

Sexual Growth and Body Image

Kindergarten: Identifying our Body Parts

Aim/Rationale

Students will successfully identify, by name and function, the parts of their bodies, including sexual organs, using accurate anatomical terminology and will discern between private and non-private parts.

Competencies

QEP Competencies

- 1) *Intellectual*
 - a. *To use information*
 - b. *To solve problems*
 - c. *To exercise critical judgement*
- 2) *Personal and Social*
 - a. *To construct his/her identity*
- 3) *Communication-related*
 - a. *To communicate appropriately*

Broad Areas of Learning

- 1) *Health and well-being*
- 2) *Citizenship and community life*

Purpose

Children who know the parts of their body, including sexual organs, are more likely to be proud of their bodies and develop a positive body image. Talking about the parts of the body and sexual organs:

- Allows children to satisfy their natural curiosity about their bodies and anatomical difference.

- Gives children the appropriate vocabulary for asking questions about sexuality or talking about medical concerns involving sexual organs.
- Equips children to identify inappropriate touching by using correct terms to refer to sexual organs if they need to report a sexual assault.

Relevant to:

- Promoting egalitarian relationships
- Preventing sexual assault
- Promoting a healthy body image
- Promoting personal health and hygiene

Lesson

Materials

- Flipchart and/or whiteboard
- Markers and/or color pencils
- Large sheets of white paper for body outlining
- Male and Female Anatomy Handout
 - <http://rtmq.infosathse.com/Kansas/ratac.htm#anatomy>
 - <http://sexedtoolkit.com/wp-content/uploads/2016/11/SGBI-EK-Male-and-Female-Anatomy-Handout.pdf>

Essential Questions

- What are the body parts shared by boys and girls? What body parts are specific to boys and girls respectively?
- What are the functions of our body parts?
- Which parts of our body are private?

Being Inclusive of Gender

When teaching about anatomy, it is important to acknowledge intersex, transgender or gender variant individuals so that students who may identify this way will feel included. If you are comfortable, take a moment to mention that some people may have body parts that do not match up with how they feel as a boy or girl. There are also some people that have a mix of both male and female body parts that usually instead of just male or female parts. People with bodies like this are not as common, but many people have them and they're healthy and normal like any others. It can help to compare them to other less stigmatized natural variations, like people who have less common hair or eye colour.

Development/Teaching Methods [20 min]

1. Have the students sit in a circle. Present pictures or charts depicting male and female anatomies. Begin by asking the students to brainstorm different parts of the body. Ask them to identify body parts by pointing to themselves or to the picture.

2. Identify the following body parts and ask the students to describe each function. Explain that both boys and girls have each of these body parts. (e.g. We use our hands to touch, we use our legs to walk, etc.)
 - Arms
 - Legs
 - Hands/fingers
 - Feet/toes
 - Head
 - Face
 - Belly button
 - Etc...
3. Next, play a game of “Simon Says” in which students will identify and point to different parts of their bodies. Allow students to take turns being “Simon.”
4. Then point to the sexual organs in the picture of the male body. Ask the students if they know the names for these body parts.
5. Identify the following male parts and ask the students to describe the function (e.g. The penis is used for urination, etc...):
 - **Penis** (Function: the penis is a sexual organ that acts as a channel for urine and sperm to leave the body.)
 - **Scrotum** (Function: the scrotum is the sack of skin below the penis that holds the testes, which is where sperm and male sex hormones are produced.)
6. Explain that boys have these body parts. Then repeat the process for the female sexual organs.
7. Identify the following female parts and ask the students to describe the function (e.g. Breasts contain the milk a mother breast feeds her baby, etc...):
 - **Breasts** (Function: breasts produce the milk that a mother feeds to a newborn.)
 - **Vulva** (Function: the vulva is the outer part of the vagina that acts as protection for internal sex organs.)
 - **Vagina** (Function: the vagina is a tubular organ by which a baby exits a mother’s body.)
8. Explain how transgender, intersex, and gender variant boys and girls might have parts that may not match their gender.
9. Explain that our private parts are the parts of our body that are covered by our bathing suits and the ones we see when we use the restroom. Discuss what private means: “Private means for my eyes only. No one else should see my private parts except to keep me clean and healthy.” (e.g. a parent or paediatrician)

Culmination [5 min]

Wrap up the lesson by reminding students to respect each other’s bodies by keeping hands to ourselves unless we have or give permission for someone to touch us. Ask the students why it is

important to respect each other's bodies (e.g. Do you like it when someone pinches you? How does that make you feel?).

Performance Objectives

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

- Identify the parts of their bodies and the corresponding functions.
- Distinguish between private and non-private body parts.

Assessment Ideas

- 1) Sing the “Hokey Pokey” song or ‘Head, Shoulders, Knees and Toes.’ Students will identify their body parts through movement and dance.
- 2) Provide students with blank body diagrams and have them draw male or female sexual organs onto the figure. (see Male and Female Anatomy Handout)
- 3) Give each student a large sheet of white paper and ask them to choose a partner. Then have the students use markers to outline their partner's body on the sheet of paper. Afterwards, students can draw and label parts of the body.



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