



## SAMPLE LESSON PLANS

### Health Smart Virginia - Sample Lesson Plan

Grade: 2<sup>nd</sup>

**Unit: Anatomy- Bones and Muscles**

**SOLs:**

**2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.**

- d) Identify major muscles, to include quadriceps, biceps, abdominals and heart.
- f) Identify major bones, to include skull, ribs, and spine.

**Title: Soldier Tag**

**Objectives/ Goals:**

The student will ...

- Identify specific bones and muscles of the “tagged” body part
- Work together among classmates during activity

**Materials:**

**Procedure:**

Introduction:

- Teacher should review pertinent bones and muscles and their locations

Description:

- All students are taggers and anyone can tag anyone.
- If tagged in the arm, the student pretends that their arm is wounded and they can't use it.

Created by: Tommy Landseadel

- When tagged a second time, that body part is wounded also.
- The third tagger becomes a helper. On the third tag, two things happen. First the two students must work together to identify the nearest bone and major muscle of the wounded body parts.
- After identifying them, the wounded soldier is fully healed and can return to the game.

Closure:

- Review pertinent muscles and bones and their locations

**Assessments:**

- Assess formatively through teacher observation
- See attached exit slip

**References & Sources:**

- <https://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf>
- [https://classroom.kidshealth.org/classroom/prekto2/body/parts/bones\\_handout1.pdf](https://classroom.kidshealth.org/classroom/prekto2/body/parts/bones_handout1.pdf)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Exit Slip – Soldier Tag

1. What body part were you tagged in?

\_\_\_\_\_

2. Name a major muscle OR bone closest to that body part.

\_\_\_\_\_