



HEALTH SCIENCE CLUSTER

LESSON 4

Lesson Plan Title: Body Systems		Instructor:
Suggested Total Time for Lesson (minutes): 35 minutes (1 day)		
Content Focus - What Will Students Learn? (Content Skill Sets)		
Health Science 0972.HE.0715.27 Recognize body planes, directional terms, quadrants, and cavities 0972.HE.0715.28 Analyze the basic structure and function of the human body		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: <ul style="list-style-type: none">• Markers: Multiple colors• Butcher paper: *see below		Resources: <ul style="list-style-type: none">• Abdominal organs diagram• Four abdominal quadrants diagram• Nine abdominal regions diagram
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
5 minutes	Get Started/Explain: <p>Understanding human anatomy is important in health care because it helps us understand how our body systems work to keep us alive, and how healthcare providers can treat bodies that are not functioning properly. The abdomen lies between the chest and the thighs of the legs and contains many organs. There are numerous diseases that affect the organs in the abdomen. This lesson will allow students to recognize where the abdominal organs are located in the body.</p> <p>Provide students with the diagrams in the resource file or you may choose to allow students to use a textbook or on-line resource.</p> <p>*This activity can be done using several methods. You can use sidewalk chalk if outdoors, butcher paper, or other wide width paper, or students can draw/ trace the outline of a body on regular paper or poster board. These instructions will be for students working in teams of two, with butcher paper large enough to draw the outline of a person to mid-thigh; or using sidewalk chalk outside.</p>	

30 minutes	<p>Discover/Engage/Practice:</p> <ol style="list-style-type: none"> 1. Separate students into teams of two. 2. Have them get one piece of butcher paper per team or do the activity outside with sidewalk chalk. 3. Using whatever method you choose, one person will lie on the paper or sidewalk. Note-The paper size should be enough to fit the student's head, shoulders, torso, hips, to about mid-thigh. 4. Have the other team member draw a rough outline of the student laying on the paper or sidewalk, then the student laying down may get up. 5. Have the students complete the following commands, using different colors for identifying certain organs. 6. As each command is stated, observe students' responses and give feedback. <p><i>Optional:</i> have an outline on your whiteboard/ paper, etc., so all students can observe. After each command and feedback, draw the correct command so all students can see.</p> <p>Ask students to:</p> <ul style="list-style-type: none"> • Identify the umbilicus on the "patient" • Draw the diaphragm • Draw the liver • Draw the gall bladder • Draw the stomach • Draw the pancreas • Draw the spleen • Draw the kidneys • Draw the small intestine • Draw the large intestine • Draw the four quadrants and label them • Draw the nine regions and label them
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	<p>Check for Understanding/Summarize/Close:</p> <p>Were students able to correctly recognize the basic structure and organs of the human torso? Were students able to identify the four quadrants and nine regions of the abdomen?</p>
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Modifications, Support, and Extensions (for those students with IEP)

Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?