

Understanding Our Bodies – The Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade students will be able to:

AP.2.CC.1 – Use proper names for body parts, including male and female anatomy.

TARGET GRADE: Kindergarten
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- Teacher's Resource: "Body Parts and Functions"
- 6 Post-Its – one each labeled with vulva, nipples, anus, shoulder, foot, and belly button
- 6 Posit-Its – one each labeled with penis, nipples, anus, shoulder, foot, and belly button
- **PowerPoint "Our Bodies"**
- LCD projector and screen
- Desktop or laptop computer with PowerPoint on it

NOTE ON LANGUAGE:

You will notice that this lesson refers to "girls" and "boys" and "male" and "female" when identifying body parts. Lessons in higher grades use more precise language and begin to introduce a broader concept of gender. This lesson does, however, acknowledge that "there are some body parts that mostly just girls have and some parts that mostly just boys have. Being a boy or a girl doesn't have to mean you have those parts, but for most people this is how their bodies are." And, "Most people have a vulva and a vagina or a penis and testicles but some people's bodies can be different. Your body is exactly what is right for you."

NOTE ON CONTENT:

You will notice that terms and concepts used in this lesson are very simple recognizing that for many, providing more detail might be controversial at this grade level. If you are in a setting where using more detailed anatomical drawings is possible for kindergarten, we recommend using the diagrams found in *It's Not the Stork: A Book About Girls, Boys, Babies, Bodies, Families and Friends* by Robie Harris. A more in-depth version of this same lesson appears in this curriculum for 2nd grade.

ADVANCE PREPARATION FOR LESSON:

It is important to share the diagrams in the PowerPoint with your supervisor prior to teaching this lesson to ensure they are acceptable for your use.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify at least three body parts of the female namely the nipples, vulva and anus. [Knowledge]
2. Correctly identify at least three body parts of the male namely the nipples, penis and anus. [Knowledge]
3. Describe why it is important for them to know the correct names for the genitals. [Knowledge]

PROCEDURE:

STEP 1: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy. (1 minute)

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STEP 2: Ask the students to name body parts that most people have in common.

***Note to the Teacher:** Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.*

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, “Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other’s? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don’t have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies. (3 minutes)

STEP 3: Tell students: “There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part.”

Direct students’ attention to the PowerPoint where you have displayed the the first slide. Explain that “During the summer, when some people go swimming, people generally wear bathing suits to cover their genitals. Explain that when we wash our bodies and go to the doctor for a check-up, it’s important to know what our body parts are and how to keep them healthy. Display the next slide saying, “Our bodies have lots of different parts like the head, chest, belly button, hand and leg. Let’s look at some parts we don’t often learn as much about.” Point out and explain the following. “Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris. Often girls wear a bathing suit that also covers their nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how some people feed their babies.” (8 minutes)

STEP 4: Advance to the third slide and tell the class that you need their help to review the names of these body parts. Ask for six volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher’s Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 5: Next, advance to slide 4 and explain the following, “Most boys have a penis between their legs which they use to urinate or ‘pee.’ Some boys have a foreskin, which is

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a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both boys and girls have nipples, a boy's chest does not grow into breasts when he goes through puberty.” (8 minutes)

STEP 6: Advance to slide 5 and tell the class that you need their help to review the names of these body parts. Ask for six new volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher's Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 7: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

***Note to the Teacher:** If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.*

Explain that even if they use these names in their families, it is important to use the words just like we would for knee or elbow or any other body part. Ask students: “Why do you think it might be important for you to know the correct words for these body parts?”

***Note to the Teacher:** Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's penis, vulva or anus began to hurt or a person was worried that something was wrong with their body.*

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: “This is your body and you have a right to know what the different parts are called.” (4 minutes)

STEP 8: Conclude the lesson by asking students “Can anyone tell me a body part that most girls have but not boys?” (vulva). “Can anyone tell me a body part that most boys have but not girls?” (penis). “Can anyone tell me a body part we learned about today that both boys and girls usually have?” (anus, nipples). Explain “Most people have a vulva or a penis but some people's bodies can be different. Your body is exactly what is right for you.” (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The assessment is built into the lesson. By asking the class which body parts only girls have, only boys have and both have, the teacher can assess the knowledge of the class. An alternative assessment strategy if students are not likely to come up with the names themselves (especially for non-readers), is for the teacher to ask, “Who has a vulva? Girls, boys or both? Who has a penis?” etc. and have the class respond. By asking students why it might be important to know the correct names for these body parts, the teacher can gauge student understanding by their responses.

Teacher's Resource – Body Parts and Functions

Note: It is up to each teacher to determine the amount and detail of information to share with their students in ways that are age appropriate. This sheet is for the teacher's use only, and is not to be distributed to students.

FEMALE

VULVA

The external female genitals.

VAGINA

The vagina is the canal leading from the vulva to the uterus. The average vaginal canal is three to five inches long, and resembles a flattened tube with its walls touching each other. The vagina has great elasticity, and can adjust to the size of a penis or allow a fully developed fetus pass from the uterus out of the body.

MALE

PENIS

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It does NOT have any bones in it, but when people talk about an erection as a “boner,” they're mistaken. It is normal for a penis to curve slightly to one side or another, especially when it is erect.

BOTH

NIPPLES

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

ANUS

A hole between a person's legs where a bowel movement, or poop, comes out.

Adapted from handout by Elizabeth Schroeder, Ed.D., MSW & Eva Goldfarb, Ph.D.