

All the Parts of Me

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 1

Lesson: 1 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.1, A1.5, D1.3, D1.5

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- **Teacher Resource: Checklist**

Learning Goals

- We are learning to identify body parts, including genitalia, using correct terminology.
- We are learning to respect ourselves and our body by taking care of it and setting and respecting boundaries.

Overall Assessment

Using the Teacher Resource: Checklist observe students and provide verbal and written feedback on their ability to identify body parts, including genitalia, using correct terminology and showing respect for their body.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Write the following body part terms in large script on strips of paper, one term per strip: head, neck, ears, eyes, nose, mouth, arms, hands, legs, feet, belly button, stomach, heart, lungs and brain. Create a student-sized body outline and post it at the front of the class.

Divide students into groups of 3-4. Have 10 students volunteer to be body part guessers. Provide each guesser with one of the body part terms. Have each guesser come to the front of the class and hold the body part term above their head, without looking at it. Have students check that each member of their group knows the term the guesser is holding up. Have the guesser ask yes or no questions (e.g., “Am I on the face?”, “Am I a limb?”, “Am I a middle part?”, “Am I covered by shorts?”) to guess their body part based on the answers provided by the class. Encourage the class to provide yes or no answers only, reminding them not to act out the answer. Once a body part has been identified, have the guesser place the body part term on the student-sized body outline in the correct position. Consider modelling the role of the guesser first using one of the body part terms.

Review the names of the body parts, their position on the body and their function.

Action

Using Direct Instruction, ask students to identify body parts that may be missing. If not identified, share that the genitalia, nipples, and buttocks are missing. Explain that all bodies have nipples and buttocks. Some bodies have a penis and testicles. These are located outside the body. Other bodies have a vulva and vagina. The vulva is the part of the genitals located outside the body, and the vagina is located inside the body. Add the following terms to the student-sized body outline: buttocks, nipples, penis, testicles, vagina and vulva. Consider placing the penis and testicles on the left side of the body outline and the vagina and vulva on the right side of the body outline, proximal to where they would be located on a body. Clarify the correct terminology with students as needed.

Use the following teacher prompts to engage students in a large-group discussion:

Student responses:

- **Teacher prompt:** “We talk about all body parts with respect, and we decide who can touch our body. Why is it important to know about your own body, and use correct names for the parts of your body?”

Student responses:

- “All parts of my body are a part of me, and I need to know how to take care of and talk about my own body.”
 - “I need to know the right names for the parts of my body so that when I am hurt or need help, I can tell a trusted adult about what’s happened and they will know what I’m talking about.”
 - “I need to know the right names so I can know what my body likes or needs.”
 - “It’s not ok for others to see and touch me while I am changing or without my clothes on without my permission, or if it makes me feel uncomfortable. When I do need to be touched by a doctor during a check-up or by a trusted adult to help me in the bath or shower, it should never be a secret.”
 - “I get to decide who touches me. For example, if I don’t want to hold someone’s hand, I have the right to say ‘no’. If someone touches me without my permission, I need to tell an adult I trust.”
- **Teacher prompt:** “How do we show respect for other people’s choices about their body?”

Student responses:

- “Everyone gets to decide who can touch them. The word ‘no’ can look, sound and feel different for different people. They can say ‘stop it’ or ‘don’t touch me’, or show that they don’t want to be touched by moving away from someone. If someone says no or shows they don’t want to be touched, then we need to respect that.”
- “I can use my words to show respect. Asking questions can help me understand what the other person wants and doesn’t want. I can ask, “Can I give you a high-five, or you look like you need help with your hat, can I help you?”
- “We should always ask before touching someone. If I want to give my friend a hug, I will ask them if it’s ok first. If they say ‘no’, I can show respect by not hugging them.”

- **Teacher prompt:** “What does it feel like when you are uncertain or uncomfortable in a situation?”

Student responses:

- “I may not feel like my usual self, and have feelings of being sad, scared and anxious.”
- “I might feel unsafe and want to talk to a trusted adult for help.”

- **Teacher prompt:** “Who can you talk to when you have these types of feelings? Think about your parents/guardians/caregivers, a doctor, or a trusted adult who you can go to for help.”

Student responses:

- “I am very close with my family, and I trust the adults I live with. I can talk to them when I am having these feelings and ask them what I should do.”
- “I go to the doctor for my check-ups. If I have questions about my body, I can talk to the doctor because I know that my doctor keeps me safe.”

Consolidation

Using an **Elbow Partner** strategy, have students share one way they show respect for their body and care for it and one way they can show respect for other people’s choices about their body.

Notes to Teachers

When children know how to care for and use the correct names for their body parts, including genitalia, they build understanding and respect for themselves and their bodies and can communicate clearly and ask for help in case of illness, injury or abuse. (*Excerpted from: Government of Ontario. (2019). Human development and sexual health education by grade*)

The language of “boys” and “girls” is gender interpreted. This lesson uses gender-neutral language and is used throughout this unit to remove gendered words. Although a sex may be assigned at birth, this does not equal gender identity, nor gender expression or sexual orientation. Gender-neutral language eliminates assumptions about someone’s gender identity or sexual orientation that is based on their appearance. It avoids reinforcing gender binaries and it respects diverse identities. The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances. The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities. For students who identify as trans or intersex, constant reminders about gender binaries can be stressful and reinforce traditional gender roles and expectations. To be inclusive of all students, when students ask questions related to body parts such as “Do girls have___?” or “Do boys have___?”, it is helpful to say “Many girls do, but not all.” or “Many boys do but not all.”

For additional information around the importance of teaching students correct terminology and gender-neutral language, consult your local public health unit or visit these websites:

- [Ontario: Human Development and Sexual Health Education by Grade](#)
- [Saskatoon Sexual Health: Educators Guide to Inclusive Language](#)

Consider consulting your school- or board-supported resources for books and videos to enhance student understanding of their body and setting and respecting boundaries.

Suggestions for Dealing with Disclosures by Students

- Be aware of and respect linguistic differences, ethno-cultural beliefs, religious beliefs, and any other dimensions of diversity that may be involved in the student’s concerns or questions.
- Consider the student’s feelings and be affirmative in your attitudes: “That’s a good question,” or “It’s great that you are thinking about these things – they are important.”
- Maintain a calm and non-judgmental demeanour.
- If you are not sure of the amount of depth behind a question, or whether there are nuances that should be made clear, ask the student to clarify. For example, you can say, “Tell me more about what you’d like to know and how I can support you.”

- Know who to go to for help if you need it. Be familiar with internal board support as well as community agencies or organizations that provide contact information for resource people within the school and the community to whom you can refer students.

Duty to Report Children in Need of Protection

If any person, including “a person who performs professional or official duties with respect to children,” has reasonable grounds to suspect that a child is or may be in need of protection, the act requires that the person report their suspicions “immediately” to a children’s aid society and provide the information on which the suspicions are based. Therefore teachers, principals, and other professionals who, in the course of performing their professional or official duties, suspect that a child is or may be in need of protection, must report this information without delay to a children’s aid society. *(Extracted from: Government of Ontario. (2021). **Program Policy Memorandum 9: Duty to Report Children in Need of Protection**)*