

## Lesson 3

# Naming the 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 male and female body parts

### Resources

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

## Activities

### 1. Ground Rules

In a circle, remind the class of the ground rules from the last lesson.

### 2. Simon Says

As a whole class use a 'Simon Says' format to review the learning about males and females; e.g. all the males put your hands on your head or all the females point at the ceiling. Catch the children out by giving a command without identifying the sex e.g. put your hand up.

### 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 there are some important differences between male and female bodies and 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'. 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 the same for males and females, only the private parts are different. Use the [Female x-ray picture](#) at your discretion 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 label the parts male, female and both.

### 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

*Cinderella's Bum*, Nicholas Allan.

*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.