



## SAMPLE LESSON PLANS

### Health Smart Virginia - Sample Lesson Plan

#### Grade Level 2

**Unit**      **Body Composition**

**SOLs:**

- 2.3 E Describe body composition as the components that make up a person's body weight (percentages of fat, bone, water, and muscle in the human body).
- 2.1 A Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling.
- 2.1 D Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide.
- 2.1 H Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.
- 2.5 D Explain that choosing nutritious foods and being physically active are components of being healthy.

**Title:**      **Introduction to Body Composition-Day One**

**Objectives/ Goals: (student will be able to - SWBAT)**

- *SWBAT perform at least 30 jumping jacks (during 30 minute class)*
- *SWBAT explain the percentages of fat mass and fat-free mass in the body*
- *SWBAT contribute to the Alien Invaders game by freely at least 3 players*
- *SWBAT provide examples of at least 3 unhealthy snacks that would increase fat mass*

## Materials:

- Fleece Balls
- Hula hoop
- Small Gator skin ball
- Large taped circle in center of gym
- iPhone
- Bluetooth Speaker

## Procedure:

- During this lesson, the gym will be set up with the four warm-up cones (per everyday use) and the fleece balls will be in a bag outside of the safety lines. Before each activity, I will demonstrate the rules of each game using a student helper. I will show them where to proceed if they are tagged in the “Alien Invader” game and what it will look like to free a player. For the “Oscar’s Trash Can” game, I will demonstrate proper throwing technique (a review) and what players should do at the end of each round (fleece balls on the ground). During the actual game, I will use proximity to engage students that aren’t participating correctly and playing the game to motivate all students.
- Warm-Up: Upon entering the gym the students will perform the appropriate locomotor skill that is displayed on the cones surrounding the perimeter of the gym.
- Alien Invaders: Student will perform different locomotor movements in the safety lines avoiding the center circle (“The Spaceship”). Have two or three students be the taggers (“The Aliens”). If they are tagged they will proceed to the center circle. To escape the center circle, they must have a player in the game (outside the circle), face them perform 10 jumping jacks together. Once they complete the jumping jacks, they are free to reenter the game. Switch taggers periodically.
- Oscar’s Trash Can: Students will be divided in half, using the half court line as a divider. When the music is on, the students will be throwing fleece balls to the other team’s side. Explain that the fleece balls represent “sometimes” (unhealthy) foods and sometimes it’s okay to eat them, but if we eat too many, fat-mass can increase. Students will continue to gather “sometimes” foods and throw them to other side until the music stops. Count to see which side has more sometimes foods on the floor each round.
- Fat mass v. Fat-Free Mass (80%/20%). Play Alien Invaders again, but now the gator skin balls represent fat-mass. If you are tagged, you enter the circle (the body) and become stored fat. Play without letting the students save each other (building up the fat mass in the body) to emphasis the importance of exercising to reducing (exercise-jumping jacks) fat-mass in the body. Add the ability for students to save each other. Explain 80/20 % relationship.

**Assessments, References & Sources:**

Diagram 1.1



Diagram 1.2 (X-Players)

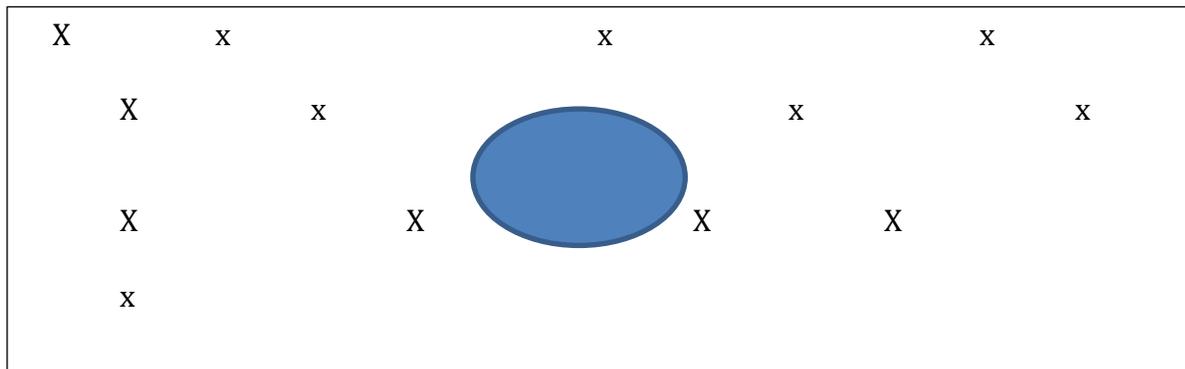
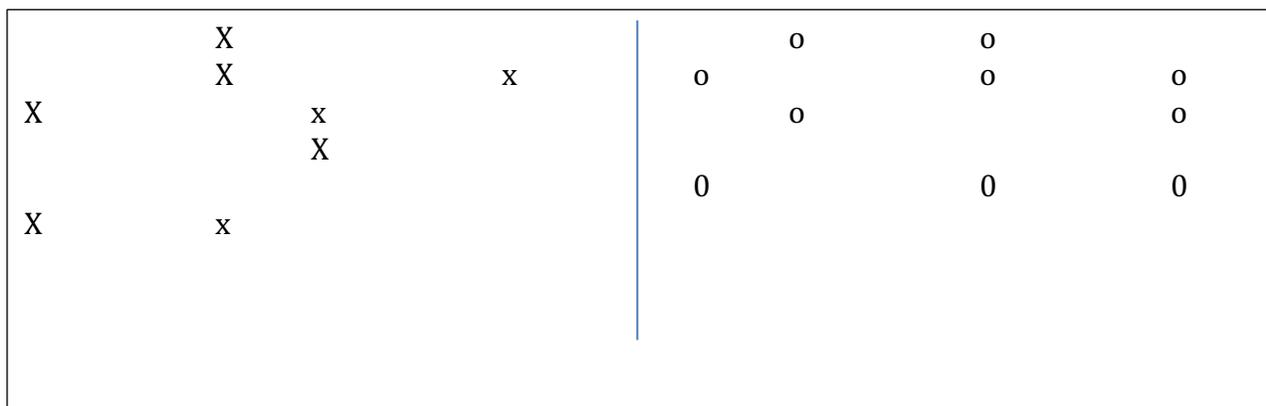


Diagram 1.3 (X-Players, O-Players)



- [http://www.doe.virginia.gov/testing/sol/standards\\_docs/physical\\_education/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml)
- <https://ferris.edu/HTMLS/colleges/university/disability/faculty-staff/classroom-issues/hearing/hearing-strategy.htm>
- <https://www.focusedfitness.org/>
- <https://www.focusedfitness.org/curriculum/five-for-life>