el currículo, hemos tenido en cuenta el nivel de competencia del alumnado y el trabajo de las destrezas propias de la materia. Esperamos contribuir con esta propuesta a que nuestros alumnos se incorporen al mercado laboral -en un futuro no muy lejano- al menos con una concienciación previa sobre la importancia de la prevención de riesgos.

**UNIT: "THE HUMAN BODY. PHYSICAL INJURIES PREVENTION."****CONTENTS:**

- 1.- Health.
- 2.- Our body.
  - 2.1.- Bones, joints and muscles.
  - 2.2.- Injuries. A lot of injuries can be prevented.
  - 2.3.- How to manage if it happens.
  - 2.4.- Skin.
  - 2.5.- Our eyes.
  - 2.6.- Our ears.

**AIMS:**

- 1.- Students should have a clear idea about the meaning of health.
- 2.- " Must learn the functions of our body.  
" Must learn the vocabulary of the main parts of our body.
- 3.- To develop strategies to prevent accidents at school.
- 4.- To achieve habits (position of seats in class, hygiene, etc..) to keep our body in good conditions.
- 5.- To develop some skills to help themselves if an accident occurs.
- 6.- To increase their knowledge about the factors that damage our health.
- 7.- In grammar, to learn the usage of "can", "must" and the first type of conditional with "if..."

**ACTIVITIES :**

- 1.- Reading the texts and pointing out the new words.
- 2.- Writing the new words on the blackboard for them to build up a list on their note books.
- 3.- Looking for the new words in the dictionary (in groups).

- 4.- Labelling the parts of the body on drawings.
- 5.- Crosswords
- 6.- Writing the missing words on texts.
- 7.- Performing an accident and how to act. The students should be encouraged to write the dialogues.
- 8.- Writing sentences by using the new vocabulary.
- 9.- Ask to study the word list for the unit, for about three minutes. Then, tell them to close their book and write down as many words as they can remember.
- 10.- Building wall charts.

## 1. HEALTH



Health is the greatest treasure that a human being can wish. It is a State of Well – being. According to the World Health Organisation (WHO):

“**Health** is a state of complete **physical, mental** and **social** well-being, and not merely the absence of disease or infirmity.”

**PHYSICAL WELL-BEING:**

- 1) Your heart, kidneys, and the rest of your body are working well.
- 2) You're not suffering from any diseases.
- 3) You don't have any injuries.

**MENTAL WELL-BEING:**

- 1) You don't have too much stress or anxiety.
- 2) You're not suffering from any mental illnesses.
- 3) You feel content. . . . .

**SOCIAL WELL-BEING**

- 1) You have food, clothing and shelter.
- 2) You have friends.
- 3) You believe you have some worth in society.

**For health, remember PLEASED.**

There are quite a few things that can affect your health. You need to know what they are, and the effects each one has. If you learn PLEASED, you won't go far wrong.

P	PERSONAL HIGIENE	Keep yourself <b>clean</b> – it will help you to avoid a lot of diseases. It will not do your <b>social</b> life any harm, either.
L	LIFESTYLE	This is everything you do, including your <b>job</b> and your <b>hobbies</b> . A healthy lifestyle will include some <b>physical exercise</b> , and some time to relax.
E	EMOTIONAL HEALTH	Feeling good is important. Try to avoid too much <b>stress</b> and <b>worry</b> . This can be caused by <b>friends</b> and <b>relationships</b> as well as things like work.
A	ALCOHOL/ DRUG USE	Misuse of <b>substances</b> can lead to poor health. That includes <b>alcohol</b> and <b>tobacco</b> . Even breathing in other people's smoke ( <b>passive smoking</b> ) can lead to poor health.
S	SAFETY	If you have a dangerous job or hobby, you're more likely to <b>injure</b> yourself. So , you must demand that all the safety measures are fulfilled, including the proper <b>safety equipment-</b> and in sport, to play by the rules.
E	ENVIRONMENT	<b>Pollution</b> can cause <b>respiratory</b> problems. Noise can cause stress and affect your sleep.
D	DIET	You need the right balance of <b>nutrients</b> so you can cope with your lifestyle.



## 2. OUR BODY

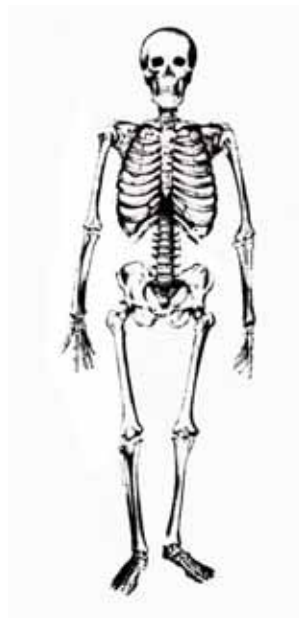
Our body can be compared with a machine; but it's not a current one. It 's able to think, to know itself. But, like any other machine, it needs revisions and a special care.

Its health mainly depends on its consciousness to prevent diseases and injuries.

### 2.1. Bones, joints and muscles

#### Functions of the Skeleton

- 1) **Protection** :
  - a) Bone tissue is both **hard** and **flexible**.
  - b) It's very **rigid** and **tough** so it can **protect soft organs**—like the **brain**.
- 2) **Support**:
  - a) The skeleton provides a **rigid frame** for the rest of the body.
  - b) All the **soft tissues** are **supported** by the skeleton this allows us to **stand up**.
- 3) **Movement**:
  - a) Bones are **rigid** and **solid**.
  - b) This means **muscles** can be attached to them.



#### Joints allow Movement

There are three types to know about:

- 1) **Immovable** joints:  
You **can't move** them.



E.g. the **skull**.

- 2) **Slightly** movable:  
You can move them, **a bit**.



E. g. the **backbone**.

- 3) **Freely** movable:  
You can move them, **a lot**.



E.g. the **knee**.

## Muscles work in pairs

- 1) **Pairs** of muscles work **against** each other.
- 2) One muscle **contracts** (shortens) while the other one **relaxes** (lengthens) and **vice versa**.
- 3) Tendons attach muscles to bones. This allows them to pull on the bone.
- 4) One muscle pulls the bone in one direction and the other pulls it in the Opposite direction – so you can bend the joint and straighten it again.



## 2.2. Injuries. Lots of them can be prevented.

**Our skeleton** is made up of **208 bones** and **501 muscles**. They all allow us to move everywhere in all directions. Because of the great amount of **daily movement**, we can suffer of **many injuries** in our life. But, most of them **can be prevented** if we take care of our body and control our movements **without taking unnecessary risks**. Furthermore, you must always remember that you are never alone at school or at work. Any time you do anything, you must always think of the consequences that your way of working can produce on your and your mates.



We must pay **special attention** to our **backbone**, as its **fractures** are **very dangerous**. The backbone can be fractured because of a hit in our back or because our vertebrae are crushed as a result of a fall. We can have **two types of fracture**:

### With displacement

They're always very serious fractures. There's a possibility of a cut in the spinal cord that can **PARALYSE**, total or partially our limbs or **OUR BODY**.



### Without displacement

They're painful fractures, but less serious if we **TRANSPORT** the victim very **CAREFULLY**.



Fortunately, our **skull** is enough strong to **protect our brain**. But if we suffer **very high falls** or **traffic accidents**, it also can be **fractured**.

### How can we avoid it?

Skull fractures are frequent in motorbikes' accidents. That's why all the **TWO WHEELS** vehicles- drivers must wear a good **HELMET** to protect their skull and face.

Anyway, even if a fracture does not occur, the hits in the skull are very dangerous. The brain can suffer a concussion. Besides, the symptoms can appear later.

Therefore, the victim must be taken to a hospital to be observed by doctors during the period of time they consider necessary. Depending on the safety conditions, it is also compulsory in many jobs to use the helmet to be protected from accidents. Do you know any of these jobs?



### 2.3. How to manage if it happens.

- If there is a **fracture**, we must **immobilize the limb** to avoid the strong pain. Also, if we don't do it, some little **parts of the marrow** can go, through the blood, to our **lungs**, causing a lung **embolism**.
- **Never bend** the **back** of the victim **when** we suspect the **backbone** is **fractured**. On the contrary, he/ she must be immobilised and taken to a hospital lying on a hard and flat board.



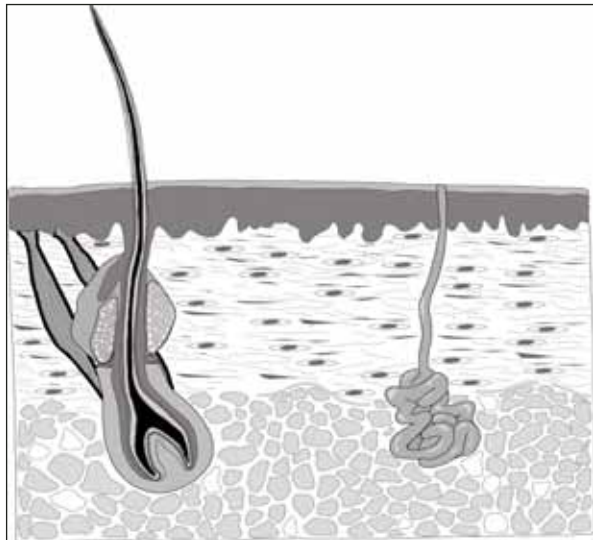
### 2.4. The Skin.

The **skin protects** us from the harmful sun rays, specially during the summer.

Also, it is like a wall against the **harmful germs**. But, it is so **sensitive** that we can feel the **touch** and it allows some nutritive substances to **soak in**.

Therefore, **we must protect the skin** as much as possible, by means of:

- Keeping it **clean**.
- **Washing our hands** after touching any suspicious object or substance.
- We need to **protect** our **hands** with **gloves**, when we use **strong products**, such as bleach or very strong detergents. These, would damage our skin by causing injuries through which the harmful germs could penetrate it.



## 2.5. Our Eyes

We have two eyes forever. That's why **we** must **protect** our **eyes** as much as possible.

Because of them, our brain can get shapes and colours.

It's good to **protect** our eyes **from**:

- The **sun** rays. We must **wear** sun **glasses** when the rays come directly to our eyes.
- The **wind**. It can transport little pieces of litter, that can damage our eyes.
- The **hits**.
- The **toxic gases**.
- If we are near a **fire**, we can **wear glasses** to **prevent** any **ember** damage our eyes.



## 2.6. Our Ears

Our **ears** allow us to **enjoy** the **music**, to hear our friends, family and other people. There are one of the best presents of nature; but **they** also **need care**. They also make us to **keep our balance** while walking.

What can **damage** our ears.?:

- A very **strong noise**. The weaker sound we can hear is 10 dB (decibel). So, the sound of a watch has 20 dB; a normal conversation has 60 dB; and a rock concert can reach 100dB. All sounds of more than 90 dB can damage our ears if we listen to it for a long time. **It can cause deafness**.
- **Infections**.
- **Cleaning** them with a **sharp object**.



### ACTIVITIES:

- 1.- Name four things that can affect our health.
- 2.- What are the three key functions of the human skeleton?
- 3.- Draw an skeleton and label as many parts as you remember.
- 4.- Match up, with arrows, these examples of bones to the correct descriptions:
 

* Knee	* immovable
* skull	* slightly movable
* backbone	* freely movable
- 5.- Choose the correct word or number:
  - Our body has 218/208 bones and 501/ 510 muscles. Because of the great amount of daily movement, we can/can not suffer of many injuries. But , many of them can/ can not be prevented. For example, knee/ skull fracture are very frequent in five /two wheels vehicles. They can be avoid if the drivers wear a helmet/ a pair of gloves.
- 6.- Role- Play.
 

Writing the dialogues for a short performance in which we find a victim who can have a backbone's fracture , and they have to transport him/her to a hospital.
- 7.- Fill the blanks:
  - \* According to the World Health Organization, "Health is a state of complete \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ well-being."
  - \* We must pay special attention to our \_\_\_\_\_ as its fractures are very



\_\_\_\_\_ . A fracture with displacement is always very serious; it can cut the \_\_\_\_\_ and can paralyse our \_\_\_\_\_ .

- 8.- Write sentences by using can /can't and the following words:  
Prevented – noise – avoid – injuries – backbone – fractured – victim – move.
- 9.- Divide the group in two teams. Each team has the same time to write as many words as they can. The group that wrote more words is the winner. We can do several rounds.
- 10.- Describe what would you do if you would be involved in an accident and you see someone who can't move.

## EVALUACIÓN

El objetivo fundamental sobre el que incidirá la evaluación es el conocimiento de las partes principales del cuerpo humano y sus funciones, su importancia para nuestra vida diaria, la importancia de proteger nuestro cuerpo para gozar de salud y valorarlo, así como los mecanismos de protección necesarios en la vida escolar actual y en la laboral futura.

Se valorará el vocabulario asimilado, su uso correcto dentro de distintos contextos conversacionales, así como la utilización adecuada de los verbos can y must y del primer tipo de condicional. Por supuesto se tendrá en cuenta la participación y el interés demostrado por parte del alumnado de manera continuada.

### *Instrumentos de evaluación:*

- Participación en el aula.
- Cuaderno del alumno.
- Elaboración de los ejercicios propuestos.
- Redacciones escritas e intervenciones orales.

## BIBLIOGRAFÍA

- BLAKELEY, E. (2005): *Key Stage Three. Science. The workbook*, 2º edition. UK: Richard Parsons.
- GANNON, P. (2005): *Key Stage Three. Science. Revision Guide*. UK: Richard Parsons.
- PALOU, G. (1997): *Érase una vez el cuerpo humano*. Barcelona: Planeta-Agostini.
- PARSONS, R. (2005): *GSCE. Physical Education. Revision Guide*. UK: Coordination Group Publications.

