Health Smart Virginia - Sample Lesson Plan
Grade: 5th

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, the 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

Created by: Kim Gentry
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.
   __________________________________________________