

Bodies - similarities and differences

Learning objective

Students explore the physical features of people and identify similarities and differences between them.

Take Home Messages

- Everybody has parts that are the same.
- Everybody has parts that are different.
- We should celebrate the things that make us unique.

Curriculum Links

[WA HPE Curriculum](#)

Sub-strand: Personal, social and community health

- Body parts, visible and private and where they are located.

[International technical guidance on sexuality education](#)

Key concept 1.3: Tolerance, inclusion and respect

- Every human being is unique, can contribute to society and has a right to be respected.

Key concept 6.1: Sexual and reproductive anatomy and physiology

- Everyone has a unique body that deserves respect, including people with disabilities.

Key concept 6.4: Body image

- All bodies are special and unique and people should feel good about their bodies.

Materials

- Images of people with different body types and physical features, e.g. [Everyone's Got a Bottom](#) picture book (page 24 - picture of family).
- Craft supplies (glue, scissors, wool, coloured paper/card).
- Student activity sheet: [Child body outlines](#).

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?](#)
- Read Educator note: [Protective behaviours education](#) so teachers are aware of the concepts of protective behaviours education.
- [Protective interrupting](#) - All staff in the room need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.

- [Managing disclosures](#) - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

Learning Activities

Group agreement

5 mins

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: [Essential tools: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

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Learning Activities

Picture Talk

10 min

1. Show children the images on page 24 of [Everyone's Got a Bottom](#). (NB: The shared reading of the book is part of Pre-primary Learning activity: [Private vs public bodies](#)).
2. Invite suggestions from students for adjectives that can be used to describe different physical features. For example:

This is Ben. What colour is Ben's hair?

(black)

This is Ben's little sister, Emma. How is Ben's hair different from his sister's hair?

(brown)

This is Ben's little brother, Jack. What do you notice about Ben's brother's hair? Why do you think it is different?

(light brown and curly, like his dad's, could be step-brother or half brother, could be foster child or adopted)

In order from tallest to smallest, name the characters. Why is Ben the tallest?

(Emma, Jack, Ben. Ben is the oldest)

Are the oldest people always the tallest?

(no, people can be shorter than people that are older than them. People are all different heights)

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Learning Activities

Body outlines

20 min

Independent or Small Group

3. Provide each student with an A3 copy of the [Student activity sheet: Child body outlines](#).
4. Ask students to share their thoughts about the body outlines:

Do you think this body outline is a boy or girl? Why?

(Students may give a range of ideas encourage them to justify their response. E.g. Boy - looks like it has short hair. Do all boys have short hair?)

How is this body outline the same as your body?

(legs, arms, fingers, head, etc)

How is it different?

(I am shorter/taller, I have long hair, I have eyes/nose/other features not identifiable on the outline)

What parts of our bodies are quite similar to other people?

(arms, legs, brain, lungs, heart, toes, etc)

What parts of our bodies can be very different to other people?

(hair - colour, curls/straight, eye colour, height, penis/vulva)

Teaching tip: This provides a good opportunity to talk about body diversity. Some people are not born with some body parts, some people may have had injuries that mean their bodies look/work differently. Use this as a safe space to discuss and embrace these differences whilst also showing similarities. E.g. Our bodies allow us to live, breath, learn, love.

Teaching tip: Private body parts may come up naturally in these conversations. That is OK. Help students to refer to the body parts using the correct terminology and address them in the same way that you do any other body part. Private body parts are covered specifically in the [Learning activity: Public vs private body parts](#).

5. Students use their craft supplies to make their body outlines look different by adding different hair, colouring the skin different colours, etc. Ask students to give each of the body outlines a name.
6. Have students share their work using the [think-pair-share](#) teaching strategy to verbally describe the differences they have illustrated (focusing on the variations, e.g. short hair, long hair, curly hair, straight hair, dark hair, blue eyes, brown eyes, etc).

3-2-1 Reflection

Treating others with respect

10 min

7. Write the word 'similar/same' and 'different' on the board.
8. Ask students to share one thing that is similar and one thing that is different that they have shown on the body outlines. For example, "They both have blue eyes but Raj is right-handed and Jasmine is left-handed".
9. Point to the words 'similar' and 'different' as the students describe the features.
10. Ask:

How would someone feel if they were treated badly because of a difference they had?

(Bad, sad, angry, lonely, not nice, hurt)

How would do you think they should be treated instead?

(Like everyone else, kindness, invited)

11. Say:

"We are so lucky to live in a world that has so many different, unique and special people. Just because someone looks different or likes different things does not mean someone is bad. Treating them badly because they look different or act differently to us is bully. Bullying is never okay. We can all make the world a better place by accepting people for their differences. Everyone deserves to be treated nicely.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Environment

Policy

- There are clear anti-bullying policies which names discrimination or bullying based on differences or diversity (eg culture, race, religion, gender) is a form of bullying and there will be actions as a result of that kind of bullying.

Education

Professional development

- Teachers have received training on protective behaviours education.

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

My body inside and out

Learning objective

Students identify the correct names and location of their body parts (which may include genitalia).

Take Home Messages

- Each body part has a different name.
- Every body has similar body parts but there are some parts that are different for male and female bodies.

Curriculum Links

[WA HPE Curriculum](#)

Sub-strand: Personal identity and change

- Body parts, visible and private, and where they are located.

[International technical guidance on sexuality education](#)

Key concept 6.1 (5-8 years)

- It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs.
- Everyone has a unique body that deserves respect, including people with disabilities.

Materials

- Teaching resource: [Child body outline](#) - A3 hardcopy or electronic.
- Body jigsaw - enlarge the [Body outline](#) on to A3 (minimum) colour card and cut into 6 jigsaw sections. Enough for each student to have 1 body section each.
- [Body outline with labels](#) - can be used for reference or to show class if desired.
- Alternatively - draw large body outlines onto butchers' paper in different coloured marker and cut into 6 sections to create the jigsaw.

Before You Get Started

- This learning activity preludes [Learning activity: Public and private body parts](#). Private body parts may naturally come up in discussion in this lesson.
- Children need to know the correct names for the parts of their body. Using the correct terminology helps them to speak without embarrassment so that they have the language to ask questions, seek help and explain any changes of concern accurately. This is particularly important for protecting children against sexual abuse. The correct names of the private parts are vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).
- People often use the word 'vagina' when they mean 'vulva'. The vagina is the inside tube leading up to the uterus (womb). The vulva is the outside part made up of the clitoris and the labia (inner and outer lips).
- For more information see the FAQ: [How early should you introduce the names of body parts?](#)
- 'Public' body parts depend on cultural contexts. Some cultures consider hair, face, arms, stomach, etc 'private' body parts in the sense that they are covered up in public. However, for

the purpose of protective behaviours, 'private' body parts refers to the sexual body parts.

Learning Activities

Group agreement

5 mins

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read [Essential Tool: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

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Learning Activities

Body jigsaw

10 min

2. Display a copy of Teaching resource: [Child body outline](#).
3. Give each student a Body Outline - jigsaw piece (some children may need to be given more than one to cater to different group sizes).

4. Ask:

Raise your hand if you are holding a body part that is a head.

Raise your hand if you are holding a /head/tummy/elbow/etc.

5. [Grouping strategy: Jigsaw](#). Have students join the jigsaw pieces by colour to form a full human body and groups to work in for the next activity.

Teaching tip: Ensuring they find students with the same colour avoids any confusion with body parts that are both on the left and right (eg legs, arms).

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Learning Activities

Hokey pokey

15 min

6. Sing Hokey Pokey (or any other song that features lots of different body parts) as a class using traditional lyrics to begin with.

7. Ask:

What other body parts can you see that can be included in this song?

(elbow, shoulder, hip, knee, ankle, etc)

8. Sing Hokey Pokey using some of the other external body parts the students listed.

9. Say:

"These are all body parts that we can see. The body parts on the 'outside' are called 'external' body parts."

10. Ask:

What body parts do we have that you cannot see (the parts that are on the inside)? These are called 'internal' body parts. You might like to remember this by the word 'in'.

(brain, heart, stomach, lungs, etc)

How might these body parts be added to the Hokey Pokey song?

(Point to the external part closest to that part e.g. head for brain)

Teaching tip: Private body parts may come up naturally in these conversations. That is OK. Help students to refer to the body parts using the correct terminology and address them in the same way that you do any other body part. Private body parts are covered specifically in the [Learning Activity: Public vs private body parts](#).

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Learning Activities

Draw and label

20 min

11. Allow students time to draw or use craft materials (e.g. squiggle of wool for hair, pop sticks for bones) for all of the internal and external body parts on the combined jigsaw pieces.
12. Ask students to hang up their bodies and go around the classroom and look at others groups bodies.

Teaching tip: Keep these bodies up around the room for the next activity in the series.

3-2-1 Reflection

Checking what we learnt & different bodies

5 min

11. Ask:

What is an external body part? (Remember 'ex' means out)

(a body part we can see, body parts on the outside, legs, eyes, nose, elbow, knee, ankle, etc)

What is an internal body part? ('in' for 'inside' and 'internal')

(a body part we can't see, body parts on the inside, stomach, lungs, heart, brain, etc)

12. Say:

"Did you know that not everyone's body is the same? We went through all the common parts that make up bodies. But not everyone has all those bits, or maybe some people have more! Sometimes people are born without some body parts, or maybe they are born with them and they don't work like others do. Some people can wriggle their ears or curl their tongue, other's can't. For some people their brain works differently than others.

This is all okay! And part of what makes people special!"

13. Ask:

Do you think people with different bodies than yours should be left out or excluded?

(No - never. Everyone should be included).

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Environment

Policy

- Anti-bullying policies specifically name bullying against people with disabilities/different abilities.

Culture

- School staff celebrate the diversity and differences in students

Education

Teaching

- Teachers use the anatomical correct terms when talking about all body parts.

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they

have been learning about.

Public vs private body parts

Learning objective

Students develop their understanding of the differences between public body parts and private body parts.

Take Home Messages

- Each body part has a name.
- Everybody has body parts that are the same.
- Some parts of male and female bodies are different.
- Some body parts are public and some are private.
- Each person is in charge of their own body.

Curriculum Links

[WA HPE Curriculum](#)

Sub-strand: Personal identity and change

- Body parts, visible and private, and where they are located.

Sub-strand: Staying safe

- Protective behaviours and help-seeking strategies to keep safe.

[International technical guidance on sexuality education](#)

Key concept 6.1 (5-8 years)

- It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs.

Materials

- Book: [Everyone's Got a Bottom](#) by Tess Rowley
- Pictures from [Everyone's Got a Bottom](#) online reading 2min 20sec OR anatomically correct dolls
- Blank A3 paper - 1 per student
- Student activity sheet: [Child body outline - public vs private](#) (A3 copy)
- Student activity sheet: [Speech bubble](#) - 1 per student

Before You Get Started

- This activity extends the students' knowledge from the Pre-primary Learning activities: [My body inside and out](#) and [Bodies - similarities and differences](#).
- Children need to know the correct names for the parts of their body. Using the correct terminology helps them to speak without embarrassment so that they have the language to ask questions, seek help and explain any changes of concern accurately. This is particularly important for protecting children against sexual abuse. The correct names of the private parts

are vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom). People often use the word 'vagina' when they mean 'vulva'. The vagina is the inside tube leading up to the uterus (womb). The vulva is the outside part made up of the clitoris and the labia (inner and outer lips).

- Read Educators note: [Protective behaviours education](#) so teachers are aware of the concepts of protective behaviours education.
- 'Public' body parts depend on cultural contexts. Some cultures consider hair, face, arms, stomach, etc 'private' body parts in the sense that they are covered up in public. However, for the purpose of protective behaviours, 'private' body parts refers to the sexual body parts.
- Body diversity - approximately 1.7% of the population are born with intersex variations. It is possible that there will be children in the class that have intersex variations - some may be aware of this and others may not. It is important to acknowledge this diversity when facilitating lessons on physical sex characteristics. For more information read the Background teacher note: [Intersex variations](#).
- [Gender diversity](#) - it is estimated that between 1.2% and 4% of Australian young people are gender diverse or transgender. This is when someone's sense of being male or female is different from the sex they were assigned at birth. When teaching lessons about physical sex characteristics, it is important to understand and acknowledge this diversity. It is possible that children in the class may be gender diverse and may disclose this information in discussions. For more information read the Background teacher note: [Gender diversity](#).

Learning Activities

Group agreement

5 mins

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Learning Activities

Book: Everyone's got a bottom

10 min

2. Conduct a [shared reading](#) of a picture book that explains public and private body parts such as [Everyone's Got a Bottom](#).

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Learning Activities

Private parts

15 min

3. Revise the external body parts from [Learning activity: My body inside and out](#).

4. Say:

"We are going to talk about private body parts now. There are some names for these body parts that may be considered 'rude words' or 'swear words'. We are going to use the correct names for them, not rude words. Sometimes we giggle or laugh when we feel embarrassed, especially when we are talking about things like private parts. It is ok to laugh but also important to be able to learn about our bodies."

Teaching tip: If you have not set up a [group agreement](#), this can be a good way to start building one. Add 'using correct terms' and 'it's ok to laugh' to the start of your group agreement.

5. Ask:

Are there any parts of the body in this story that we did not add to our body pictures from our last lesson? ([Learning activity: My body inside and out](#))

(Genitals - penis, testicles, vulva, vagina, breasts, nipples, etc).

Teaching tip: Students may have different names that they use for these body parts. Acknowledge the name the student has used and explain the correct term.

6. As the names of the genitals are listed, use the pictures from [Everyone's got a bottom](#) (online reading 2min 20sec) or anatomically correct dolls to point to each part - vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).

7. Say:

"These body parts are 'private' body parts. These are the parts that are covered by underwear or bathers and we don't show other people or let other's touch them. The other parts of the body (that we can usually see) are 'public' body parts. Male and female bodies have many parts that are the same and some that are different. The private body parts are different for male and female bodies."

3-2-1 Reflection

Independent or Small Group

8. Explain:

"We are in charge of our own bodies. 'From my head to my toes, I can say what goes.' These are rules to help keep us safe."

9. Have students recite the saying, "From my head to my toes, I can say what goes".

Teaching tip: You can practice this over and over, saying this to a tune, or doing a dance/body movement to align with the saying.

10. Optional activity: [Student activity sheet: speech bubble](#) - trace around the words and decorate the speech bubble.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Environment

Policy

- There is clear policy on responding to disclosures of abuse and it is located in an accessible location.

Professional development

- Teachers are trained on what to do and how to respond if a student discloses their nudes have been leaked or posted online without their consent.

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
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