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# Computer Integration: An Introduction

## Using This Book

*Technology Connections for The Human Body* was created with you in mind. Perhaps you are an avid user of computer programs and related technology. Possibly you are somewhat proficient in the ways of technology and wish to get to know how to use a computer more effectively, but you lack the time or know-how to even get started. Or maybe you are one of many in this technologically advanced society who still shies away from computers altogether. You have no knowledge of computers and the idea of using computers with your students scares you half out of your wits! Whoever you are, this book is for you. From the most proficient to the least knowledgeable, you can now integrate the use of computers and related technology with your students into your everyday curriculum.

Most of us are probably somewhere in the middle as far as computer literacy is concerned. We may type here and there at home or at school. We may use computers with our students in the most popular way, playing games. We want to teach our students the myriad of purposeful applications computers have to offer, but this takes time (which we all know teachers have little enough of already) and we may lack the most rudimentary knowledge - where to begin. In addition, teaching computer literacy in itself without purpose or long-range objectives seems a waste of time. What we need is the ideal situation—ideas to teach computer skills by integrating meaningful computer activities into our existing curriculum. This book will do that for us.

This book offers integrated computer projects your students can complete. They are meant to complement topics about the Human Body that you may already teach your students – they are not units in and of themselves. **The activities are designed to be used with various word processing, desktop publishing and multimedia computer programs you may use in your school, specifically *Claris Works* (word processing), *Creative Writer* (desktop publishing), and *HyperStudio* (multimedia).** Many software companies are now publishing numerous comparable programs which may act as substitutes for the former. **If your school doesn't have *Creative Writer*, for example, you can still implement the activities with an alternative creative writing or desktop publishing program such as *Print Shop*.**

All you need to know to help your students successfully complete the computer projects described in this book is how to access a program, open files saved to disk and click and drag the mouse. Refer to the program basics sections to familiarise yourself with the programs you may not feel comfortable using. When you see words that are **bolded**, that means to click on those directional cues. Some directions have two **bold...words** connected by three dots. You should click on the first direction, drag down and release the mouse on the second. So the direction **File...Save** means to click on 'File', drag down to 'Save' and then release.

The time necessary to complete these projects adjusts to your schedule. Your students may complete them in one hour or one week, depending on the availability of computer usage, your students' knowledge of the programs you use and the length of the project.

Read through the activities to decide which ones are right for you. Then hop on that computer and type away.



# Activity 1: Daily Nutrition Log, Graph and Summary

**Teacher Note:** This project has been done using *ClarisWorks*. Any word processing and spreadsheet program can be used, if properly modified.

Students log the number of foods they consume from each category in the food pyramid for three days, create a graph of their nutritional habits and write a summary report in *ClarisWorks*.

**Background Knowledge:** the food pyramid

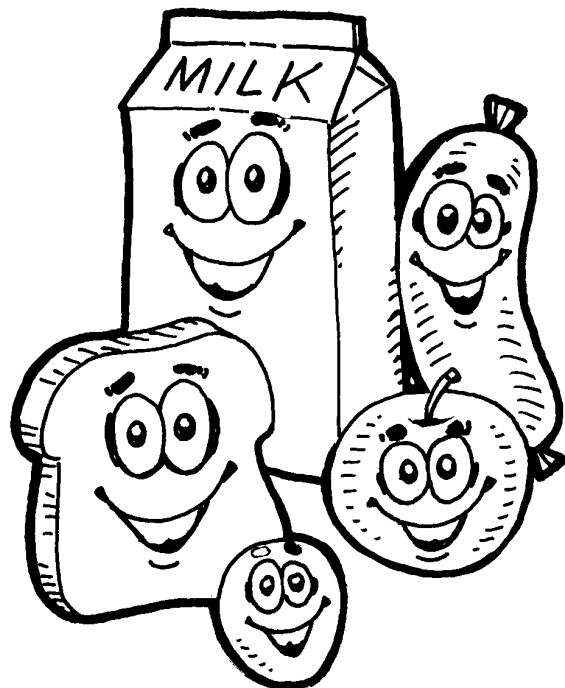
## Step 1: Nutrition Review and Dietary Log

Display a model of the food pyramid and discuss its meaning. Explain that ideally, everyone should eat a variety of foods from the food pyramid each day to maintain a healthy balance in his or her diet. (See model on page 12.) Ask your students to carefully consider the kinds of foods they have consumed so far today. In which categories have they overindulged? Which categories do they need to eat more of during the remainder of the day? Which categories cause the most difficulty when trying to meet recommended standards?

Have your students keep a log of all the foods they eat for three days by completing the worksheet on page 13. If your students have access to a computer on a daily basis, you may wish to have them follow this model to keep an electronic log. Part of keeping this log requires students to tally the total in each food group they consume each day. They may do this straight onto the worksheet. Then when they are ready, they can write a summary report in *ClarisWorks* and include a graph of their nutritional habits.

## Step 2: Write a Report in *ClarisWorks*

Have your students write a brief report summarising their food consumption in the word processing application of *ClarisWorks*. They should head their papers with a title and include their names in the report. Your students may wish to create a more decorative headline, using the drawing application. (See 'Taking technology one step further . . .' on page 9.) When they have finished typing, have them save the file but not exit.





# Activity 1: Daily Nutrition Log, Graph and Summary *(cont.)*

## Taking technology one step further . . . creating a headline in drawing

Students can create headlines for their reports in the drawing application of *ClarisWorks*. Rather than simply adjust the size of the text in the headline, students can create decorative borders around their titles.

To import a headline using Drawing:

1. From the open word processing file, choose **File...New**. Select **Drawing** and then click **OK**. This will open a drawing page on top of your word processing page.
2. From the tool box, select one of the space items (rectangle, oval, rounded corner rectangle, etc.). Click and drag a box the approximate size you desire. A word of caution . . . don't make this box too long or it may not fit in your word processing document.
3. From the tool box, select the capital 'A'. This is the typing tool. You will need to create a text field before you begin typing. Click and drag over the box to create a text field.
4. Use the task bar similar to that of word processing to adjust text size, style, alignment, font, etc. Type your headline. Then click outside the text field.
5. Group the box and text field to make it one graphic item by holding down the shift key and clicking on the box and again on the text field. You will see a set of four dark squares on the outside corners of each field (eight in all—four around the box, four around the text field). Click and drag on **Arrange...Group**. The eight dark squares will change to four around the entire field.
6. Go to **Edit** and drag down to **Copy**. Then close this window (**File...Close**). You will want to save the changes and name it something other than the title of the word processing document in case you need to go back and make any changes to it.
7. Place the cursor where you want your headline. Import it into your word processing document by choosing **Edit...Paste**. If you need to resize it, click on it once. This will highlight the item. Click and drag the dark square in the bottom right corner to resize it.
8. Click outside the field to return to word processing.