

My body inside and out

Year Learning Activity

Description

Students can identify the correct names and correct location of their body parts, including private areas (genitalia). The concept of self-protection introduced.

Learning focus

Naming parts of the human body.

Key understandings

- Each body part has a different name.
- Some body parts are internal and some are external.
- Everybody has similar body parts, some are 'private' and some are 'public'.
- Though there are some parts we keep private, there is nothing bad about them, they are just private.
- Males and females have different body parts.

Materials

1. A3 paper
2. A3 coloured paper
3. Teaching Resource: *Body outline*
4. Student Activity Sheet: *Body outline with labels*
5. Book: *Everyone's Got a Bottom* by Tess Rowley

Teaching and Learning Activities

Before you get started

- It is recommended and age appropriate that students at this level learn the correct names of their external body parts, including sexual parts, e.g. penis, vulva, breast, testicles and buttocks (or bottom). Knowing these names enables children to communicate clearly if they need to get help; and in particular, in cases of abuse or injury. For more information see the FAQ: [How early should you introduce the names of body parts?](#)

Whole Class

Students revise their knowledge of the human body from Pre-primary Learning Activity: [Public vs private bodies](#) by recalling names of external body parts and where they belong.

Prior to this activity, photocopy the Teaching Resource: *Body outline* onto an A3 sheet of paper. Then photocopy the body outline onto several sheets of coloured A3 paper, and cut off the arms, legs and head so each body part is divided into six parts including the torso. Prepare enough for each student to have one body part each.

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1. Present the students with a complete (intact) A3 body outline. Blu-tac onto the wall or whiteboard for students to use as a reference.
2. Give each student a body part which has been cut out. Give the students an opportunity to identify the body part they have by asking them to stand or raise their hand if they are holding that part, e.g. "Raise your hand if you are holding an arm".
3. Ask students with like-coloured pieces to find each other and build their body by putting the pieces back together (like a jigsaw puzzle). Glue them onto blank A3 paper.
4. Alternatively, provide each student with all of the body parts and have them build their own body.
5. Ask:
 - *Are the body parts on your jigsaw 'private' or 'public' body parts? How can you tell?*
 - *Which bits of our body are 'private' parts? (e.g. the bits we cover with our bathers or give specifics using correct names)*
 - *Why is it useful to know which body parts are 'public' and which bits are 'private'?*

Independent or Small Group

Students are encouraged to consider internal body parts and label a human body accordingly.

1. Discuss the meaning of the words 'internal' and 'external'.
2. Perform the '*Hokey Pokey*' as a class using traditional lyrics to begin with.
 - This game provides a fun way of reinforcing the concept of how external body parts are obvious and can be seen, while internal cannot be seen.
 - Include other external body parts not included in the original song: elbow, shoulder, hip, knee ankle, etc.
 - Introduce different internal organs such as brain, heart, stomach, etc. Discuss with the students first how those parts might/might not be added to the *Hokey Pokey*. Take suggestions from students of other internal organs they know the name and location of.
3. Provide each student with an A3 copy of the body outline in the Student Activity Sheet: *Body outline with labels*. Photocopy and cut out labels of the body parts for each student.
 - Firstly, have students draw the facial features so their outline looks like them.

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- In small groups, ask the students to verbally name the visible (external) parts. Invite them to suggest which parts are missing (i.e. internal organs), what they are called and where on the body they are located.
- Students are to glue the body parts onto the body outline in the appropriate places.

Reflection

1. Use the picture book [*Everyone's Got a Bottom*](#) as the starting point to reinforce key concepts related to body parts, physical gender differences, respect for privacy and protective behaviours. We all have bodies and we all want to keep them safe. The story is about Ben and his brother Jack and sister Emma learning and talking together about bodies. It provides a gentle start for conversations with children about self protection.
 - Provide students with a short period (5 -10 min) to view the pictures and text in the story silently.
 - With a partner, ask students to share what they think the story will be about and why they think that way.
2. Conduct a shared reading of [*Everyone's Got a Bottom*](#). After reading, use the following prompts to help students to think critically about the text and the underlying messages/concepts (make classroom lists, oral sharing, journal writing etc.):
 - *What is the main message of the story?*
 - *How did the pictures/illustrations make you feel?*
 - *What do you notice about the names used for body parts in this book?*
 - *Why do you think our mouths are 'private parts' of our bodies? What are some of the other private parts of our body from the story?*
 - *Who kept a secret about the wrong kind of touching?*
 - *Was this the right or wrong thing to do?*
 - *Who can tell us about other trusted adults, just like Ben's mum in the story?*
 - *What characteristics make this person a 'trusted person'?*
 - *Who might these 'trusted adults' be at school?*

Related assets (links to sections within GDHR site)

FAQ

[How early should you introduce the names of body parts?](#)

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Teaching Resources

[Body outline with labels](#)

[Body outline](#)

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