



Title: My body: Names of parts of my body

Level: FIRST

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b	<ul style="list-style-type: none"> Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vulva.

Learning intentions

- Children learn the correct names for parts of their body, including male and female genitalia, and their functions.

Success criteria

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.

Resources to support this activity

- Blank A4 sheets of sugar/display paper and pens for children to draw.
- Large print outs of the 2 body images.
- Cards with parts of the body listed (or use the slides)
- A4 print outs of the body images, one girl and one boy image for every child or for pairs.

NOTE: In this activity we will introduce the external/visible parts of the body, another learning activity at First Level will extend learning and vocabulary to internal organs associated with pregnancy and birth (see *How human life begins, pregnancy and birth*). Children may already know some of the names for their body parts, some may need to learn this for the first time. While the activity is clear about the terminology we will use in RSHP learning, it is important that children feel they can use other terms to ask questions or ensure understanding. The teacher/educator should maintain the terms we hope the child will learn to use, however, please do not reprimand a child for using a word they use at home or with friends. Information is provided to explain to parents what this block of learning is about, with encouragement that the same vocabulary and understandings the children are introduced to in class, are used at home.

Activity

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible start the activity in this way. Begin with an introduction that explains to the children that they will be doing a series of learning activities where they will learn more about their body.
2. Explain that the children will start by making a drawing of themselves, and on this they will put some information about their body. They will need a way to measure height and might need to learn about shoe size (perhaps do that incidentally at the start of the day or earlier in the week). If your children like to work together have them work with a partner. Share the instructions on the smartboard and get everyone going.

Draw a picture of you.

On your picture write down:

- The colour of your eyes
- Your shoe size
- Your height
- Your hair colour

3. Bring the children back together, in a circle if possible. Have some of them share their picture and facts about their body. Who shares a shoe size? Who has similar coloured hair?
4. Now, explain that today children will also be learning about the names of different parts of their body. Acknowledge that many of these names the children will know, but some might be new words. Use large print outs of the body images, both boy and girl. Tell the children that you have the names of different body-parts (write them on cards or use the slides) and together you will identify where these parts of the body are. Read the first card/slide, then ask for someone to volunteer to place the card or point to or write on the girl and boy pictures.

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|---------|----------|----------|----------|
| 1. Arm | 4. Hand | 7. Leg | 10. Nose |
| 2. Ears | 5. Head | 8. Toes | |
| 3. Eyes | 6. Knees | 9. Mouth | |

5. Work through to number 10, then pause and explain that there are also parts of the body that we might not see when we look at each other with our clothes on. And that some cards/slides will come up now that give the names for these parts of our body too, the parts of our body that are private.

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|-------------|-----------------------|
| 11. Bottom | 14. Scrotum/Testicles |
| 12. Nipples | 15. Vulva |
| 13. Penis | |

6. Tell children about these words, *“if it’s a word you don’t know, that’s okay, you might know another word.”* As you work through the words, *nipples, penis, scrotum/testicles* and *vulva* ask the children if they use other words, make sure the children know it’s okay to say these words just now, because we want everyone to understand the new word. Acknowledge these words and respond with *“yes, so today we are saying ‘x’, but ‘x’ is a word you might use too.”* Continue with the activity, read the cards/slides and ask for volunteers to place the word/point/write on the body images. As you read the words listed, say the word and explain what this body part is, you can use this text here if it is helpful, pause and check understanding as you go:

Nipples: *Both boys and girls have nipples. When a girl grows, she will develop breasts. If a woman has a baby, then she can breast feed her baby; the baby would get milk from its mum's nipples. Sometimes people ask, "so, why do boys have nipples?" All babies develop the same way until their mum is about 8 weeks pregnant, and that includes nipples. So, if the baby that is growing inside the mum develops to become a boy, he will still have nipples.*

Penis: *Boys have a penis. When a boy urinates/goes to the toilet (children will have words they use), it comes out of his penis. When we learn more about how babies are made, we will learn more about the penis.*

Scrotum and testicles: *The scrotum is the sack of skin that hangs under the boy's penis. Inside there are the testicles. Again, in another lesson we will learn more about this.*

Vulva: *Girls have a vulva. When a girl urinates/goes to the toilet, it comes out of her vulva. (N.B. If a child uses the word vagina to describe this part, you can respond with: Sometimes people use the word vagina, but the vagina is actually just the bit inside the girl. So, if you are a girl, the bit you see between your legs when you look at your body is your vulva.)*

7. It will become clear in discussion that some parts of the body apply to one of the figures rather than both.
8. Review the words *Nipples, Penis, Scrotum/Testicles* and *Vulva*. Explain that these are the words that we will use in the class when we talk about these body parts – “if you forget, that's okay. We will remind you”.
9. Now, give each child/pair the A4 printout versions of the images and the word list. Explain that the children should write the names of the parts of the body from the list on their pictures and use a line/arrow to say where this is on the body, an example with the first word, 'Arm', is on the activity-sheet.
10. Bring everyone together. Ask pairs to share their work with the pairs sitting nearby. Ask if anyone has any questions.
11. End with the final slide – this is a regular message throughout RSHP learning at First Level – that in this class we are all individuals, different, unique and special. Explain that in the next activity, children will be learning about keeping our body clean.

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

The children are working on the topic of *My body*. They will be learning about having a healthy body and keeping clean. They will also learn the correct names for male and female genitals. The body-part names and descriptions that they will learn, are these:

Nipples: *Both boys and girls have nipples. When a girl grows, she will develop breasts. If a woman has a baby, then she can breast feed her baby; the baby would get milk from its mum's nipples. Sometimes people ask, "so, why do boys have nipples?" All babies develop the same*

way until their mum is about 8 weeks pregnant, and that includes nipples. So, if the baby that is growing inside the mum develops to become a boy, he will still have nipples.

Penis: *Boys have a penis. When a boy urinates/goes to the toilet, it comes out of his penis. When we learn more about how babies are made, we will learn more about the penis.*

Scrotum and testicles: *The scrotum is the sack of skin that hangs under the boy's penis. Inside there are the testicles. Again, in another lesson we will learn more about this.*

Vulva: *Girls have a vulva. When a girl urinates/goes to the toilet, it comes out of her vulva. (N.B. If a child uses the word vagina to describe this part, we respond with: Sometimes people use the word vagina, but the vagina is actually just the bit inside the girl. So, if you are a girl, the bit you see between your legs when you look at your body is your vulva.)*

We use these terms because they help to remove any embarrassment or shame about these body parts. Also, knowing these words means that children can explain clearly if they are unwell or have a worry. Knowing these terms help to protect children because they also learn that these parts of the body are private – we will be doing more on this in class. We encourage parents and carers to use the same terms at home, we do understand that families often have informal body-part terms that they use, but we would ask that you take on board the need to use the same terms as school.

Practitioner Notes