

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 Post-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

Optional video:

<https://amaze.org/jr/> Scoops and Friends - Two minute video that reviews body parts

A NOTE ON LANGUAGE:

You will notice that this lesson refers to “girls,” “boys,” “male,” and “female” when identifying body parts. To be inclusive of all students, including transgender and non-binary students, start this lesson by explaining how assigned sex can be different from gender identity. “When a baby is born the doctor labels them “boy” or “girl” based on what their body looks like. For many people that label fits, but for some people the label doesn’t fit. What’s important is to respect the label people give themselves, whether they feel like a boy, a girl, or another gender.” And, “Most people have a vulva and a vagina or a penis and testicles but some people’s bodies can be different.”

A 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, 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 a female-assigned person, namely the nipples, vulva and anus. [Knowledge]
2. Correctly identify at least three body parts of the male-assigned person, 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:

Writing/drawing prompt: My favorite part of my body is...(draw your body and label your favorite part)

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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. It’s important that everyone with a body knows how their body works and how to take care of it so we can all be healthy. Everyone deserves to feel good in their body. (1 minute)

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 the same and everyone’s body is fine just the way it is. However, 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, “We all have skin. Does all of our skin look exactly the same as each other’s? It’s beautiful to have so many different skin colors. 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? 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 girls have and some parts that mostly 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 where they are on people’s bodies.”

Direct students’ attention to the PowerPoint where you have displayed the first slide. Explain, “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: 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 can be used when someone has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. Therefore, 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 aloud 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

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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, "Many, but not all, boys have a penis between their legs which they use to urinate or 'pee.' Some penises have a foreskin, which is a piece of skin at the end of the penis, and some do not. Most bodies also have an anus. Although boys also have nipples on their chest, they are usually not required to cover their nipples or chest when they are wearing a bathing suit. Even though almost everyone has nipples, a boy's chest will not usually 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 aloud 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 aloud, 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 or that a lot of the slang words might not be respectful. 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 they should tell a trusted adult or the school nurse. It may be new for many students to be learning anatomy terminology at school (or at all). We can help students manage their new knowledge with some positive framing that doesn't stigmatize using new words, but encourages students to use them respectfully.*

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) It's also important to be respectful in when and where we talk about private body parts. Asking questions is always ok, but, for example, using these words to tease or bother someone on the playground is hurtful.

STEP 8: Conclude the lesson by asking students "Can anyone tell me some body parts we learned about today?" (4 minutes)

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The assessment is built into the lesson. By asking the class which body parts they remember, the teacher can assess the knowledge of the class. 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.

HOMEWORK:

None.

Teaching 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.

ASSIGNED FEMALE

VULVA

The external genitals, including the labia, clitoris, urethral opening, and vaginal opening.

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 to pass from the uterus out of the body.

ASSIGNED 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, even though when some people talk about an erection they call it a "boner." It is normal for a penis to curve slightly to one side or another, especially when it is erect. The average penis is 3 - 4 inches soft and 4 - 5 inches erect.

EVERYONE

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