



Activity Set Up

Students may work individually or in teams of up to three students. Provide each team with the following:

1. **Banners:** Provide each team with a set of banners.
 - Download the [Banners file](#) and print additional banners on card stock if needed.
 - Sort banners in groups according to their codes.
 - Because of game constraints, the Integumentary, Skeletal, and Muscular Systems have only one banner per system. Also, note that the thymus and pancreas banners each represent two body systems.
2. **Cards:** Remove the *Systems Lockbox cards* from the box and arrange them by systems. For larger groups download the [Systems Lockbox Cards file](#) and print one copy/team.
3. **Game Board:** Use the game board to demonstrate and teach as needed.
4. **Systems Guide:** This guide is included in the game and may be copied for single classroom use only.
5. **Anatomy Sheet:** Students should use this sheet to label structures and take notes during the instructional (preparation) time. A color print of 11" X 17" US Ledger size (or A3) per student is optimal.
6. **Body System Battles – Gear Up Sheet:** Use *Complexity's game board* as the Gear Up Sheet. For groups of 4 or more, however, download this file and print a copy/team; it is reusable. Color prints of 11" X 17" (or A3) are optimal.
7. **Body System Battles - Engage Sheet:** Download this file and print one copy/team; it is reusable. Color prints of 11" X 17" (or A3) are optimal.



Gear Up for Battle

Depending on your educational goal, this activity may be completed within 45 minutes to give students an overview of the body systems and their parts. Systems can also be studied incrementally, using the activity as a supplement to the course work. This will give students more time to take notes, make their own mnemonic drawings, study material, and or give presentations to the class.

The following is a guideline for the 45-minute 'Battle Gear Up.'

1. Choose a body system; perhaps start at the top of the list on the systems panel of the game board.
 - a. Briefly explain the anatomy and function of the system; keywords are provided in the Systems Guide.
 - b. Ask students to add the system's name to the **Anatomy** sheet.
2. Gather all the **banners** for the chosen system, then identify and discuss each banner in the following way:
 - a. Use the **Systems Lockbox Cards** to find the name of the part. Let students pronounce the name to improve memorization.
 - b. Examine the picture clues on the **banner** and the game board to figure out the part's primary function. Some clues are not apparent at first, but once the association is made, it is easy to remember. In short, emphasize mnemonic learning. The **Systems Guide** provides the associations and a brief list of functions. Note that the liver has three banners that represent six categories of function; consider using only one liver banner in this activity for younger students.
 - c. Place the banner on its corresponding code on the **game board** (or the **Gear Up Sheet**).
 - d. Label the banner's part on the **Anatomy Sheet** and make notes or drawings of mnemonic clues.
3. Once students are familiar with all the banners of the system, they should attempt to place the banners on the **Engage Sheet** without looking at the notes. Remove the banners and repeat the process for all ten of the body systems. Once completed, students can engage in the **Body System Battles!**

Body System Battles

Engage in Combat

As this game is meant to encourage the mastery of basic human anatomy, the “battle” depends on the ages of the students and your educational goals. Below are a few suggestions on how to play.

1. A race to place the banners is the most popular option. The student/team who can correctly place all banners on the [Engage Sheet](#) in the shortest time is the winner.
 - a. Let students place their banners face-up in a pile before starting the race.
 - b. Everyone stops as soon as the first student/team indicates (shouts/raise hands) that they are done.
 - c. If the team to finish first made no mistakes, then they are the winners.
 - d. If not, check all teams for accuracy. Each unplaced banner also counts as an error.
 - e. The team with the least amount of errors wins.
 - f. If you have only one set of banners and one engage sheet, let students/teams take turns while you record their times and errors.
2. Play a game of jeopardy. Let students name functions, or find matching banners, or point to structures on the [Engage Sheet or Game Poster](#) as you call out names of parts/structures. Keep a scoring system of your preference.
3. Ask students to label parts on the [Engage Sheet](#). Give credit/awards based on accuracy.