

LEARNING  
SEQUENCE

## 1

## About bodies

## Theme: Someone to talk to

### Core concepts

This learning sequence sets the scene for discussing physical development in detail. It provides an opportunity to identify and express feelings about discussing sexual development. This helps students learn that they are not alone in feeling curious, uncomfortable and excited. Establishing group rules teaches students how to take care of one another's feelings. Finally, and most significantly, it enables them to talk and ask questions about this aspect of themselves.

#### AusVELS

*Health and Physical Education – Health knowledge and promotion dimension*

At Level 3, students can:

- explain basic concepts of identity and use simple strategies to maintain and support self-worth
- identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations.

*Interpersonal Development – Building social relationships dimension*

At Level 3, students can:

- demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people
- work with others to reduce, avoid and resolve conflict.

*Interpersonal development – Working in teams dimension*

At Level 3, students can:

- cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.

### Suggested success criteria

- I can ask questions about all parts of my body.

## Preparation and materials

You will need:

- RESOURCE: 'Letter for parents/carers: About bodies – Whom could you talk to?' (available at the end of this learning sequence).

This letter is designed to let families know what students are discussing at school and to encourage students and families to have similar discussions at home. As the teacher, you can decide if students are to bring their letters back.

### ACTIVITIES

#### Let's talk

- ➔ Tell the students you are going to talk about the bodies of boys and girls. You will also discuss the changes that happen to them as they grow from a child into an adult.
- ➔ Draw two intersecting circles on the board. Label one circle *Boys* and the other *Girls*.
- ➔ Ask the students to name a few body parts that both boys and girls have. Write those answers in the overlapping section.
- ➔ Now, ask the students to name one body part that only boys have. Then, one body part that only girls have.
- ➔ Discussion starters:
  - How did it feel to name the parts that both boys and girls have?
  - How did it feel to name the parts that only boys or girls have?
  - Why is it difficult to talk about these things sometimes?
- ➔ Acknowledge the students' responses. You might even want to tell them that you feel a little embarrassed too.
- ➔ Reinforce with the students that:
  - it is natural to feel embarrassed because these are parts that are private
  - it's OK if you feel a bit uncomfortable
  - many of us find it difficult, even embarrassing, to talk about our bodies.



## Some ideas for READING

*First Human Body Encyclopedia* (DK First Reference Series, 2005) by DK Publishing.

Showing what's inside the human body and how things fit and work together, the Human Body Encyclopedia is packed with fascinating facts and spectacular close-up photographs that make the subject accessible and fun. Covering every part of the body from major body systems to individual cells.

*Amazing You: Getting Smart about Your Private Parts* (2005) by Gail Saltz and Lynne Avril Cravath.

This book introduces younger students to reproductive organs. Starting from the difference between body parts everyone can see, such as arms and legs, and parts that no one else gets to see, the author goes on to define private parts and discuss different nicknames for them (pee-pee and weenie are two examples), and share the proper names.

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This learning sequence was in part sourced, with permission, from the Calgary Health Region website: [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca).

This website provides many teaching ideas and lesson plans on puberty, conception and menstruation.

LEARNING  
SEQUENCE

## 2

## Inside and out

## Theme: My body

### Core concepts

In this learning sequence, the students label a life-sized diagram with the names of external and internal sexual body parts. They learn to identify parts of the reproductive system in males and females and their functions. They also talk about the long list of slang names for sexual body parts, consider the reasons for this and decide on what kind of language to use in different places.

#### AusVELS

*Health and Physical Education – Health knowledge and promotion dimension*

At Level 3, students can:

- ▶ describe the stages of human development across the human lifespan.

*Interpersonal Development – Building social relationships dimension*

At Level 3, students can:

- ▶ demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people
- ▶ support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences.

### Suggested success criteria

- I know the names of the reproductive system and their functions.
- I know the right words to use in different situations.

### Preparation and materials

You will need:

- butcher's paper for tracing a body outline
- pens/textas
- RESOURCE: Girl and boy x-ray vision diagrams, labelled and unlabelled (available at the end of this learning sequence).

## ACTIVITIES

### Inside and outside

This activity helps students to understand the body as a whole.

- ➔ Either as a single group or in smaller groups, ask the students to draw a life-sized body outline.
- ➔ External body parts: Using the life-sized body outlines, give students approximately five minutes to label as many external body parts (for example, legs, arms, nose) as they can that both males and females have.
- ➔ Internal organs: Using the life-sized body outlines, ask the students to label and draw as many internal organs as they can think of (for example, lungs, heart, liver, kidneys) that both males and females have. This will need more time.
- ➔ When they are finished, they can display their diagrams to each other.

### Female and male bodies

- ➔ Discuss with students:
  - We have some body parts we can see on the outside. Other parts of our body are inside and cannot be seen. This is the same with our reproductive organs. Some parts can be seen on the outside, such as a boy's penis. Other parts are inside the body, such as a girl's vagina and parts of the vulva.
- ➔ Display the x-ray diagrams – these are an accurate representation of male and female bodies including reproductive organs.
- ➔ Male sexual body parts: Using their body outlines and by drawing or labelling, ask the students to add as many external and internal parts that only males have, for example, penis, testicles and scrotum.
- ➔ Female sexual body parts: Ask the students to make a second body outline to draw or label female sexual body parts, for example, vagina, uterus (womb), ovaries, fallopian tubes, vulva, labia (inner and outer lips) and clitoris.

## Agreed words for sexual body parts

Students may be using family names and schoolyard terms to describe many different body parts.

- ➔ Ask the students to think of the real words for body parts related to sexuality.
- ➔ Acknowledge that there are slang words but that for this activity, we are learning the correct terms.
- ➔ Reflect on the different sets of words that students used to describe the sexual body parts.
- ➔ Ask the students:
  - How many other words have we for *leg*? (Not many.)
  - Why don't we refer to knees as 'down below'? Example answers:
    - Not ashamed of knees.
    - Not worried about offending anyone by talking about knees.
  - What are the benefits of using scientific (or real) words?
- ➔ Talk about how we need to use different words in different situations and with different people — at home, in public places, at school, with health staff.
- ➔ Comments:
  - Sometimes we use other words to save people's feelings or slang words to help people feel less embarrassed. Sometimes people use other words to insult people.
  - We will try to use the scientific words in class so that we can be more certain we are talking about the same thing.

## Quiz

- ➔ Give students an unlabelled x-ray diagram of the reproductive organs and ask them to label the parts.
- ➔ You could do this as a quiz and then pass it to another group to mark.

## Teacher advice

Some students may find it difficult to understand the concept of what is inside our bodies, so you might want to work with small groups of students to explain this more fully.

Try making brown paper or fabric aprons with child-sized organs on them and in the pockets. This will help students to see how things fit together and understand that internal body organs are layered.

Take-apart body models with internal organs could be used here as well (although they do not always include reproductive organs).



## Some ideas for READING

*What's The Big Secret? Talking About Sex with Boys and Girls* (2000) by Laurene Krasny Brown and Marc Brown.

Are boys and girls different on the inside? How do you tell girls and boys apart? Do girls and boys have the same feelings? Is *sex* a dirty word? What does being pregnant mean? How do you get a belly button? This well-presented book has a natural flow of information and illustrations that will appeal to young readers.

*Rosy and Jack* (2004) written and illustrated by Nicole Reading

Rosy and Jack are a sister and brother who have had bad things done to them. They were touched in ways they didn't like and told to keep it a secret. They decided this was a bad secret. Who would they tell and what would happen? This is a story about sexual abuse and what can be done to stop it.

## Theme: Knowing me, knowing you

### Core concepts

By the age of eight, students will display a sense of the rules about gender, for example, ‘girls can’t play soccer’ or ‘boys don’t cry’. This learning sequence helps students to separate fact from fiction about being a boy and being a girl. A safe space and time to question strict gender rules can help to broaden their options and make it easier for the students who don’t fit the stereotypes.

#### AusVELS

##### *Health and Physical Education – Health knowledge and promotion dimension*

At Level 4, students can:

- explain basic concepts of identity and use simple strategies to maintain and support self-worth.

##### *Interpersonal Development – Building social relationships dimension*

At Level 4, students can:

- demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people
- support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences
- work with others to reduce, avoid and resolve conflict.

### Suggested success criteria

- I won’t let being a boy or being a girl stop me from doing the things that I love.
- I won’t stop other students doing things they love because they are breaking ‘boy rules’ or ‘girl rules’.

### Preparation and materials

You will need:

- two labels: *Girl* and *Boy*
- separate cards or labels for students to write answers on
- Blu-tack.
- catalogues with illustrations of boys’ and girls’ clothing.



 **ACTIVITIES**

## What makes a boy? What makes a girl?

This activity explores gender stereotyping.

- ➔ Ask the class:
  - How else (apart from genitals) do we know if a baby is a boy or a girl?
  - When that baby grows up and comes to this school, can they be anything they dream to be and do anything they dream to do?
  - Are there rules for how to be a boy or how to be a girl?
- ➔ In small groups, ask the students to make lists of popular girls' and boys' activities in school, codes of dress, favourite music, TV shows, books, hairstyles and school subjects.
- ➔ Ask them to write answers on separate coloured cards.
- ➔ Stick the cards on a wall under *Girls* and *Boys*. As a class, discuss any commonalities.
- ➔ Switch *Boys* and *Girls* labels. Discuss what would happen to a child if they liked something from the other list.

## Catalogues

- ➔ Make a large, class collage of boys' clothes and girls' clothes from clothing catalogues.
- ➔ This is a good way to broach discussion about the effect of different clothing on participation in activities.
- ➔ Possible discussion questions could include:
  - Do boys or girls clothing prevent them from being physically active?
  - What items of clothing would be most difficult to play sport in?
  - Does our school uniform allow both boys and girls to be physically active?
  - Can you think of examples where it is acceptable for men to wear a dress?
- ➔ Why might there be different rules in different cultures?  
Compare the motifs on boys' T-shirts with motifs on girls' T-shirts and clothes.



## Some ideas for READING

*A Proper Little Lady* (1989) by Nettie Hilton and Cathy Wilcox.

Annabella Jones feels like being a proper little lady today. She enjoys putting on her beads, frilly dress and shiny shoes. But after enjoying a day of footy, billycart racing and climbing trees, her mum suggests it would be easier to be a proper little lady in jeans and a T-shirt.

*The Sissy Duckling* (2002) by Harvey Fierstein, illustrator Henry Cole.

While others box, Elmer bakes. When they build forts, Elmer makes sandcastles. When they have a football game, Elmer puts on a puppet show. And when they call him a sissy, his mother insists that he is simply special and 'being special sometimes scares those who are not'.