

Understanding Our Bodies

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.2.PGD.5 – List medically accurate names for body parts, including the genitals.

2.1.2.PGD.4 – Use correct terminology to identify body parts and explain how body parts work together to support wellness.*

TARGET GRADE: Grade 2

TIME: 40 Minutes

MATERIALS NEEDED:

- Teacher's Resource: "Body Parts and Functions"
- "Understanding Our Bodies" PowerPoint Slide
- Laptop or desktop with PowerPoint on it
- LCD projector and screen

A NOTE ON LANGUAGE:

You will notice that this lesson refers to "girls" and "boys" when identifying body parts. The use of a binary construct of gender as well as using gender (boys and girls) rather than the more accurate biological sex (male and female) is purposeful given the developmental stage of students. Lessons in higher grades use more precise language.

This lesson does state, "Most people have a vagina or a penis and testicles but some people's bodies can be different. Your body is exactly what is right for you."

A Note to Teachers: Sometimes, students will ask questions beyond the scope of the lesson and standards. In order to ensure that developmentally appropriate materials is provided to students, please let students know that their questions are beyond this lesson and they will learn more about that later. Let parents know that their children have questions so that they may address them at home if necessary.

ADVANCE PREPARATION FOR LESSON:

It is important to share the PowerPoint diagram 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 the female genitals. [Knowledge]
2. Correctly identify at least three body parts of the male genitals. [Knowledge]
3. Describe why it is important for them to know the correct names for the genitals. [Knowledge]

PROCEDURE

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." Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

(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 exactly the same and everyone's body is fine just the way it is. But 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, “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? We all have skin. Does all of our skin look exactly the same as each other’s? 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 girls have and some parts that 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 who has what body part.”

Direct students’ attention to the PowerPoint where you have displayed the male body and female body with a bathing suit diagram. **Explain by saying, “During the summer, 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. A female is born with a vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. Often girls wear a bathing suit that also covers their nipples on their chest.”**

(8 minutes)

STEP 5: Next, explain the following, “Males are born with a penis between their legs. The testicles are important for when a boy grows up and goes through puberty. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit.”

(8 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 vagina.

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, that a lot of the slang words might not be nice. If a person's penis, vagina or anus began to hurt or a person was worried that something was wrong with their body.

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)

STEP 8: Conclude the lesson by asking the students, "Can anyone tell me a body part that girls are born with but not boys? (vagina) Can anyone tell me a body part that boys are born with but not girls? (penis, testicles) Can anyone tell me a body part we learned about today that both boys and girls are both born with? (nose, skin, anus, nipples, arms, legs)"

(4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The assessment is built into the lesson. By asking the class which body parts only girls have, only boys have and both have, the teacher can assess the knowledge of the class. An alternative assessment strategy if students are not likely to come up with the names themselves (especially for non-readers), is for the teacher to ask, "Who is born with a vagina? Girls, boys or both? Who is born with a penis?" etc. and have the class respond. 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.

Teacher's Resource – Body Parts and Functions

Note: The amount and detail of information shared with students MUST be age appropriate. This sheet is for the teacher's use only, and is not to be distributed to students.

FEMALE

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.

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, but when people talk about an erection as a "boner," they're mistaken. It is normal for a penis to curve slightly to one side or another, especially when it is erect.

TESTES/TESTICLES

The male sexual glands, the two testes located within the scrotum, produce sperm and testosterone. One usually hangs slightly lower than the other. They hang outside the body because sperm needs to be produced at a temperature that's usually about 5 – 6 degrees below the body temperature.

BOTH

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.