



## **SAMPLE LESSON PLANS**

### **Health Smart Virginia - Sample Lesson Plan**

**Grade: 5<sup>th</sup>**

**Unit: Anatomy- Bones and Muscles**

**SOLs:**

**5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.**

b) Apply knowledge of body systems, bones and muscles to accurately describe a variety of specific movements such as ball strike, overhand throw or volley

**Title: What Makes my Body Move?**

**Objectives/ Goals:**

The student will ...

- Identify major muscle groups
- Identify major bones
- Identify bones and muscles needed to perform certain exercises
- Work together among classmates during activity

**Materials:**

- 5 different color hula hoops,
- 4 different color pennies,
- 5 tagging devices,
- muscle and bone printed papers

**Procedure:**

Introduction:

Created by: Kim Gentry

- Teacher should review pertinent bones and muscles and their locations. Have students give examples of different exercises for select muscles and/or bones.

#### Description:

- Students are broken into 4 teams. Each team is a location of the body. For example Arms, Upper Legs, Lower Legs, and Core. Each team has a hula hoop in the corner.
- There is a hula hoop in the middle with printed muscles and bones that belong to the chosen body locations. Amount and difficulty will vary based on grade level.
- On signal, students from each team will attempt to reach the middle and retrieve a body part. One student will be defending the middle hoop and one person from each team will defend their own hoops.
- Students will take turns bringing their body parts back to their hoop and place them face up. If tagged by the middle defender, they must return to their hoop without a part. Students are also allowed to travel to other hoops to locate all of their missing muscles and bones.
- If a student is tagged by another team's' defender, they must complete an exercise that uses a muscle from that body location (i.e lower leg - calf raises). The first team to retrieve all of the bones and muscles specific to their team, wins.
- If time allows, have students change teams for extra review.

#### Closure:

- Review pertinent muscles and bones and their locations

#### **Assessments:**

- Assess formatively through teacher observation
- See attached exit slip
- See muscle unit assessment

#### **References & Sources:**

- <https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf>

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

## Exit Slip – What Makes your Body Move?

1. What location of the body did your team represent?

\_\_\_\_\_

2. Name a major muscle or bone in that location

\_\_\_\_\_

3. Name an exercise that utilizes those muscles or bones in that location.

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