

# Lesson two: My body



## Lesson aim:

Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.



## Learning outcomes:

- I understand how my body might change as I grow and develop
- I can celebrate everybody's physical uniqueness
- I know how to keep my body clean and hygienic



## Resources required:

- Resource sheet: Top Trumps style characters
- Resource sheet: Hand washing guide
- Chalk powder/glitter

## Key words: penis, vulva, hygiene

### Teacher notes:

Be mindful of pupils who are physically very different from most other pupils due to disability, early onset puberty, born intersex etc. It is also important to be sensitive to pupils who are gender questioning or identify as transgender. It might be appropriate to include relevant variations within the lesson activities to ensure all pupils are fully included and lesson content is relevant. When talking to pupils about the body it is helpful to avoid the term 'normal', exchanging this term for 'natural'. Encourage scientific terms for the body, including genitalia.

When teaching Activity three, chalk powder can be substituted for coloured glitter if necessary.

### Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about the human body. This will include how the body might change as people grow up and how bodies are all different. Reassure pupils that whilst they may find using correct scientific terminology for the body uncomfortable to start with, it is important to have a common language when talking about the body so everyone is clear what is being discussed. It is also good to become confident to use the correct scientific words comfortably. Remind pupils of the working agreement.



## Activity one: My Age



**What are the good things about being your age? A teenager? An adult? A much older person? Discuss the suggestions as a class.**

Divide the class into pairs. Provide each pair with a complete set of Top Trumps style characters. Tell pupils to look at the characters and write the age they think the character is underneath it. Next cut out the characters so each pupil has one complete family. Tell pupils to place their characters in order of height, giving the smallest character one star, up to eight stars for the tallest. Repeat this process by ordering and adding stars for how healthy, knowledgeable and fun they think each character is, up to eight stars.

It does not matter how pupils order and score the factors; it will reflect their experience of the people they know, media influences and their individual values and opinions.

Tell pupils to use their character cards to play a game of in the style of Top Trumps.

### **Top Trump rules:**

1. To start the game, shuffle cards and deal face down.
2. The pupil who is next due to have their birthday starts the game. This player starts by reading out a category from the card (age, health, knowledge or fun).
3. The player with the highest age or number of stars for the category wins the cards being played in that round, moving those cards to the bottom of their pile.
4. If there is a draw, the cards are placed in the middle. The next winner includes these cards in their 'win'.
5. The game continues until a pupil has won all the cards, or after the teacher says it is time to end the game, in which case it is the pupil who has the most number of cards at the end of the game.



## Activity two: Brilliantly unique!

Tell the class to stand or sit in a circle.

Explain that all bodies are different. People are different heights, have different colour skin, different shoe sizes, hair colour etc. This would be an appropriate opportunity to mention anything specifically relevant to your class, such as having one arm etc.

Invite pupils to look at each other's noses, and ask: Is anyone's nose identical to theirs? Reinforce that we are all unique, which is brilliant!

Tell pupils that you are going to read out some statements. If the statement is true for them, they need to exchange places with another pupil who is moving.

- I have blue eyes
- I am tall
- I have freckles
- I have two hands
- I have long hair
- I have a penis (you may need to explain that this is the scientific term for the 'private part' for a boy)
- I wear glasses
- I can run fast
- I have brown hair
- I have a vulva (you may need to explain that this is the scientific term for the 'private part' for a girl)
- I have a birth mark
- My shoe size is a size one or bigger
- I have two ears



**How does it feel to share similarities with other pupils in the class?**



**How does it feel to know you are completely unique to other people in the class?**

Discuss the answers as a class. Ensure the discussion highlights that it is good to be different.



## Activity three: Stop, shake, spread



**Why it is important to keep the body clean? How can people keep the body clean and healthy?**

**Suggested answers:** having regular baths or showers, washing hands after visiting the toilet and before eating, changing underwear every day, brushing teeth at least twice a day etc.

Tell approximately 1/3 of the class to dip their hand in some chalk powder, enough to coat the palms of their hands well. Tell all the pupils to circulate around the classroom until you shout, 'stop and shake'. When pupils hear your command, they need to shake hands with the person nearest to them. Repeat four times. Ask pupils to look at their hands and sit down if they have no chalk on their hands and to remain standing if they have. Encourage pupils to look around the classroom at how many people are standing. Explain how bacteria on our hands spread in the same way the chalk has. We have a responsibility to keep our own bodies clean and to prevent spreading bacteria to others. Washing hands can help to clean bacteria off and prevent the spread of germs when hands are properly washed.

Give pupils laminated copies of the hand washing guides and explain the technique by demonstrating to the class. Instruct pupils to wash their hands for two minutes using the technique you have just demonstrated for 20-30 seconds. Teach pupils a 20-30 second song that they will be familiar with such as happy birthday and encourage them to sing this in their head as they wash their hands to experience how long the 20-30 seconds feels.



### Extension:

Tell pupils to design a poster to promote hand washing. Display the best ones above hand washing stations around the school.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways that they can help to keep their bodies hygienically clean. Remind pupils that as they grow older and mature their bodies will continually change throughout their lives. Reassure pupils that our bodies are all uniquely different and that this is completely natural and should be celebrated. It is important to be positive about our bodies, to keep them healthy and have positive attitudes towards our natural bodies. It is never OK to be unkind towards someone because their body is different in some way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils discussed ideas about maturing, reflecting positive statements for each stage. They have considered these at greater depth, recognising differing views to their peers through a game in the style of Top Trumps.

**Activity two:** Pupils recognised their similarities and differences by swapping places with their peers.

**Activity three:** Pupils suggested methods for maintaining personal hygiene, developed an understanding of how bacteria is spread and demonstrated correct handwashing routine to help prevent the spread of bacteria.

**Evidence of assessment:** Handwashing poster, if extension activity completed.



Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age



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Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

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Guess my age

**1** Use soap



**2** Rub palm to palm with fingers



**3** Rub back of hands



**4** Rub each wrist



**5** Rinse your hands



**6** Dry your hands

