
Kindergarten

Lessons

Kindergarten Cluster of Learning Outcomes*

Targeted Learning Outcomes

K.5.K.E.1a Identify the major parts of the body by their appropriate names (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...). **(Lesson 1)**

K.5.K.E.3a Show the understanding that people have a right to privacy (e.g., in reading corners, time-out zones, washrooms...). **(Lesson 2)**

Related Learning Outcomes

K.1.K.B.3b Recognize names of body parts (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) **when following instructions for physical activity** (e.g., bend your knees, hands on hips, balance on one foot...). **(Lesson 1)**

K.4.K.B.1a Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and schoolyard.** **(Lesson 2)**

* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training).

Lesson 1: My Body



Cluster of Learning Outcomes

Students will...

- ✓ **K.5.K.E.1a Identify the major parts of the body by their appropriate names** (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...).
- K.1.K.B.3b Recognize names of body parts** (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) **when following instructions for physical activity** (e.g., bend your knees, hands on hips, balance on one foot...).
- ✓ Indicates targeted learning outcome.

Lesson Focus



As a result of the learning activities within this lesson students will be able to

- name body parts on a poster
- participate in action songs/games
- trace their bodies on paper and place body part labels (words or pictures) correctly
- identify private body parts and how to use the terms appropriately

Resources



Lesson Materials/Supplies

- poster of human body (trace someone's body)
- preprinted labels of body parts (use index cards)
- large pieces of paper

Blackline Masters

- BLM K-1.1: My Body
- BLM K-1.2: How We Cover Our Private Body Parts

Notes to Teacher



Some students may be uncomfortable about using proper names for private body parts. In a class discussion, indicate that other names are sometimes used instead of the actual names; however, it is important to learn the real names or terms because doctors, nurses, books, and so on, would use them when talking about the human body.

Because certain body parts are private, avoid including the names when playing games or drawing posters.

Curricular Connections



ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences

GLO 3—Manage ideas and information

PE/HE:

K.1.K.B.3b (body awareness)

SC:

Cluster 2—Colours

Family Involvement





- Encourage students to take home the lesson handouts to share with their families.
- Communicate with parents/guardians, informing them that children are learning the correct names for private body parts.
- Recommend helpful books for parents.

Examples of Books:

- Hickling, Meg. *Boys, Girls and Body Science: A First Book about Facts of Life*. Illus. Kim LaFave. Madeira Park, BC: Harbour Publishing, 2002.
- . *More Speaking of Sex: What Your Children Need to Know and When They Need to Know It*. Kelowna, BC: Northstone, 1999.
- . *Speaking of Sex: Are You Ready to Answer the Questions Your Kids Will Ask?* Kelowna, BC: Northstone, 1996.

Suggestions for Instruction



1. Use a poster of the human body and ask students to identify the major parts of the body (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips).
 -  Refer to BLM K-1.1: My Body.
2. Discuss the names of the body parts that are considered private (e.g., penis, vagina, breasts) and are covered by bathing suits for males and females. Tell students that no one has the right to touch their private body parts without permission. If this does happen they must tell a trusted adult.
3. Have students do actions to songs and games such as the following. When performing actions for the suggested songs and games, explain and reinforce that the names of certain body parts are not used because they are private and need to be treated with respect.
 - “Head and Shoulders, Knees and Toes”
Students point to each part of the body as they sing its name. Other verses may be added.
 - “Sammie Says”
Appoint a leader to call out various tasks (e.g., “Sammie says, touch your knees” or “circle your arms”). Have students respond by touching or moving the specified parts. If a student demonstrates an incorrect movement or response, he or she performs a challenge and then returns to the game.
 - “Hokey-Pokey”
4. Have students trace their bodies on large pieces of paper. Provide the class with labels of body parts or pictures of body parts from magazines and have students glue them to the correct places on the body outline.
5. Have students colour children’s bathing suits, using the BLM provided. Remind students that using bathing suits is one way we respect our private body parts.
 -  Refer to BLM K-1.2: How We Cover Our Private Body Parts.

Suggestions for Assessment



Paper and Pencil Task

Teacher: Checklist

To determine student understanding of the parts of the body and the related vocabulary, give each student a picture of a body outline.



Refer to BLM K-1.1: My Body.

Provide the following oral instructions:

Colour the

- head — yellow
- arms — red
- shoulders — orange
- elbows — purple
- hands — black
- legs — blue
- knees — pink
- feet — brown
- other

Suggested Criterion:

Look for number of correct identifications.

Notes