



Health Smart Virginia - Sample Lesson Plan

Grade: 2nd

Unit: Anatomy- Brain

SOLs:

2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.

c) Explain that the brain sends a message to the body to move.

Title: Scientists and Robots

Objectives/ Goals:

The student will ...

- Understand the brain is in charge and tells our bodies what to do
- Identify the location of the brain
- Work together among classmates during activity

Materials:

Procedure:

Introduction:

- The brain is in charge and directs the muscles to move by sending a message. The body is only ever moving because our brain has told it to. Different muscles move different body parts.
- Review where the brain is located

Created by: Jack Carroll

Description:

- In this version, the scientist is like the brain and that the robots can only do what the brain tells them to, like the body's muscles. The scientist controls the robots, like the brain controls the muscles.
- Students are in groups of 3.
- Robots (muscles) start, back to back and the scientist (the brain) taps them on the shoulder to start them moving in opposite directions. Robots can only move in a straight line and at walking speed. They only change directions when the scientist manipulates them and points them in a new direction. The scientist must race back and forth trying to keep their two robots from crashing into the walls of the gym.

Closure:

- Review importance of brain and how it controls the entire body
- Review location of brain

Assessments:

- Assess formatively through teacher observation
- See attached exit slip

References & Sources:

- https://classroom.kidshealth.org/classroom/prekto2/body/systems/nervous_system.pdf?ref=search

NAME: _____ DATE: _____

Exit Slip - Scientists and Robots

1. What part of our body is like the scientist? Why?

2. What parts of our body are the like the robots?
