

The Human Body

Grades 3-5 Duration 1 to 2 class periods

Objectives: Students will do research on ways to keep the human body healthy and devise a workout schedule for their client to follow. They will need to use Zazna.com to post documentation and reasonings as to why what they have planned as a fitness program is good for the clients.

Objectives	Students will act as a team of personal trainers to design, present, and justify an exercise and nutrition plan for an imaginary client; and discover how knowledge of the body's systems can help people reach personal health and fitness goals.
Materials	<ul style="list-style-type: none">• computer with Internet access• library references on diet, nutrition, and exercise
Procedures	<ol style="list-style-type: none">1. Have students summarize the function or job of each body system: nervous, digestive, respiratory, and musculoskeletal.2. Ask students how knowing about even one system could help an athlete in training or a person who wants to tone muscles or stay healthy?3. Tell students that they will use their knowledge of body systems and do additional research to act on a team of personal trainers for a client below:<ul style="list-style-type: none">○ A 17-year-old high school soccer player wants to maintain a high energy level during soccer games.○ A 35-year-old woman wants to tone the muscles in her stomach.○ A 65-year-old man wants to keep his heart healthy.
Assessment	Students must develop and present an exercise and nutrition plan that helps their client reach goals. A real -training plan would involve an ongoing exercise program and long-term diet, but the students' plans should include three or four exercises and a suggested diet for one day. In addition to exercises and menu, training teams will must show how their exercises and menu relates to least three facts about how the body systems work. Once a team has developed its plan, it will present it to the class.

<p>Evaluation</p>	<ul style="list-style-type: none"> • Twenty points: Students worked cooperatively in groups; used the Internet as a research tool well; completed the plan using valid information; and supported it with three accurate facts about body systems. • Fifteen points: Students worked somewhat cooperatively in groups; used the Internet somewhat as a research tool; completed the plan with mostly valid information; and supported it with facts that were mostly accurate about body systems. • Five-Ten points: Students participated little, if at all, in class discussions; had difficulty completing their research.
<p>Standards</p>	<p>This lesson plan addresses the following standards from the National Science Education Standards:</p> <p>Grades K-4 Science in Personal and Social Perspectives: Personal health</p> <p>Grades 5-8 Science in Personal and Social Perspectives: Personal health Science in Personal and Social Perspectives: Risks and benefits</p>