

Lesson Topic: Understanding Our Bodies

Standards Alignment:

National Sex Education Standards

AP.5.CC.1 – Recall the human reproductive systems including the external and internal body parts and their functions, and that there are natural variations in human bodies.

PD.5.AI.2 – Identify trusted adults, including parents, caregivers, and health care professionals, who students can ask questions about puberty and adolescent health.

Nevada Academic Content Standards

1. HRS.4.1 – Identify the body parts of the human reproductive systems using correct anatomical terms.

1. HRS.4.3 – Explain that all living things reproduce.

Objectives:

- Correctly identify at least four body parts of a girls and people with a vulva.
- Correctly identify at least four body parts of a boys and people with a penis.
- Describe why it is important for them to know the correct names for the genitals.
- Identify trusted adults who students can ask questions about puberty and adolescent health.

Activities:

Simon Says: Head, Shoulders, Knees and Toes

Body Part Reviews

Video: Finding An Adult That You Can Trust (2:11) <https://youtu.be/OWtPnjSoppc>

Lesson Prep:

- **Body Part Review 1-** 6 post-its- each labeled with one of the following terms: vagina, vulva, anus, clitoris, urethra, and nipples.
- **Body Part Review 2--** 6 post-its- each labeled with one of the following terms: penis, urethra, scrotum, testicles, anus and nipples.

Lesson Intro:

- SHARE is important for everyone in the class.
- The goal is for every one of you to feel that these classes relate to you and your life.

- This curriculum and resulting class discussions are intended to be respectful and inclusive of many perspectives and allow all students to see themselves and understand their own health and sexuality.
- The purpose of SHARE is to assist you in making informed choices and avoid behaviors that put you at risk.
- All questions are welcome. If you don't feel comfortable asking in class, I've provided paper for anonymous questions, or you may talk with me later.
- We will be talking about this as if we are scientists/doctors because we will be using the correct anatomical terms for our body parts.
 - It's important that we know the correct terms for all of our body parts.

Use of Slang Words: *If students use slang words, keep in mind that may be the only language they have heard before this class. They also may just be trying to get a rise out of you. Since you won't know their motivation, should they use a slang term, gently correct them (remind them that we are using the correct anatomical terms-like scientists) and ask them to continue. For example, if they were to say, "balls" for "testicles," there is likely to be some laughter. Simply say, "And what is the word we learned for 'balls?'" and restate using the term testicles.*

Slide 1:

Understanding Our Bodies

4th Grade S.H.A.R.E.

Lesson:

- Introduce the lesson by saying something like, “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 and safe.
- Have students name body parts that most people have in common.
 - Possible responses: arms, legs, feet, fingers, head, eyes, mouth, etc.
 - Some may mention that not everybody has two arms, or all ten fingers
 - Acknowledge by saying, that is true and not everyone is the same and everyone’s body is fine just the way it is.

Slide 2: Simon Says

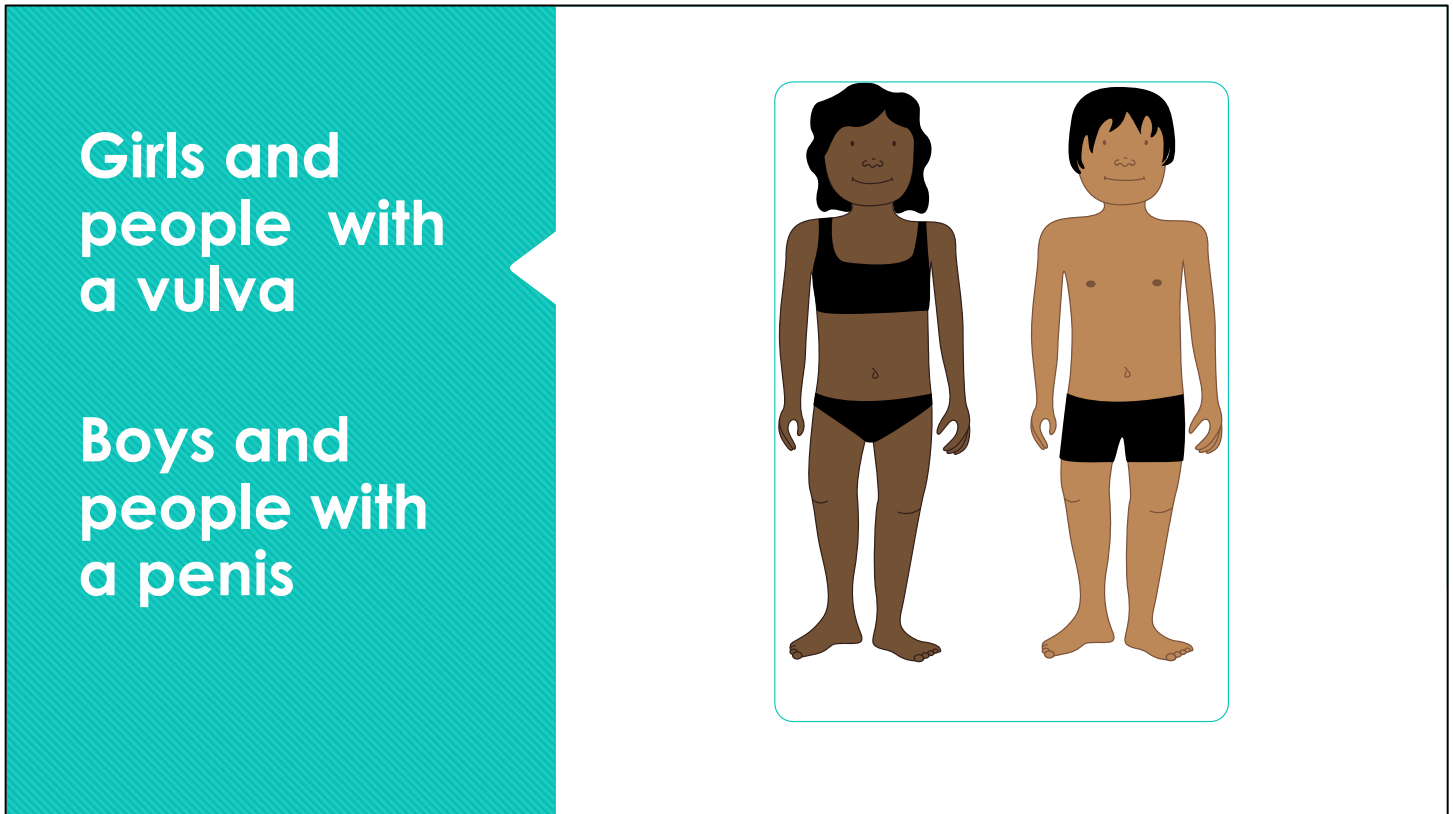
Simon Says: Head, Shoulders, Knees and Toes...

- We’re going to play a quick game of Simon Says
 - Stand up
 - When I say, Simons says point to____, point to the body part

- Call out different parts of the body while asking students to point to that body part.
 - Eyes, nose, arms, legs, knees, etc.
 - As students point to the specified body part, have them explain what that body part is used for.
 - Ex) eyes –seeing, nose- smelling and breathing
 - Ask, even though we all have a nose, do they all look the same?
 - Do our ears look the same?
 - We all have skin; does that look the same?

- Our body parts may do the same thing, but they can look very different.
 - We are all humans with bodies special to us.

Slide 3:



- Say something like, we know there are lots of body parts that all bodies have in common, but there are some parts that some people have, and some that others have. This includes our sexual and reproductive systems. Sexual systems are used for having a sexual relationship with another person when you're older, if you choose to do that. Reproductive systems are used in making and having babies when you're older – again, if you choose to do that.
 - Today, we're going to talk about some of those parts.
 - These parts are usually covered by clothing or bathing suits.
 - These parts are sometimes referred to as, "private parts or genitals"

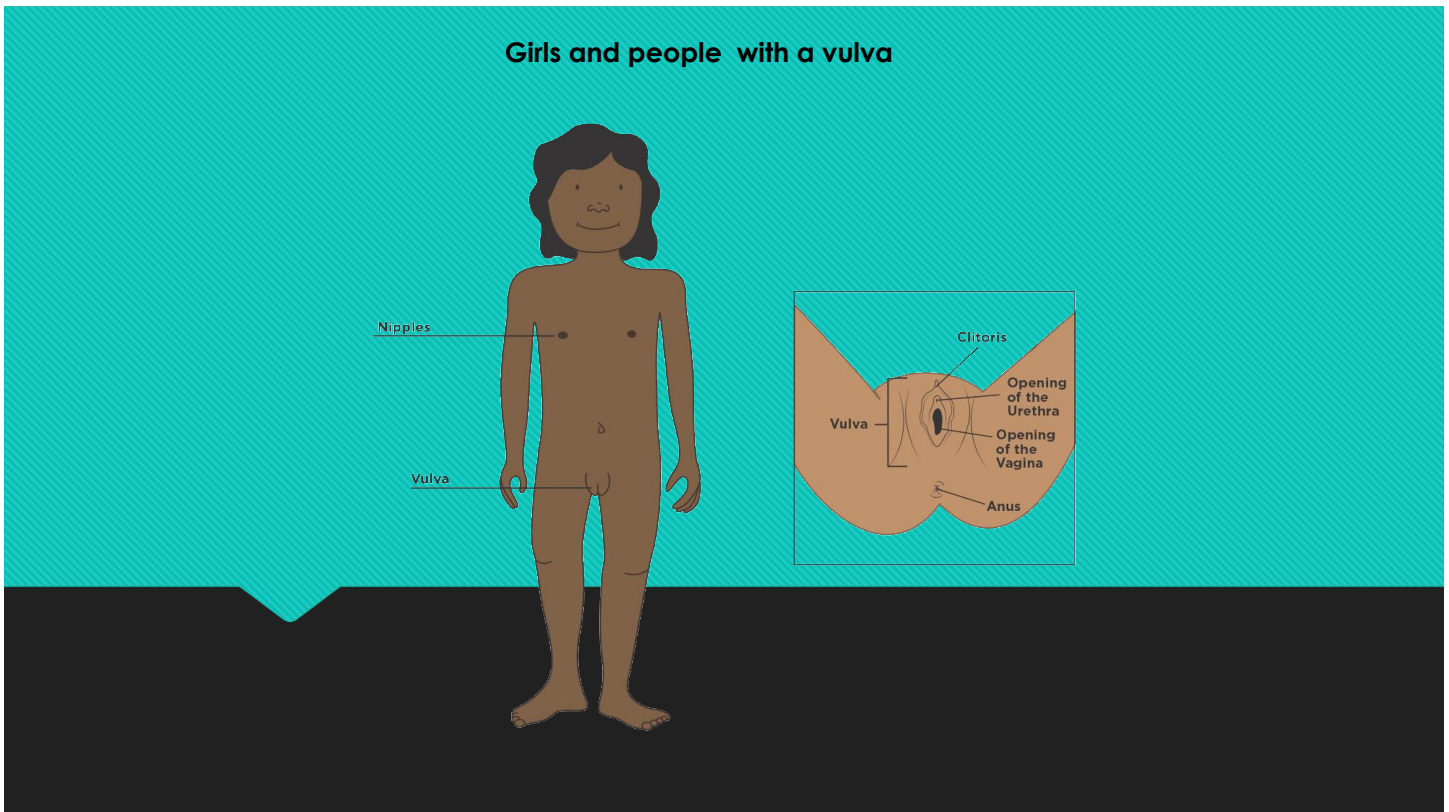
Note to the Teacher: When the words "Penis, vulva and vagina" are first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: "Why do we laugh when we hear those words, penis, vagina and vulva and maybe even breasts?" Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the words, "penis, vagina, and vulva" or some of the other words we will discuss but that it is important to learn them.

- "Why do you think we need to learn about these parts?" (Most likely will be silence)

- Probe for; it's important to know the correct terms of our body parts.
 - Stress the importance of knowing the scientific terms for health and safety reasons.

Genitals are generally covered up with a bathing suit or underwear.

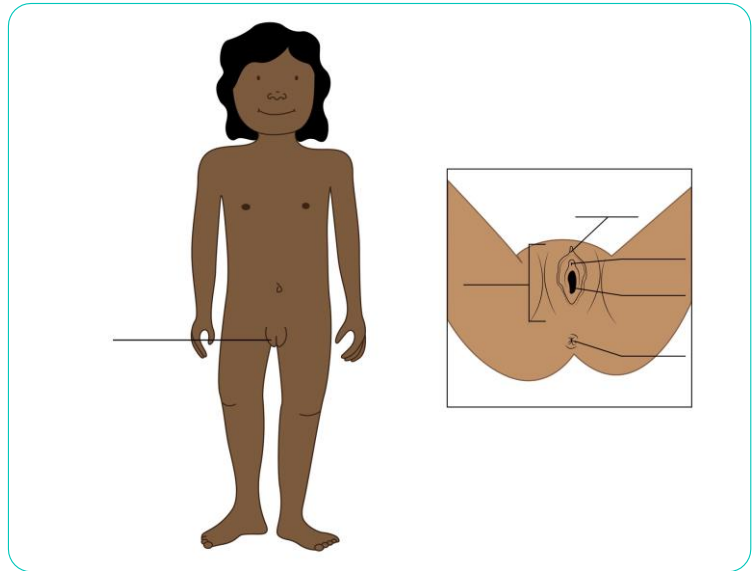
Slide 4:



- Most bodies with vulvas have the following parts:
 - Vulva: The vulva describes the area with the urethra (the front opening) where urine/pee exits the body and the vagina, which is the middle opening and a little bigger, and used for having a baby.
 - Anus: The anus is the third opening, located towards the back, and is where a bowel movement/solid waste or poop exits the body.
 - A girl and people with a vulva has three openings between their legs and a very sensitive little spot towards the top (above the urethra), called the clitoris.
 - Often a bathing suit top or sun shirt is worn and covers the nipples on the chest.
 - Their chest will develop into breasts as the body goes through puberty.
 - Breasts and nipples can be how mothers feed milk to their babies.
 - Both people and animals that are mammals can feed their babies this way.

Slide 5: Activity: Body part review (vagina, urethra, vulva, clitoris, nipples, anus)

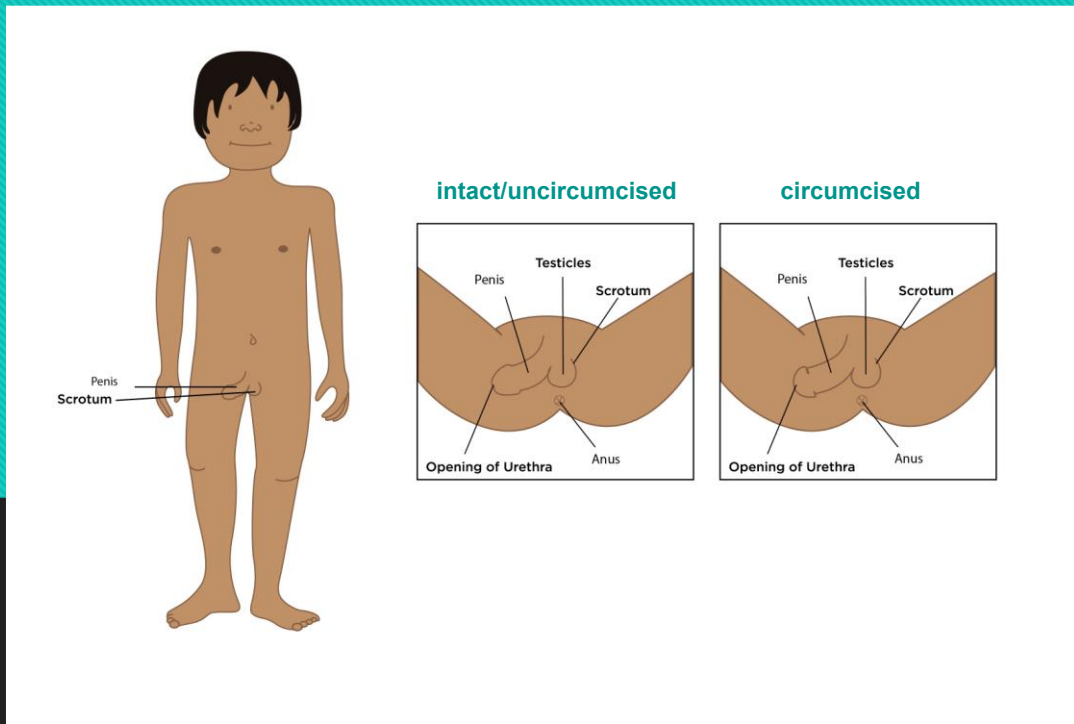
Girls and people with a vulva



- 6 volunteers
- Give each volunteer one of the six post-its with a body part just discussed.
- As you read the term on the post-it, have the volunteer place the post-it in the correct location on the slide.
 - Students can ask for help from the class if they are unsure of location.
- Gently correct any errors and review the function of each part again as it is labeled by the student.
- Continue with all six labels until all are correctly placed.

Slide 6:

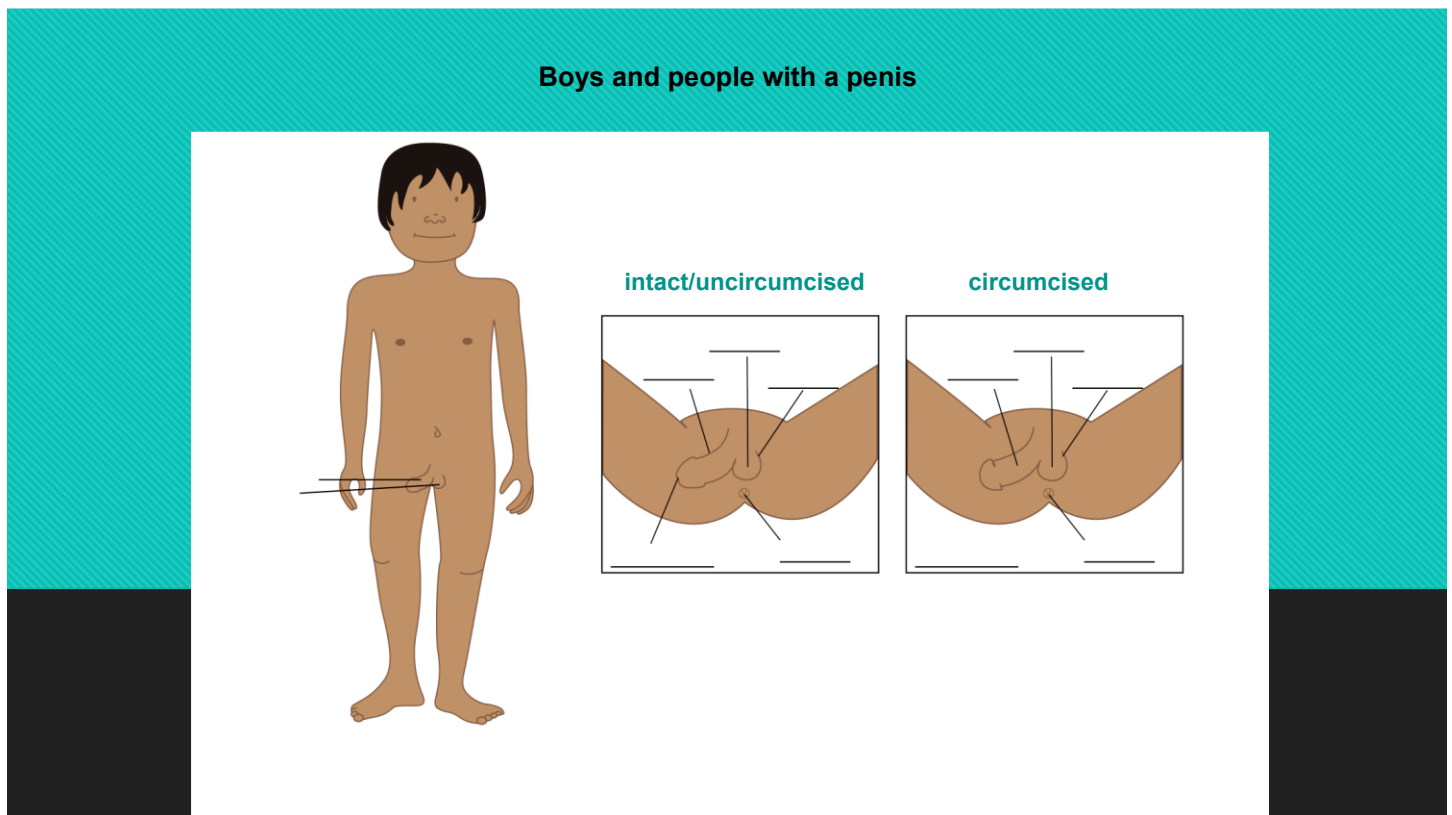
Boys and people with a penis



Teacher Note: **Circumcision** is the surgical removal of the skin covering the tip of the penis.

- Most boys and people with a penis also have a scrotum between their legs.
- The penis has a hole in it called the urethra, just like girls and people with vulvas, where urine/pee exits the body.
- The scrotum is behind the penis and its job is to hold two round organs called testicles.
- The testicles are important as the body goes through puberty.
- A boy and people with a penis have an opening where a bowel movement/solid waste or poop exits the body, called an anus, just like a girls and people with a vulva.
- Most boys and people with penises also have nipples.

Slide 7: Activity: Body part review (penis, scrotum, testicles, anus, nipples, urethra)



- 6 volunteers
- Give each volunteer one of the six post-its with a body part just discussed.
- As you read the term on the post-it, have the volunteer place the post-it in the correct location on the slide.
 - Students can ask for help from the class if they are unsure of location.
- Gently correct any errors and review the function of each part again as it's labeled by the student.
- Continue with all six labels until all labels are correctly placed.

Different terms for genitals (student slang)

- *If you do not feel comfortable with the group and sharing the slang students may have heard, please give examples and move on.*
- Explain to students that they may have heard different words to refer to the genitals that we just talked about.
 - Ask for a few examples.
 - Some terms may be used at home such as: pee-pee, privates, etc.
 - Ask, why it's important to know the correct terms?
 - Probe for- it's important to know the correct words so you can explain to a trusted adult if something is wrong or not feeling right.

- Lesson Review:

Slide 8:

What do you remember?

- Can you name a body part that most girls and people with vulvas have?
 - vagina, clitoris, vulva
- Can you name a body part that most boys and people with a penis have?
 - penis, testicle, scrotum
- Can you name a body part that both types of bodies have?
 - urethra, anus, nipples

- Can anyone tell me a body part that most girls and people with vulvas have?
 - Probe for: vagina, clitoris, vulva
- Can anyone tell me a body part that most boys and people with penises have?
 - Probe for: penis, testicles, scrotum
- Can anyone tell me a body part that both types of bodies have?
 - Probe for: urethra, anus, nipples
- Most people have a vulva and a vagina or a penis and testicles, but some people's bodies can be different.

Slide 9:

All bodies have value
and
All bodies deserve
care



There are so many different types of bodies that look different and develop at different rates, it's important that we value the differences in our bodies.

Slide 10: We've referred to trusted adults throughout the lesson, but what makes a person a "Trusted Adult?"



Slide 11: Remind students that if they have more questions to please talk to a trusted adult.

Who can you talk to?

Parent or
Guardian

School
Counselor

School
Nurse

Teacher

Faith Based
Leader

Health
Clinic

Health Care
Provider

Other
Trusted
Adult

Slide 12: Closing

Why is it important to know the correct names of your body parts

So you can explain to a trusted adult if something is wrong or not feeling right.