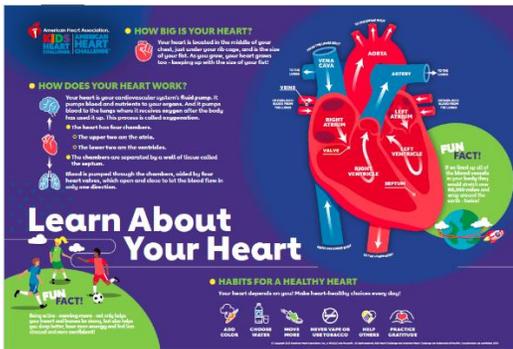


Healthy Heart

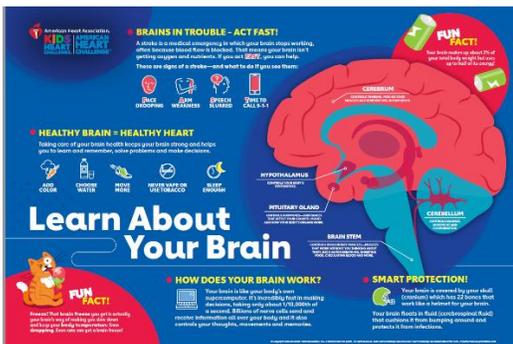
Learning Objectives

- I can identify major body organs such as the heart, brain and lungs and show where they are located. (SOL 1.1a)
- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- Body Systems
- a) Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs.

Teacher Notes



Credit American Heart Association



Credit American Heart Association

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Have a picture of the heart, lungs and brain. Ask students to identify each by holding them up and asking students if they know what each is.
- Once each is identified have students tap where each organ is in their own body.

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Introduce each of the organs and briefly explain the job of each in the human body.

- Have the students put their hand on their heart and identify how it is beating, use thumb up for fast, thumb in the middle for medium and thumb down for slow. Have the students hold up their thumb to let the teacher know how the heart is beating.
- Have students stand and do jumping jacks (or another aerobic activity) for 1 minute. Once complete have the students place their hand on their heart again, using the same method have students tell the teacher how their heart is beating.
- Discuss with students what the lungs and brain were doing during the activity.

Step 3 (Application – how student will apply/practice new learning)

- Paper Heart Game (Credit: Coach Gerald)
 - For this activity you will need a class timer and a paper heart for each student.
 - Each student begins with the heart on their head and hands at their sides. On go the student leans forward so the heart falls off their head. They attempt to catch the heart with their hands. If they catch it they get a point, if not they do not get a point. The student then does a jumping jack and places the heart back on their head. The game continues in this manner until the time runs out (1 minute).
 - Have students notice how their hearts are beating and how their breathing is changing.
 - Play again. The time can be increased or decreased.

Assessments

- Using the outline of a student and crayons, have the students draw the location of the heart, brain and lungs.