

CRAFTS Framework

Sample resource pack, including:

Template of some activities that can be used in the weekly student-CRAFTed activities

CREATE activity 1: Create questions for an interactive poll

In your groups, bring up the weekly session content slides and write 4 interactive polling questions from the content within.

Question 1:

Provide 5 options and highlight the right answer

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Question 2: _____

Provide 5 options and highlight the right answer

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

CREATE activity 1: Student question examples

INTEGUMENTARY SYSTEM

What is the definition of the integumentary system?

Protects the body from the external environment

Takes in oxygen and eliminated carbon dioxide

Takes in nutrients, breaks them down and eliminated unabsorbed matter

Eliminates nitrogenous waste and excess ions

Distributes oxygen and nutrients to all body cells

What is one difference between the epidermis and dermis?

Epidermis is not vascularised; dermis is vascularised

Dermis is not vascularised; epidermis is vascularised

Dermis gains nutrients by diffusion; epidermis does not

Epidermis has two layers and the dermis has one

Dermis makes up the apical surface

What is the deepest layer in the epidermis?

Stratum corneum

Stratum granulosum

Stratum spinosum

Stratum basale

Stratum dermis

Langerhans cells are part of which protective barrier?

Chemical barrier

Physical

Biological

Artificial

Ecological

What is the definition of homeostasis?

The ability to maintain a relatively stable external environment in an everchanging internal environment

The ability to maintain a relatively stable internal environment in an everchanging external environment

Getting further away from the normal

Keeping your body constantly stable

CREATE Activity 2: Create a Haiku

In your groups, create a Haiku. Other students will need to guess which one is correct from the 4 answers below. You can practice on another sheet or the back of this page.

Our haiku:

Answer: _____

CREATE activity 2: Student haiku examples

I don't need help,
I go with the flow,
I like lipids and H₂O,
ANSWER: Passive Transport

I love osmosis
Transporting water is fun
A protein channel
ANSWER: Aquaporin

The sun attacks me
UV rays activate me
Giving you a tan
ANSWER: Melanocyte

I pump iron at the gym
I am going to be huge
I get big, oh yeah!
ANSWER: Skeletal Muscle Fiber

CREATE activity 3: Create flash card prompts

WRITE SOME FLASH CARD PROMPTS. We will merge these into an online resource and upload the link on iLearn. Should make a great revision tool!

Flash card prompt example

Answer example

Maintenance of a constant internal environment. A dynamic state of equilibrium	Homeostasis
---	-------------

Flash card prompt

Answer

Flash card prompt	Answer

CREATE activity 3: Student examples

Consists of white and red blood cells. Functions as a transport vehicle for cardiovascular system, carrying oxygen, nutrients and chemical signals to cells.	Blood connective tissue
Single layer of flat epithelial cells that functions to diffuse, filtrate and secrete (e.g. air sacs of lungs)	Simple squamous

CREATE activity 4: Write a scenario

WRITE A SCENARIO regarding someone who needs a compatible blood bag. We will merge these into an online resource for our class. Let's aim to make this a great revision tool!

- Give the patient a name, gender, age and blood type
- Provide a reason and background as to why they need blood
- Make it long-ish, tell a story, and be creative!
- Use different blood types around the table so your group does not overlap
- Add all compatible blood types as answers, and have a friend check your answer

Blood typing scenario:

Your answer: Compatible blood type(s): _____

CREATE activity 4: Student examples

Amelia, a 12-year-old girl, has been admitted to the hospital following a car crash on her way to a friend's house. Amelia's family and friends are devastated and concerned for her welfare. They've filled out the required forms as Amelia requires a blood transfusion. As a young girl with type AB+ blood, what blood types would be suitable for the transfusion? (ANSWER: AB+, AB-, A+, A-, B+, B-, O+, O).

Bob, drawn below, is a 47 year old male. He has blood type B+. He lost his left arm to an emu attack and lost his left leg to a crocodile. Bob will need a transfusion asap! What blood type(s) can he receive? (ANSWER: B+, B-, O+, O).



CREATE activity 5: Play-Doh

Using modelling clay, choose a concept from this week's content and CREATE something that needs to be labelled. We will then take photos and merge these into a resource pack for you to use in your own time.

Create Activity 5: Student examples



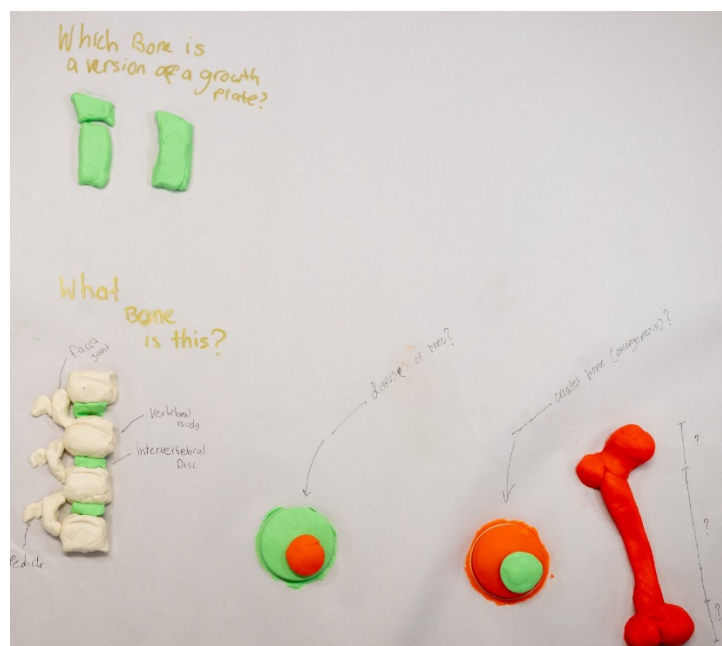
Green is: _____

Blue is: _____

Orange is: _____

Turquoise is: _____

Yellow is: _____



On the top structure, which bone has the growth plate (circle): LEFT or RIGHT

What bone is shown on the bottom left? _____

Which cell degrades bone, shown in the middle: _____

Which cell creates bone, shown in orange: _____

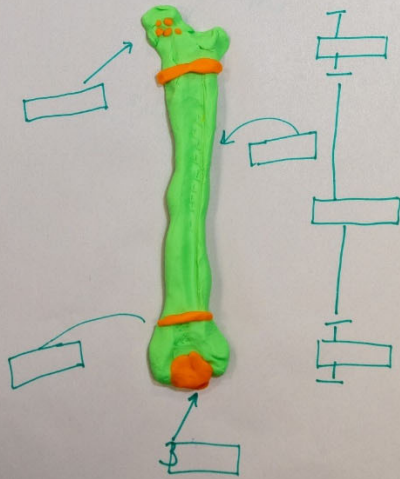
What do the question marks relate to on the red bone on the right? (top) _____

(middle) _____ (lower ?) _____

LONG BONE

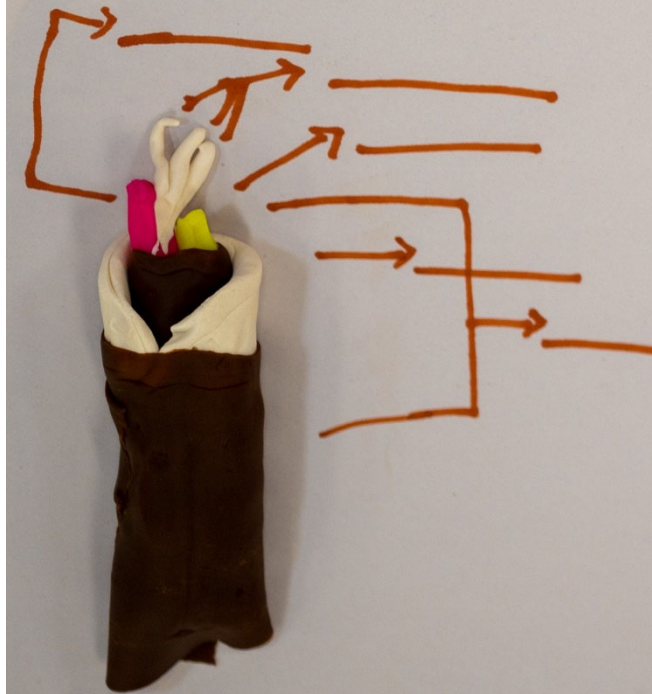
Label the following

1. epiphysis (head)
2. Diaphysis
3. articular cartilage
4. spongy bone
5. medullary cavity
6. distal epiphysis
7. epiphyseal line

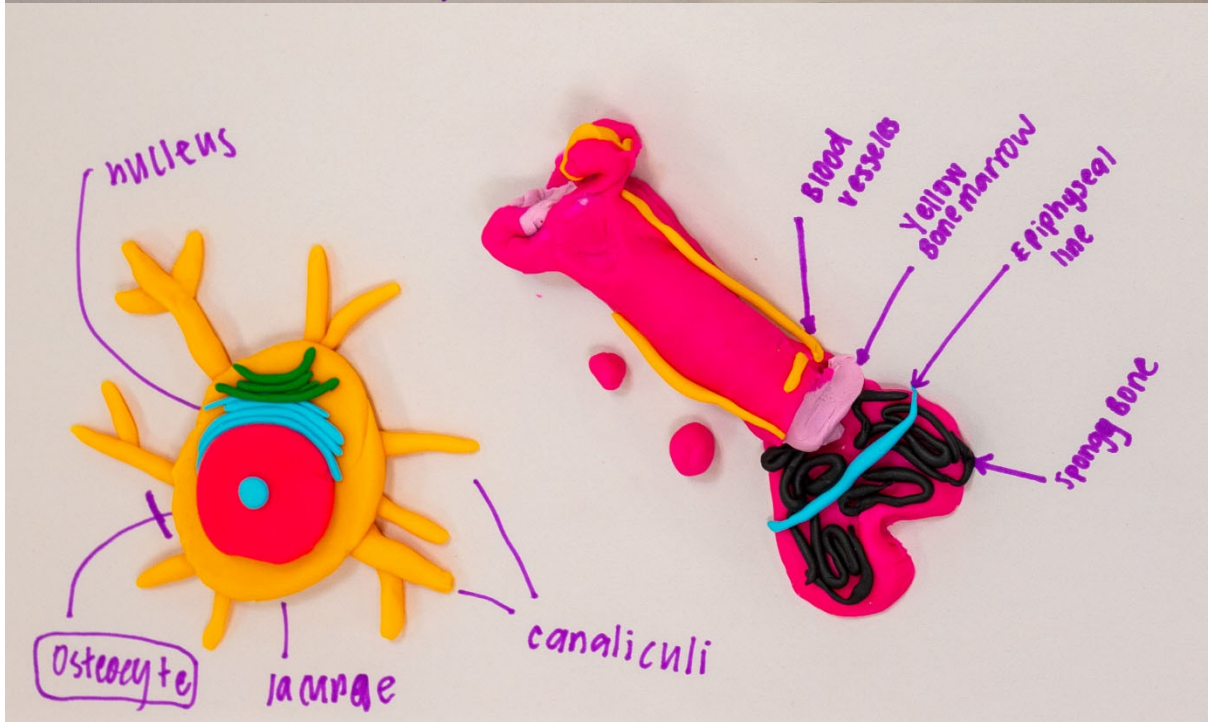
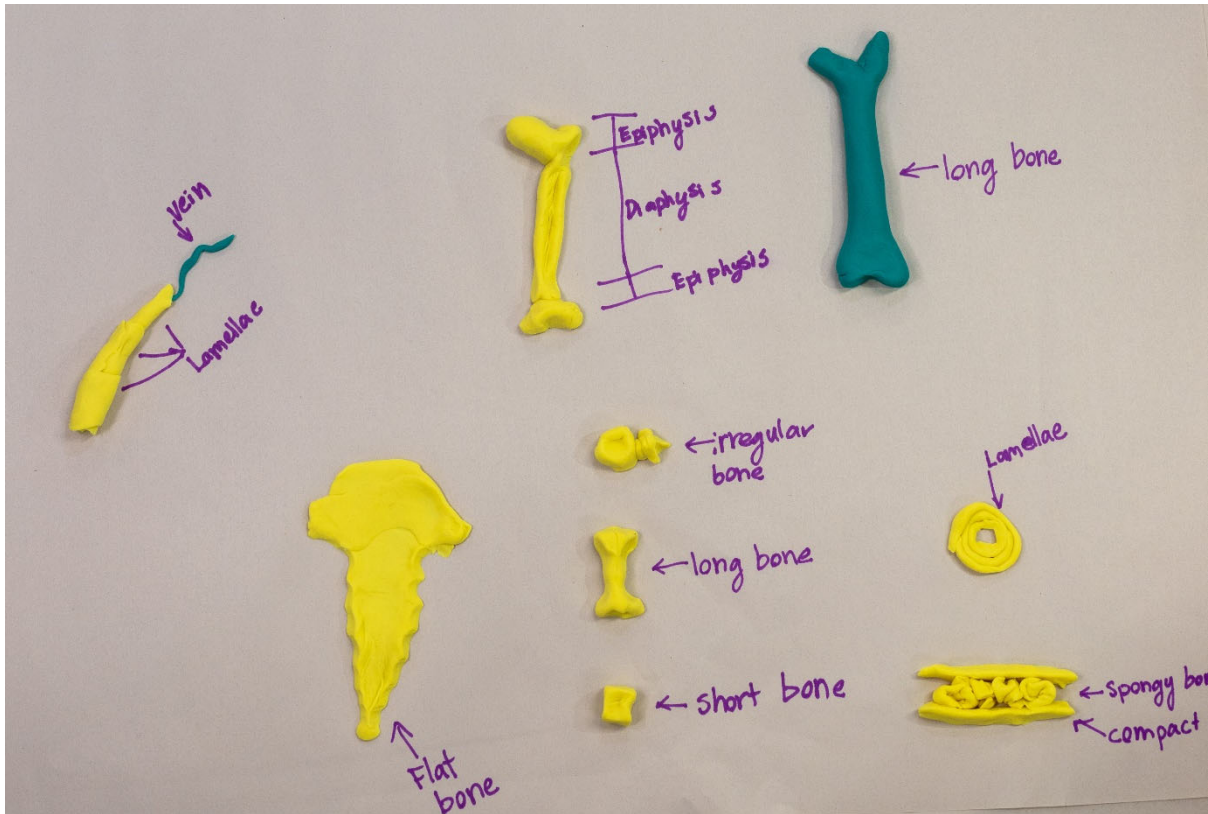


Add the labels to the boxes in the image on the left

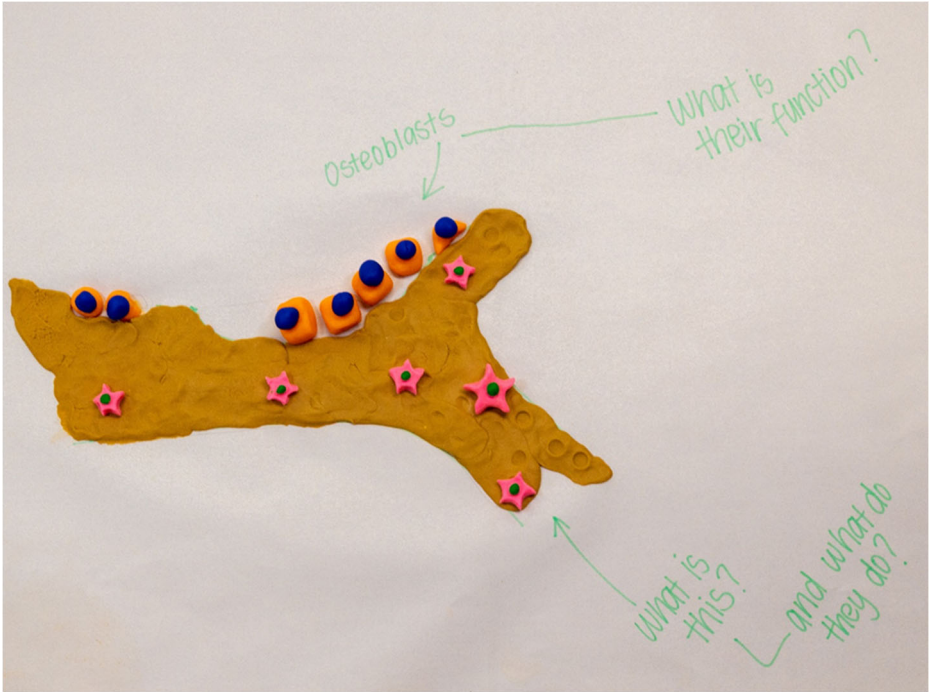
Label the bone



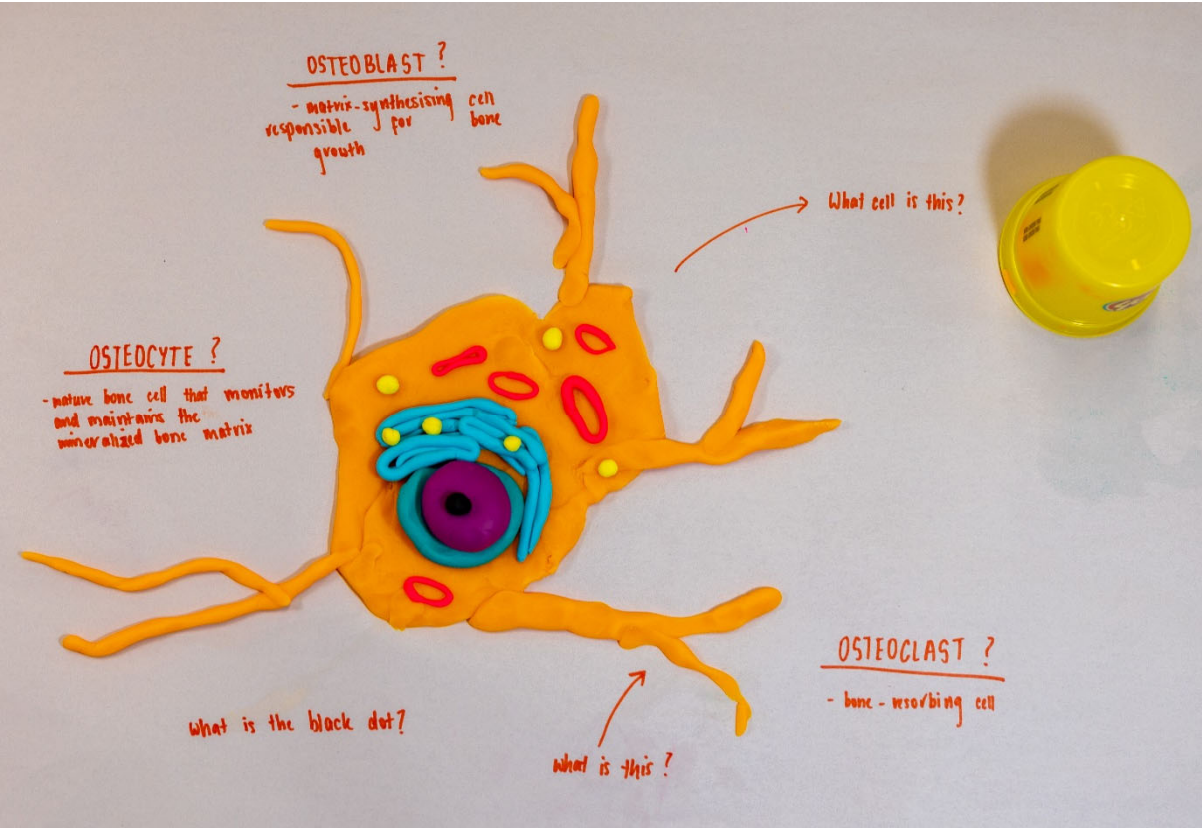
Label the osteon shown in the picture



Identify each bone structure next to the names in the images above.



What is the function of the bone cell shown in the image? _____



Which type of cell is depicted in the picture? _____