**Student Small Group Activities: Anatomical terms**

Assume the anatomical position. Ask the students to comment on how that position differs from the “usual” standing position and to explain why knowing this position is important to precisely identify anatomical terms and physiological processes.

1. Demonstrate what is meant by "anatomical position".

2. Define various directional terms (i.e. superior, inferior, etc.), and compare different body

parts using these terms (i.e. the elbow is proximal to the wrist).

3. List both anterior and posterior anatomical landmarks (i.e. orbital, inguinal, etc.).

**Place a chair at center stage. Have on student to come up and show how the chair would be cut along the sagittal, frontal, and transverse planes, and to choose which of these planes would yield a “usable” seat, providing an explanation for the choice made. (The explanation should also include the reasons the other options were not selected.)**

4. Name the three major body sections (planes, cuts), and describe how each would be

accomplished.

Have students find a series of landmarks on their own bodies, providing a list of landmarks for the students to locate. Use real-life examples to help the students better understand the terminology.

A) “the location where a necktie is worn,”

B) “the location of a belly button piercing,”

Students do this in small groups so they can discuss the terms with each other and begin to develop camaraderie among the group.

5. Designate the five major human body cavities and name the organs within each on a human

diagram.