



## Health Smart Virginia - Sample Lesson Plan

Grade: 4<sup>th</sup>

**Unit:** Muscles

**SOLs:**

**4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns.**

- b) Identify major muscle groups, to include deltoid and gluteal. [*3 - hamstrings and triceps, 2 - quadriceps, biceps, abdominals, and heart*]
- e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement.

**Title:** Muscle Labeling

**Objectives/ Goals:**

The student will:

- Identify muscles to include deltoid, gluteal, hamstrings, triceps, quadriceps, biceps, abdominals, and heart
- Earn muscle cards by successfully completing associated tasks
- Work cooperatively in groups and among peers to label group members correctly

**Materials:**

- Pre-printed and laminated muscle cards (see attached)
- Resistance equipment (light hand weights, resistance bands)
- Mats

**Procedure:**

Introduction:

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- Include/review muscles to include deltoid, gluteal, hamstrings, triceps, quadriceps, biceps, abdominals, and heart

#### Description:

- Students work in small groups (2-3) to earn each muscle card.
- To earn a card, each group member must complete 10 reps of the designated exercise for each specific muscle. For example, students must do 10 bicep curls to earn the bicep card.
- They have a choice of any core exercise to earn the abdominal card. After they earn all the cards, 1 partner lays down on the floor and the other uses the muscle cards to label where each one is. Students switch roles after they finish labeling. This activity can also be used as an assessment.
- Final round, student groups can create their own exercise and correctly identify what muscle(s) are used in performing it for bonus points.

#### Closure:

- Review locations of muscles. Teacher calls out name of muscle while students point to the correct location of that muscle on their own body.

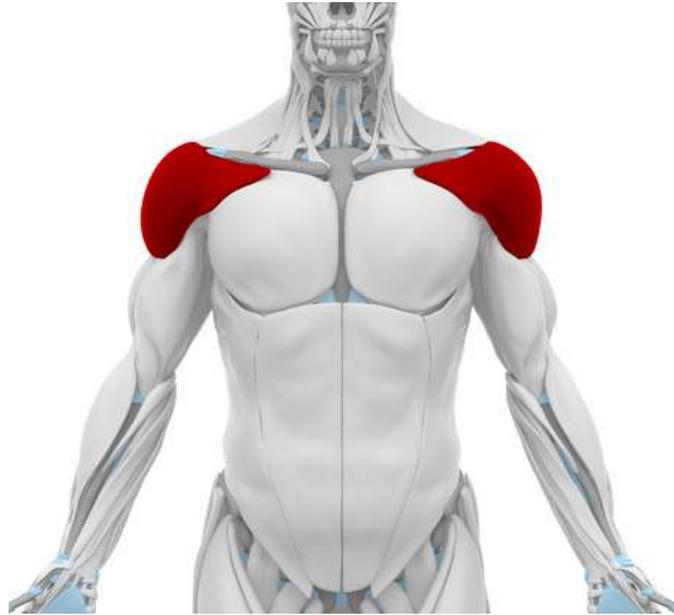
#### Assessments

- Take a picture of each completed, labeled student as a form of assessment for each group.
- Assess through teacher observation/checklist as students complete activity.
- Video movement creations while students identify muscles used
- See muscle unit assessment

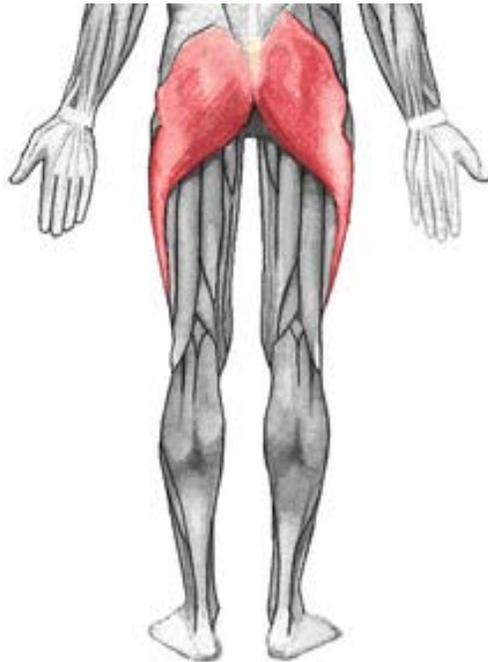
#### References & Sources:

- <https://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf?ref=search>
- <https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf>

# DELTOID

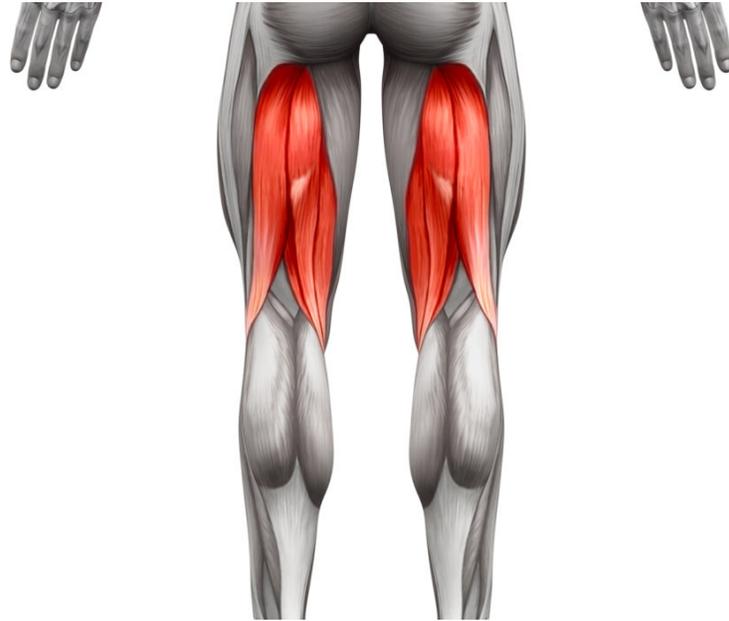


# GLUTEAL



Created by Tommy Landseadel and Luke Noble

# HAMSTRINGS



# TRICEPS



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# QUADRICEPS



# BICEPS

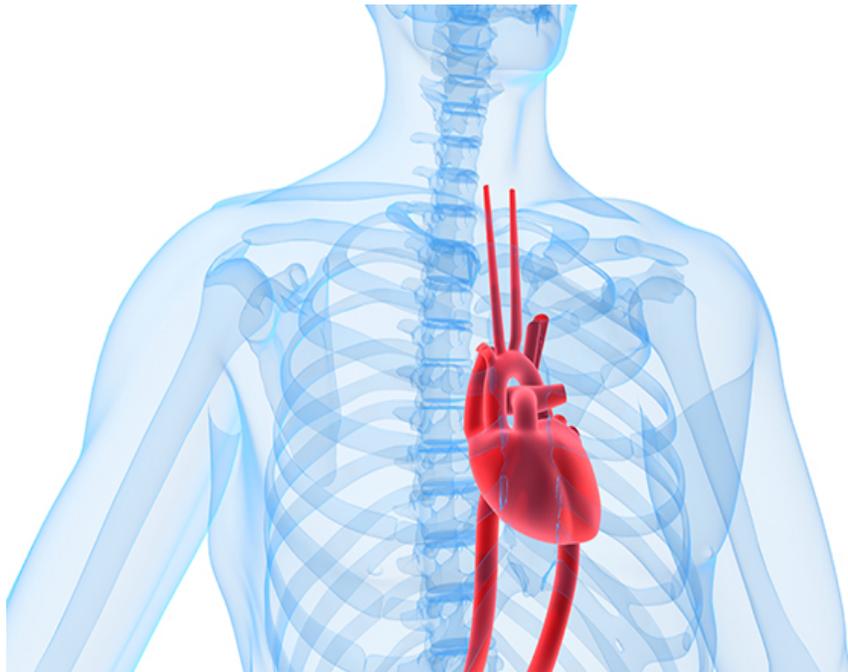


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# ABDOMINALS



# HEART



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