

Lesson 3

Naming Body Parts

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females

Name the different body parts

Resources

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

Activities**1. Group Agreement**

In a circle, remind the class of the group agreement from the last lesson.

2. Simon Says

As a whole class use a 'Simon Says' format to review the learning about similarities and differences; e.g. anyone wearing blue stand up, anyone with ears put your hands on your head, anyone with brown hair cross their arms, anyone with a head sit down.

3. Recap Lessons 1 and 2

Ask the class what they remember from the last two lessons. Prompt them using questions e.g. what are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born? Remind the class that although females and males share many similarities, there are some important differences between female and male bodies. Refer to the learning outcomes for this lesson.

4. Body Parts Activity

Create a Venn diagram on the floor using two PE hoops. Use the [Hoop labels](#) to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Discuss how human bodies are all unique and that not all Female or Male bodies look exactly the same as the ones in the pictures. Give a [Body Parts picture card](#) to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are similar for everyone, only the private parts are different. You can use the [Female X-ray picture](#) to explain that the vagina is inside the body.

5. Naming Body Parts Worksheet

At tables, ask children to individually complete the [Body Parts worksheet](#) by matching the words for body parts to the drawing. If the children finish this activity ask them to add any other body parts that they know of that are not on the list.

Lesson 3 - continued

Page 2

6. Song

Remind the class that most parts of our bodies are the same. Sing and perform the song *Heads, Shoulders, Knees and Toes*.

7. Reflect and Review

Ask the class to summarise what they have learnt.

Additional Activities

Read a story such as one of the books listed below to reinforce the idea of positive body image:

Suggested Reading

Shapesville, Andy Mills

It's OK to be Different, Todd Parr

Labelling Body Parts

Use the words for body parts from the [Body Parts worksheet](#) to print and cut out two sets of labels, and print off the male and female pictures from the [Hoop Labels](#). Ask children to use the word cards to label the parts of the body on the two pictures. Extend the activity by asking the children to write some more labels of their own with the names of any other body parts they can think of and place them on the pictures.