



Talking about bodies

Talking to children and young people about the names and functions of both their public and private body parts is valuable. It is important that young people feel good about their body and know that their body belongs to them.

The following activities aim to help you to talk about body parts and increase comfort discussing bodies and privacy. They will also help reinforce the rules about privacy.

The objectives of these activities include:

- identifying the name and functions of the private body parts
- demonstrating an understanding of the private nature of some body parts
- developing positive feelings about bodies

Most parents, carers and professionals recognise the importance of children and young people having accurate, age-appropriate sexuality and relationships education as they grow. Communicating openly and honestly about sexuality issues has lifelong benefits. It is important that people with a disability receive positive messages about sexuality. It is also important that parents, carers, schools and support services work together to promote healthy attitudes and to give children, young people and adults encouragement that it is ok to discuss sexuality issues with the parents, carers and professionals in their lives.

This activity book has been developed to assist and support parents and carers who play an important role in providing sexuality and personal safety education for children, young people and adults. Parents, carers and professionals are encouraged to openly discuss the content in each of the activity books as well as respond to questions, interests and curiosity about sexuality and relationships education topics. The worksheets contained in the activity books can provide a focus point for these discussions.

This activity book allows for flexible delivery of sexuality and relationships education. It is recommended that the activity book be adapted to best suit the learning needs and interests of the individual.

Worksheets may be photocopied.

Activity 1 – Body parts

Resources:

- paper and pens

This activity involves drawing, labelling and describing the functions of body parts.



Draw two body outlines, one on each piece of paper provided. These may look like the outline of a gingerbread person.

Public parts



Ask **participant** to **name a part of the body** that is missing. This may be any part of the body including the eyes, ears, hair and mouth.

Ask the participant to **draw the body parts** that they have nominated onto one or both of the body outlines.

Ask the participant to **describe the function** of the body part, for example, eyes are for seeing, winking, pulling a funny face and crying. This helps to highlight the importance and significance of each body part.

Some people may mention the private parts of the body straight away. Accept each suggestion. This encourages participants to see that the private body parts are just as normal and as important as other parts of the body.

Continue this process for as many body parts as needed in order for the participant to feel comfortable talking about bodies. This can assist when private parts are discussed.

At some stage participants may mention pieces of clothing. Acknowledge that this is a good idea and explain to the participant,

“First we will draw the parts of the body that we can see when we have no clothes on. Later we will be drawing clothes on the bodies.”

Private parts

When private parts are suggested choose one of the body outlines to be female and one to be male. Check for understanding of these terms. Alternatively use the words, girl and boy or man and woman.

If private parts have not yet been suggested, encourage the participant to identify the private parts of the body. Choose one body outline to begin. This may assist with facilitating answers from participant.

“We will now talk about the private parts of the body. These are the parts we cover with underwear. What is the name of the body part that is here?”

Pointing to the place on the body outline can assist with prompting suggestions. Using sign language can help with this.

Participant may use slang, common discourse or words from their home language for the private parts of the body. Acknowledge these words as important whilst explaining that the doctor/teacher words will be used. Attempt to reinforce correct terminology.



Draw the private body parts onto the outline.



Write the names of the parts onto the paper. This should be encouraged even if participant is not literate.



Describe the functions of each private body part to reinforce that all body parts have a purpose. Follow the same process as previously used when discussing public body parts.

FEMALE PRIVATE PARTS TO INCLUDE:	
Breasts/nipples:	can make milk to feed a baby, may feel nice to touch
Vulva:	keeps the vagina clean and healthy – may feel nice to touch – the vulva includes the clitoris (bump at the top of the vulva that is sensitive to touch), labia minora and labia majora (flaps of skin that protect the vagina), urethral opening (hole where the wee/urine comes out) and vaginal opening
Vagina:	a baby is born through this opening – where the period blood comes out of the body – an opening used for sexual activity – urine (wee) does not come out of the vagina, it comes from another opening in the vulva (the urethral opening)
MALE PRIVATE PARTS TO INCLUDE:	
Penis:	used for urinating (or doing a wee) – used for sexual activity – semen (white sticky stuff) comes out of the penis – may feel nice to touch
Testicles:	make sperm (tiny tadpole shaped cells that help to make a baby if a man and a woman have sexual intercourse)
Scrotum:	bag of skin that holds the testicles
BOTH:	
Bottom:	used for sitting on – faeces (poo) comes out of the anus (bottom-hole) – an opening used for sexual activity

Cover up the private body parts

Refer to the body outlines and ask the participant, “*If these people were going to the beach, which parts of their body would they cover up?*” The purpose is to reinforce the private nature of some parts of the body. It also encourages participants to recognise rules of behaviour in public.



Cover up the private body parts by drawing two piece swimmers or shorts onto the paper body outlines.

Activity 2 - Naming female and male body parts

Resources:

- Naming female and male body parts worksheets.



Ask the **participant** to **label the private body parts** on the *Naming private body parts – Female body* and *Male body* worksheets. Use age appropriate worksheets.

Ask the participants to **cover up the private body parts** by drawing underwear onto the worksheet. Alternatively participants can cut out underwear and paste over the private body parts.

Reinforce

“Your body belongs to you, especially your private parts. No one can touch or look at your private parts without a good reason.”

“Reasons for someone touching or looking at your private parts may include that you want them to and you are old enough and in a private place. Another reason may be if they help to care for you. People must always ask your permission first.”

“Talking about private body parts is also private. It is not ok to talk to just anyone about private body parts.”



Ask each the participant to think of someone they could talk to about private body parts.

“I can talk to ... about private body parts. They are happy to listen.”

Other ideas

- Look at books on the human body or visit a library. Teach how to access information and how to use it in an appropriate way.
- When dressing or bathing reinforce correct language and privacy.

Resources

- *CD – Feel Safe*. Promotes personal safety for young people with learning needs through the stories of six young people aged 12-16 years. The CD reinforces personal safety information on: types of touch, rules about touch, feelings, who to talk to if you need help, male and female body parts, wanted and unwanted touch and body warning signs through interactive games. Includes facilitator notes. www.fpq.com.au

Activity 1 – Body parts worksheets

Draw two body outlines, one on each piece of paper. These may look like the outline of a gingerbread person.

Activity 1 – Body parts worksheets (continued)

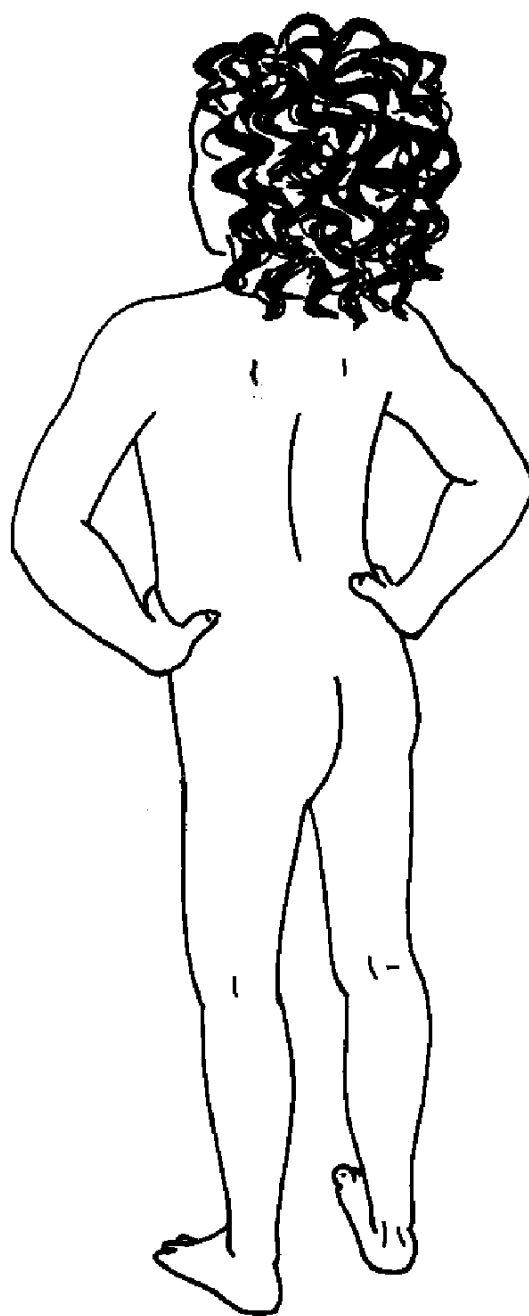
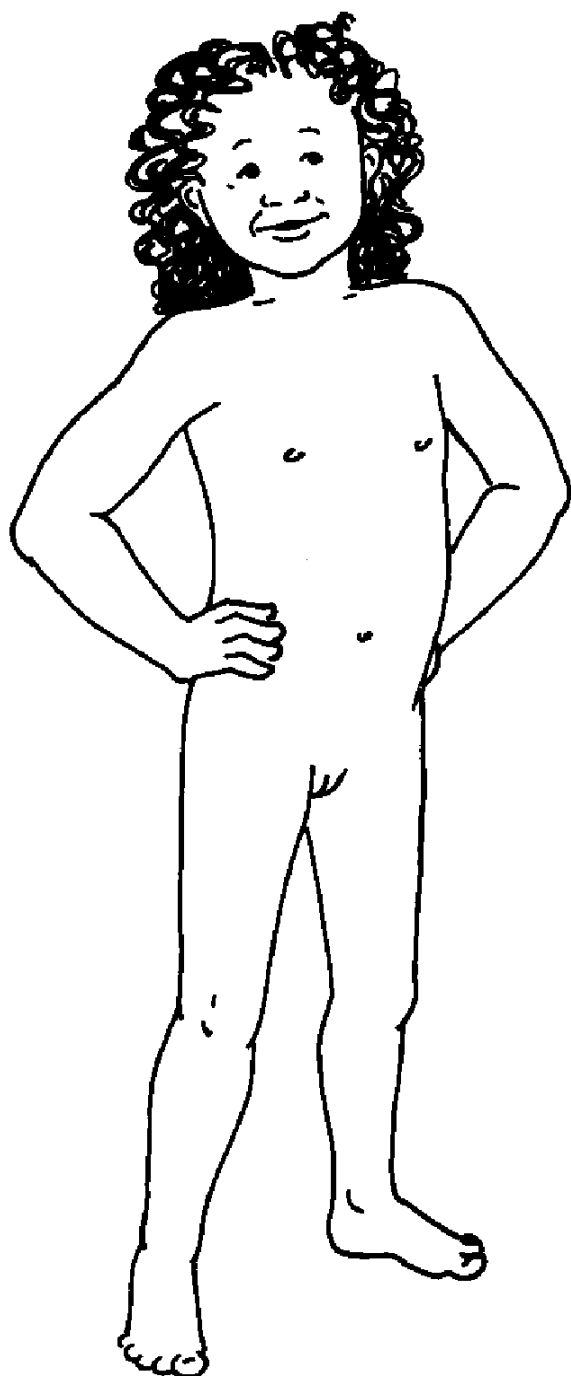
Activity 2 – Naming female and male body parts worksheets

Female body (child)

Write the names of the private body parts.

Then draw the underwear over the private parts.

Nipples
Vulva
Vagina
Bottom



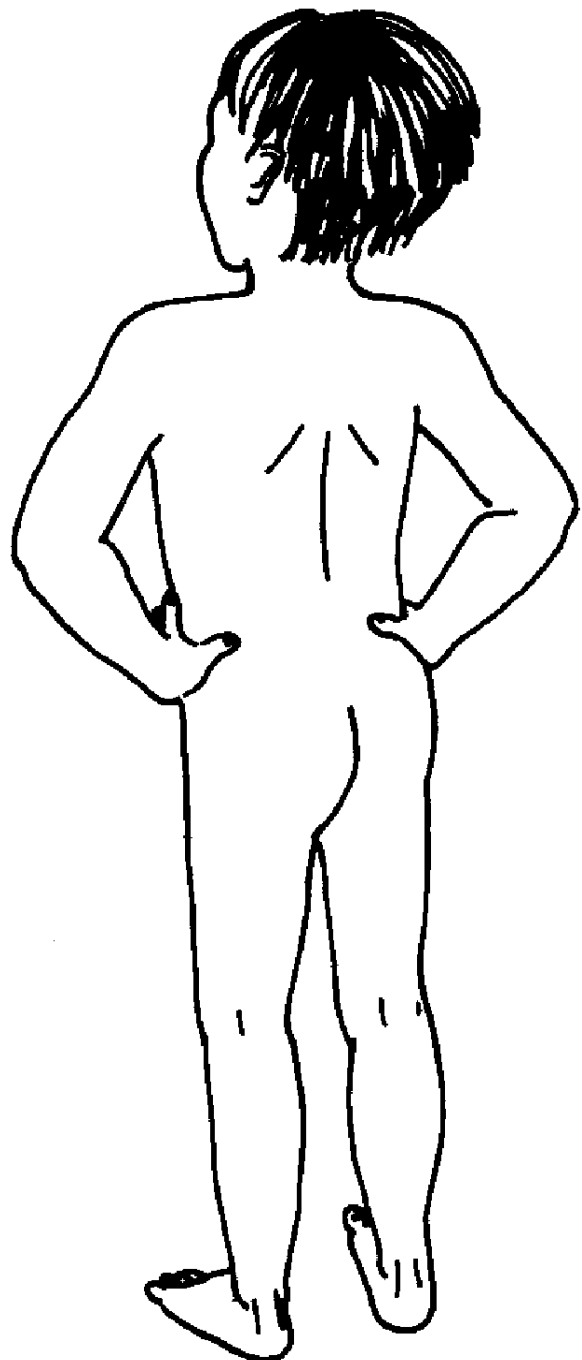
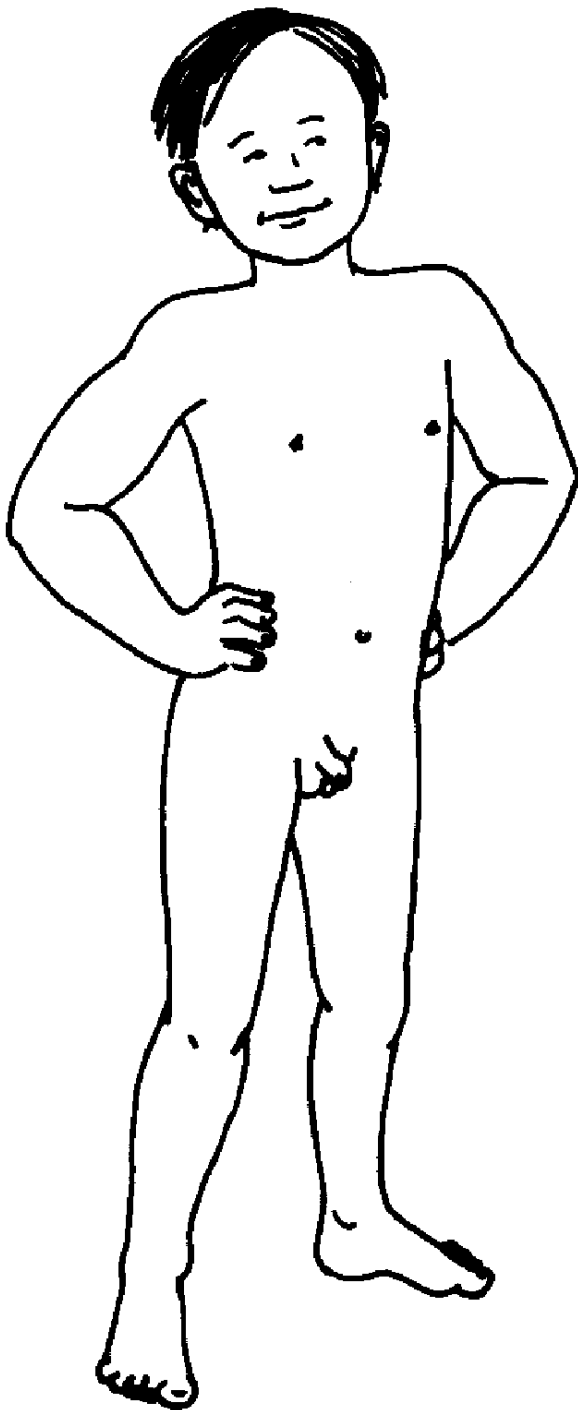
**Activity 2 – Naming female and male body parts worksheets
(continued)**

Male body (child)

- Penis
- Testicles
- Scrotum
- Bottom

Write the names of the private body parts.

Then draw the underwear over the private parts.



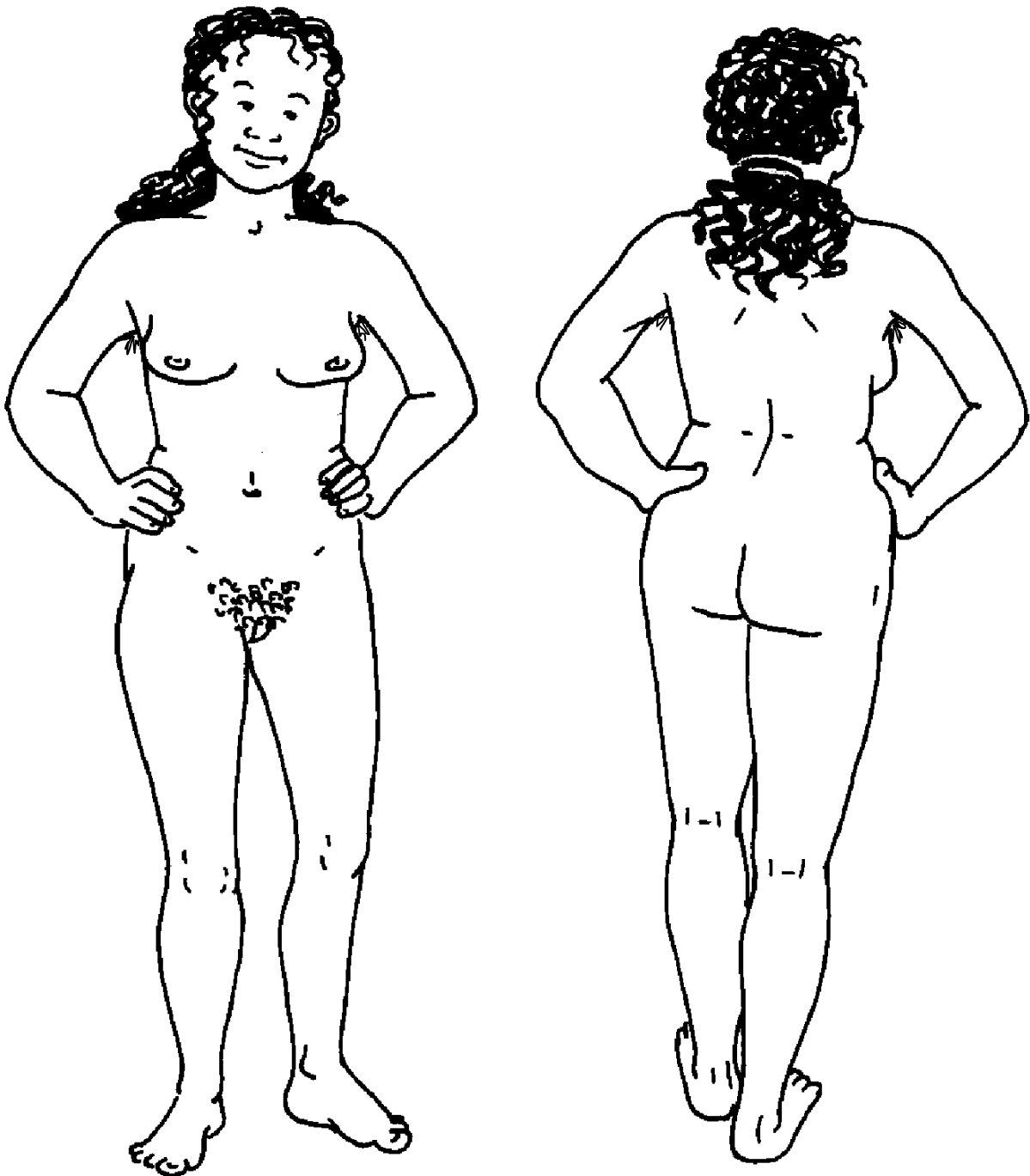
**Activity 2 – Naming female and male body parts worksheets
(continued)**

Female body (adult)

Nipples
Vulva
Vagina
Bottom

Write the names of the private body parts.

Then draw the underwear over the private parts.



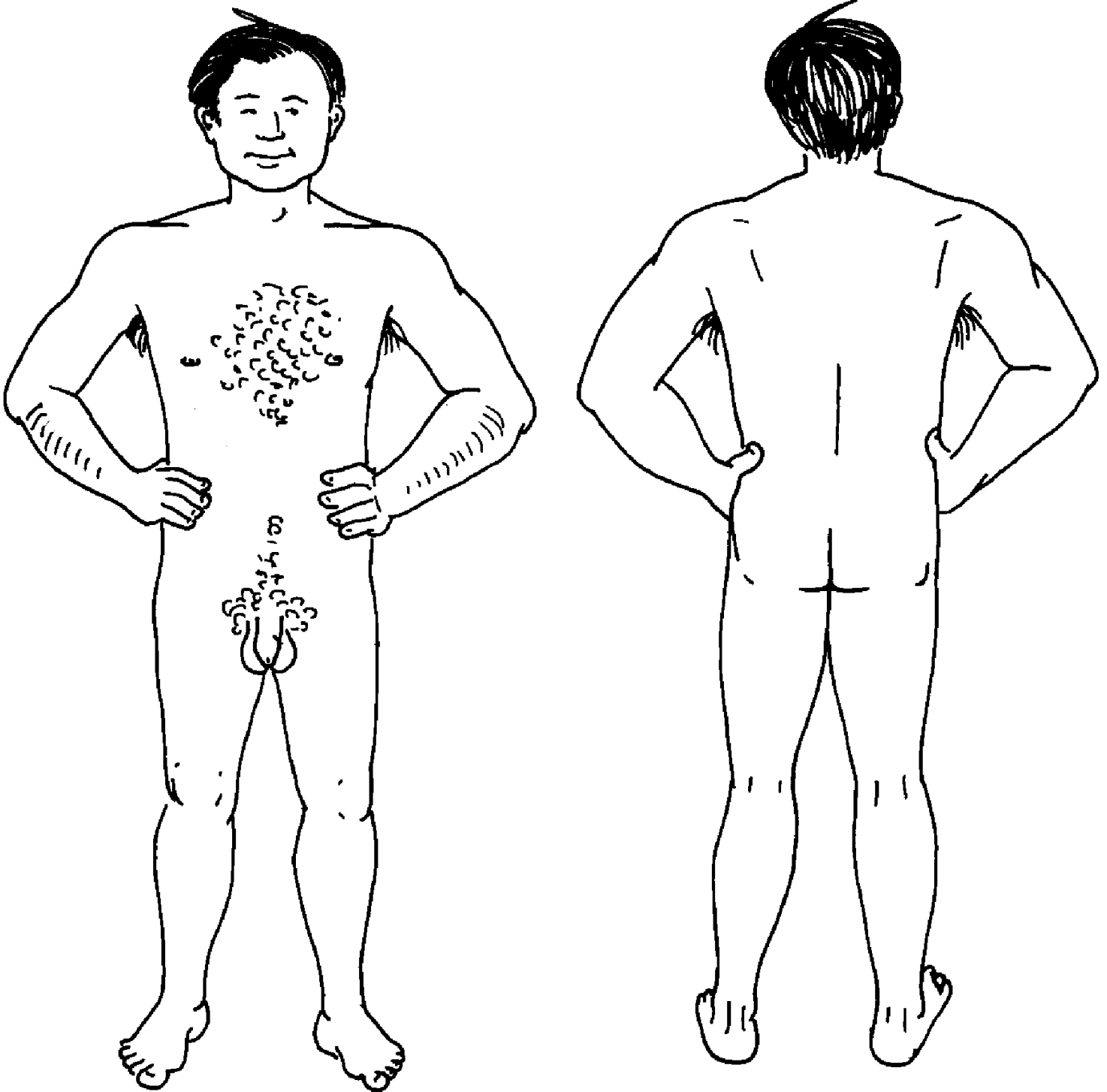
Activity 2 – Naming female and male body parts worksheets (continued)

Male body (adult)

Write the names of the private body parts.

Then draw the underwear over the private parts.

Penis
Testicles
Scrotum
Bottom



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