

Talking about bodies



- Objectives:**
- Identify the name and functions of the private body parts
 - Demonstrate an understanding of the private nature of some body parts
 - Develop positive feelings about bodies

Prerequisite lesson: Group formation

Partnership lesson: Being private, What is puberty?, Healthy puberty, Self protection

Time	Activity	Resource
10 min	<p>Introduction</p> <p>Group formation checklist:</p> <p>Refer to <i>Group formation</i> lesson if further details are required.</p> <ul style="list-style-type: none"> ▪ Set up the room – comfortable, safe, quiet ▪ Establish ground rules <p><i>“Ask questions.”</i> <i>“It is ok to be embarrassed.”</i> <i>“Be private.”</i> <i>“Be nice to each other.”</i></p> <ul style="list-style-type: none"> ▪ Warm-up activity ▪ Hand out worksheet folders <p>Outline of today’s lesson</p> <p><i>“Today we are talking about bodies and being private. It is good to talk about bodies so that we can be healthy and safe.”</i></p>	<p>Cards:</p> <p>Ground rules No’s 2, 3, 4, 5</p>
20 min	<p>Body parts</p> <p>Activity:</p> <p>This activity involves drawing, labelling and describing the functions of body parts.</p>	<p>Felt pens Poster paper</p>

The purpose of this activity is to normalise the private body parts and assist participants to feel comfortable discussing bodies. It also encourages participants to demonstrate their prior knowledge and guide the pace of the lesson.

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

Public parts

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

Ask the participants 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 participants 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 participants:

“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 a 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 participants to identify the private parts of the body. Choose one body outline to begin. This may assist with facilitating answers from participants.

“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

Time	Activity	Resource
	<p>this.</p> <p>Participants 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 in this lesson the 'doctor/teacher' words will be used. Attempt to reinforce correct terminology throughout the lesson.</p> <p>Draw the private body parts onto the outline.</p> <p>Write the names of the parts onto the poster. This should be encouraged even if participants are not literate.</p> <p>Describe the functions of each private body part to reinforce that all body parts have a purpose. Follow the same process used previously when discussing public body parts. The ability level of the participants will guide the level of naming and information required.</p> <p>Female private parts to include:</p> <p>Breasts/nipples</p> <ul style="list-style-type: none"> <input type="checkbox"/> can make milk to feed a baby <input type="checkbox"/> may feel nice to touch <p>Vulva</p> <ul style="list-style-type: none"> <input type="checkbox"/> keeps the vagina clean and healthy <input type="checkbox"/> may feel nice to touch <input type="checkbox"/> 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 urine/ wee comes out) and vaginal opening <p>Vagina</p> <ul style="list-style-type: none"> <input type="checkbox"/> a baby is born through this opening <input type="checkbox"/> where the period blood comes out of the body <input type="checkbox"/> 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). Show the urethral opening on the drawing. <p>Bottom</p> <ul style="list-style-type: none"> <input type="checkbox"/> used for sitting on <input type="checkbox"/> faeces (poo) comes out of the anus (bottom-hole) <input type="checkbox"/> an opening used sometimes for sexual activity <p>Male private parts to include:</p> <p>Penis</p> <ul style="list-style-type: none"> <input type="checkbox"/> used for urinating (or doing a wee) <input type="checkbox"/> used for sexual activity, semen (white sticky stuff) comes out of the penis <input type="checkbox"/> may feel nice to touch <p>Testicles</p> <ul style="list-style-type: none"> <input type="checkbox"/> make sperm (tiny tadpole shaped cells that help to make 	

Time	Activity	Resource
	<p>a baby if a man and a woman have sexual intercourse)</p> <p>Scrotum</p> <ul style="list-style-type: none"> <input type="checkbox"/> bag of skin that holds the testicles <p>Bottom</p> <ul style="list-style-type: none"> <input type="checkbox"/> used for sitting on <input type="checkbox"/> faeces (poo) comes out of the anus (bottom hole) <input type="checkbox"/> an opening used sometimes for sexual activity 	
10 min	<p>Female body, male body</p> <p>Worksheet:</p> <p>Ask the participants to circle, label or draw a line from the word to the private body parts on the worksheets, <i>Female body</i> and <i>Male body</i>. Have the body outlines from the previous activity in clear view for participants to refer to.</p> <p>Use age appropriate worksheets.</p>	<p>Worksheets:</p> <p><i>Female body</i> <i>Male body</i></p>
5 min	<p>Private body parts</p> <p>Activity:</p> <p>This activity involves covering up the private body parts on the two body outlines.</p> <p>The purpose of this activity is to reinforce the private nature of some parts of the body. It also encourages participants to recognise rules of behaviour in public.</p> <p>Refer to the poster paper body outlines and ask the participants,</p> <p><i>“If these people were going to the beach, which parts of their body would they cover up?”</i></p> <p>Cover up the private body parts by drawing two piece swimmers or shorts onto the poster paper body outlines.</p>	
10 min	<p>Covering up private parts</p> <p>Worksheet:</p> <p>Ask the participants to cover up the private body parts by drawing underwear onto the worksheet, <i>Public and private bodies</i>. Alternatively participants can cut out the underwear and paste over the private body parts.</p> <p>Place the body outlines that have already been covered from the previous activity in clear view for participants to refer</p>	<p>Worksheet:</p> <p><i>Public and private bodies</i></p>

Time	Activity	Resource
	to. Use age appropriate worksheets.	
5 min	<p>Conclusion</p> <p><i>“Your body belongs to you, especially your private parts. No one can touch or look at your private parts without a good reason.”</i></p> <p><i>“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.”</i></p> <p><i>“Talking about private body parts is also private. It is not ok to talk to just anyone about private body parts.”</i></p> <p>Go around the group and ask each participant to name one person they trust and can talk to about the private parts of the body.</p>	
	Length of session: 1 hour	

Extension activities:

- Provide books on the human body or visit a library. Teach how to access information and how to use it in an appropriate way.

Additional resources:

- *CD – Feel Safe.* Promoting self protection for young people with learning needs. The CD follows the stories of six young people (aged 12 -16) who learn valuable self-protection skills. Nine games teach self protection information in a fun and interactive way. Includes facilitator notes.
- *Model – Jackson Models.* Realistic latex models of male and female genitals. These models can be used to teach body parts and their functions in a visual, concrete way.
- *Model – Teach-A-Body Dolls.* Also known as *Fred and Suzie*, these anatomically correct cloth dolls can be used for teaching body parts and public and private. Participants can name the body parts then dress the dolls to cover up the private body parts.
- *DVD – Feeling Sexy, Feeling Safe.* This video teaches about private parts, behaviours and talk.
- *Charts – Body Talk.* Nine large charts demonstrating male and female reproductive anatomy, breast screening, sterilisation, pelvic floor muscles and osteoporosis. Also available in various languages.

Specific needs – talking about bodies

Deaf/hearing impairment	<ul style="list-style-type: none"> ▪ Key words to sign: penis, testicles, scrotum, vagina, vulva, breasts, bottom, boy, girl, woman, man, public, private. ▪ Use extra cards to reinforce body parts and functions.
Visual impairment	<ul style="list-style-type: none"> ▪ Raise body outline on worksheets. ▪ Make models of anatomy with playdough. ▪ Use anatomically correct dolls or models to teach concepts. ▪ Draw glasses on the body outline if appropriate.
Physical impairment	<ul style="list-style-type: none"> ▪ Include pictures of people with mobility impairments, for example using walking frames and wheelchairs. ▪ Research sexuality implications for specific disabilities. If questions arise regarding sexual functioning encourage participants to discuss concerns with their doctor.
Autism Spectrum Disorder	<ul style="list-style-type: none"> ▪ Normalise body parts, by reinforcing that <i>“all boys and all girls have private body parts.”</i> ▪ Reinforce the private nature of private body parts. Give clear rules about appropriate talk and behaviour. Be specific to the participant. It is important not to generalise. ▪ Use an analogy to describe body parts. <i>“There are many parts to a car and each part has a function. There are many parts to the body each part has a function.”</i> ▪ Be prepared to answer questions about nudist beaches and breastfeeding. Reinforce rules clearly and expand to cover exceptions.
Moderate intellectual impairment	<ul style="list-style-type: none"> ▪ Reduce the key words to penis, testicles (balls), breasts and vagina. ▪ Use signing to reinforce words and concepts. ▪ Use anatomically correct dolls to reinforce public and private body parts.
Profound intellectual impairment	<ul style="list-style-type: none"> ▪ Concentrate on teaching the private body parts of the same sex as that of the participant. ▪ Names and rules about privacy need to be reinforced daily during assisted care. ▪ Use anatomically correct dolls to reinforce public and private body parts.
Communication impairment	<ul style="list-style-type: none"> ▪ Ensure keywords are included on communication devices.

Behavioural issues	<ul style="list-style-type: none">▪ All carers to use consistent redirection. It is important that a similar message and words are used by all. <i>“Your penis is private. It is ok to touch your penis when you are in a private place. When you are in school you wear clothes that cover your penis.”</i> A physical redirection may include taking a person to a private place if they have removed clothing.▪ Place public or private signs in appropriate areas of the house, school or work place. Refer to these regularly.▪ Have a card with the public and private symbols on it. Use this as a visual prompt when going on outings.
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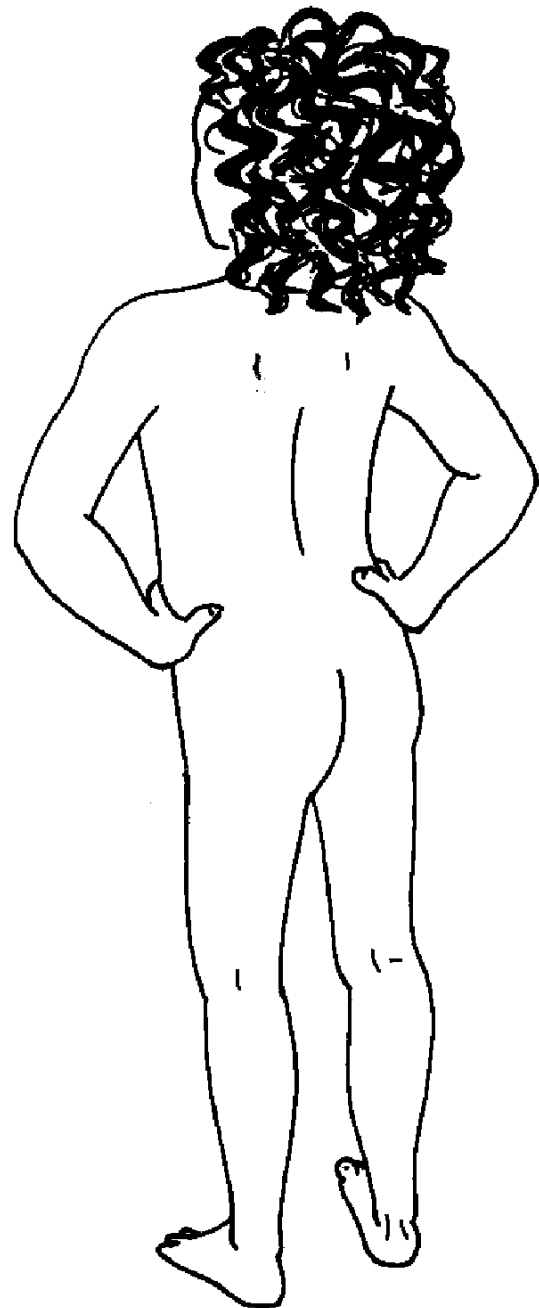
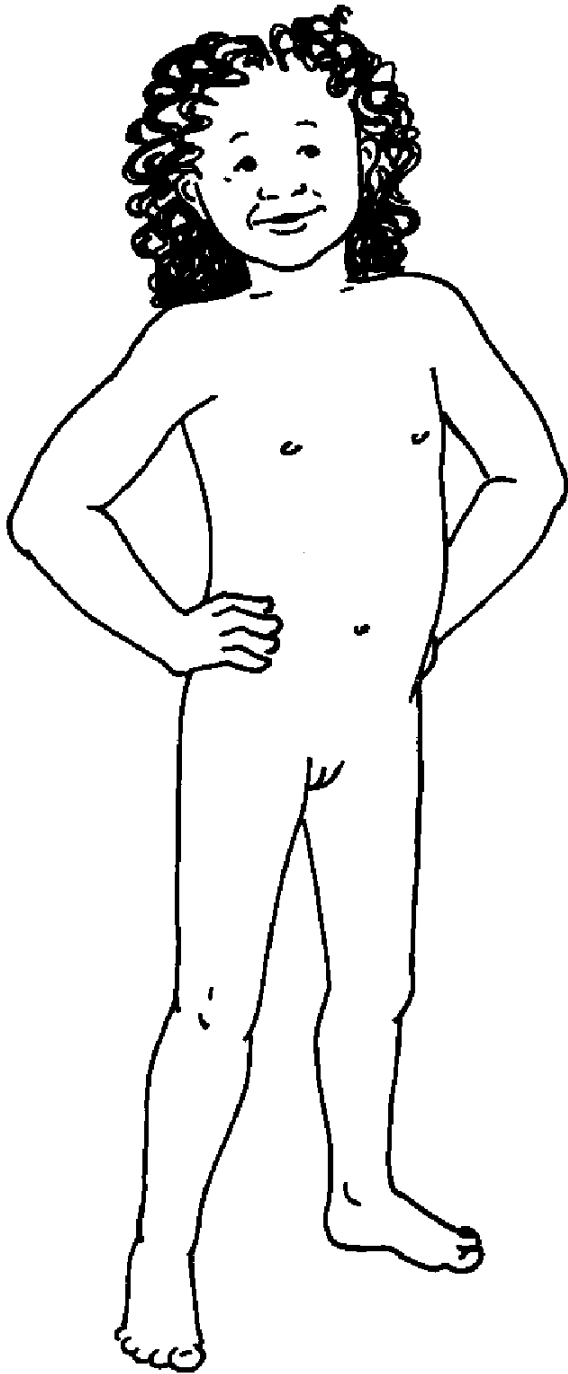



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Female body

Write the names of the private body parts.

Nipples
Vulva
Vagina
Bottom





Every body
needs to know

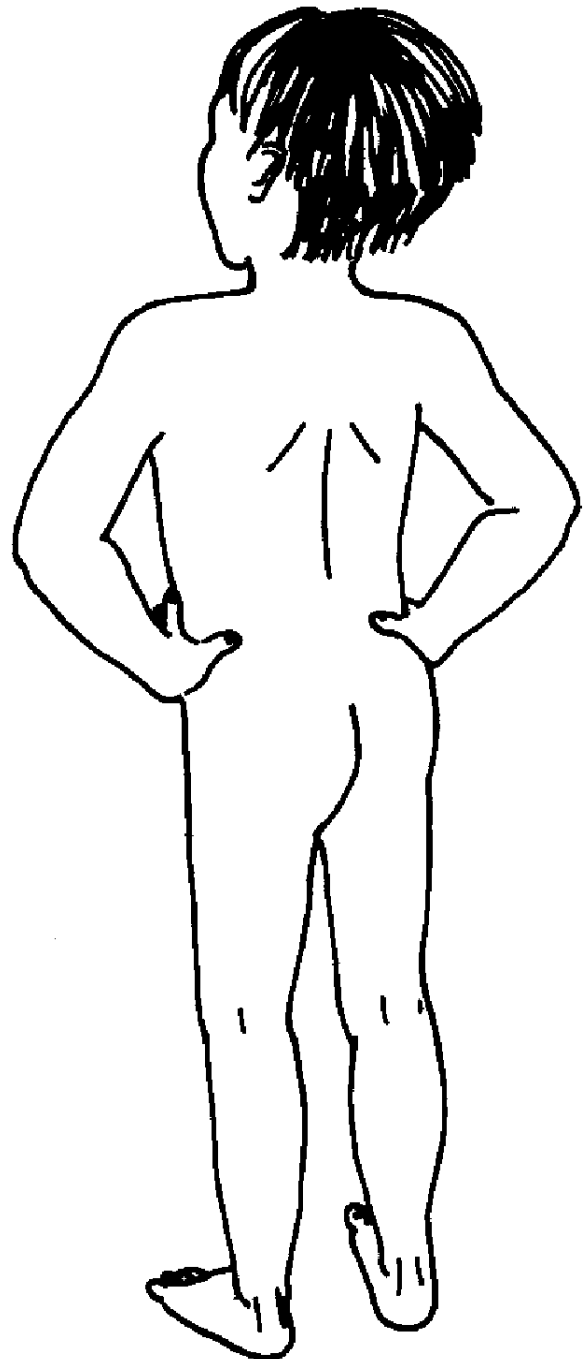
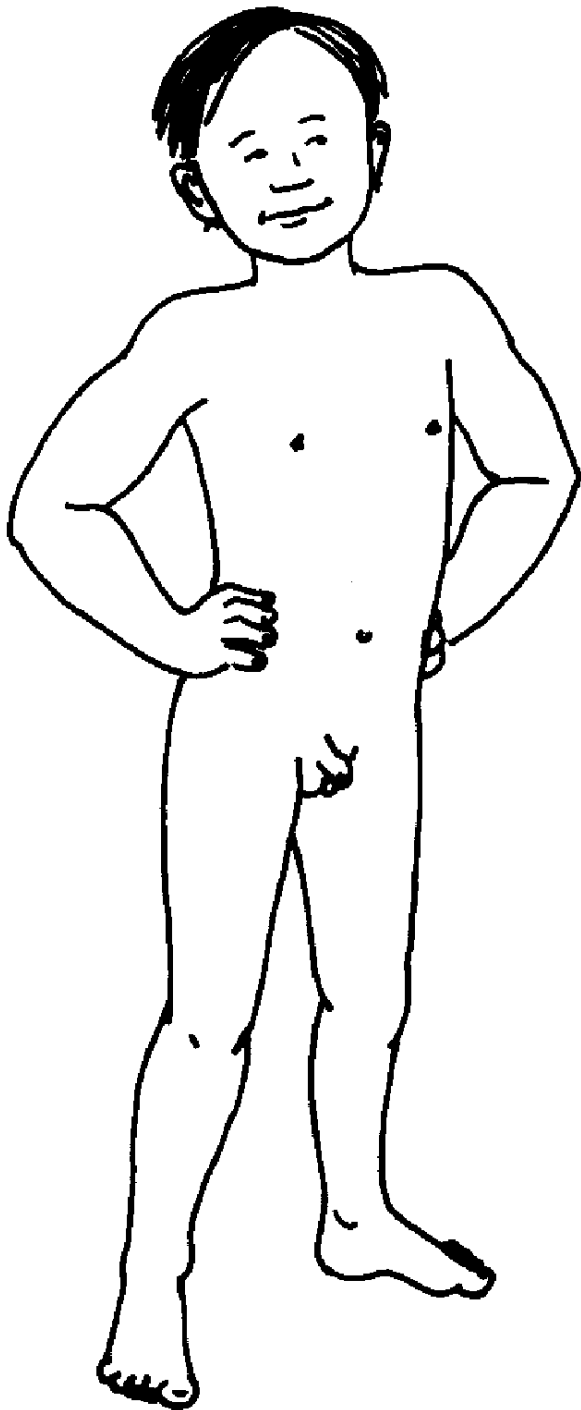



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Male body

Write the names of the private body parts.

Penis
Testicles
Scrotum
Bottom





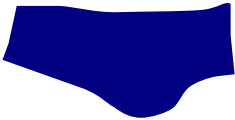
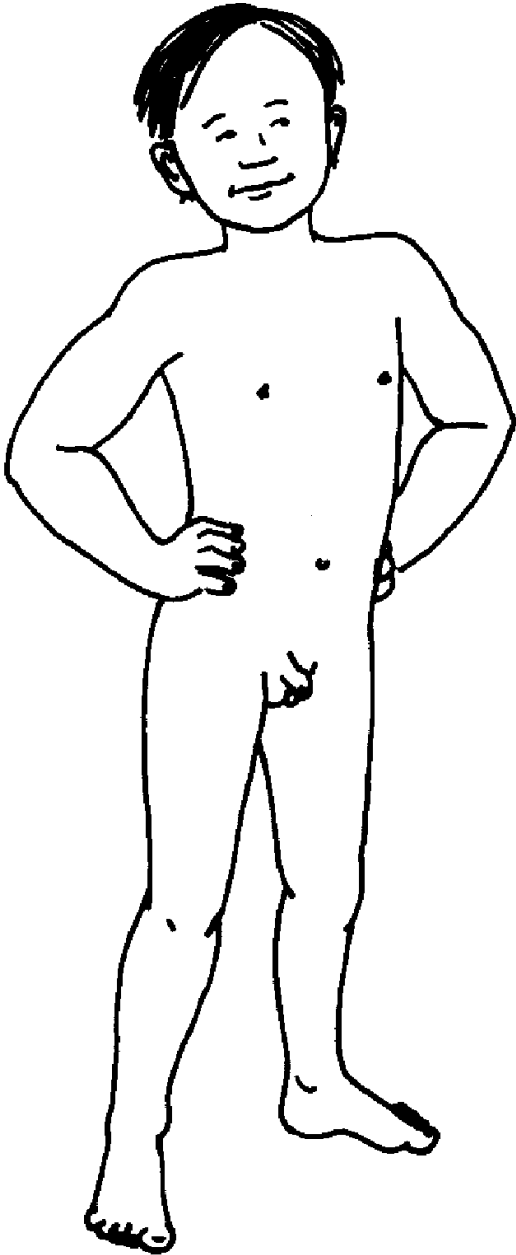
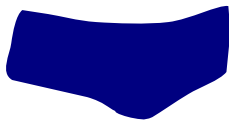
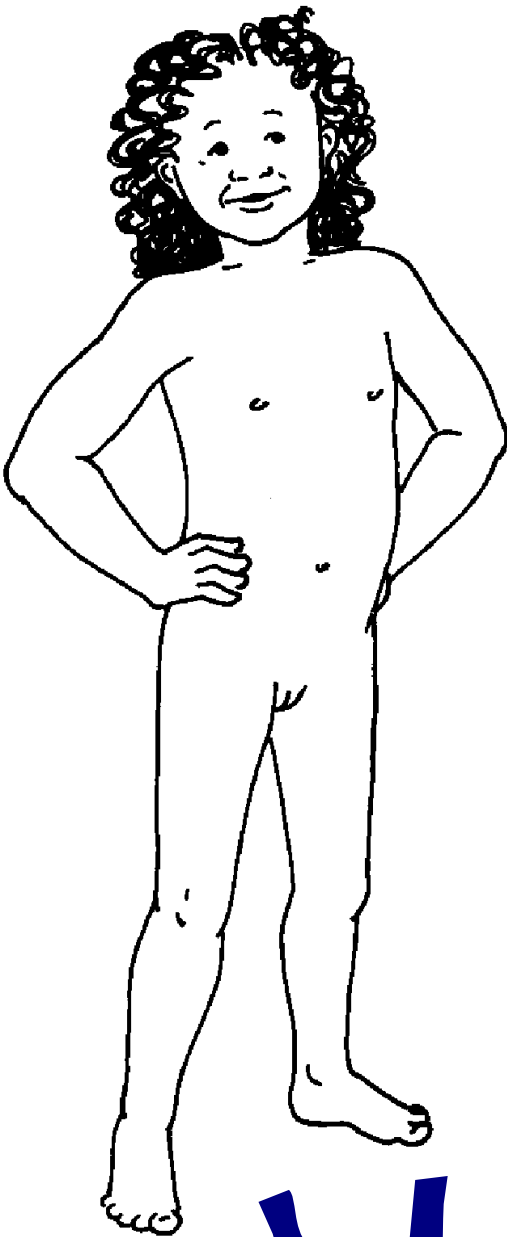
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Public and private bodies

Draw the underwear over the private body parts.





Every body
needs to know

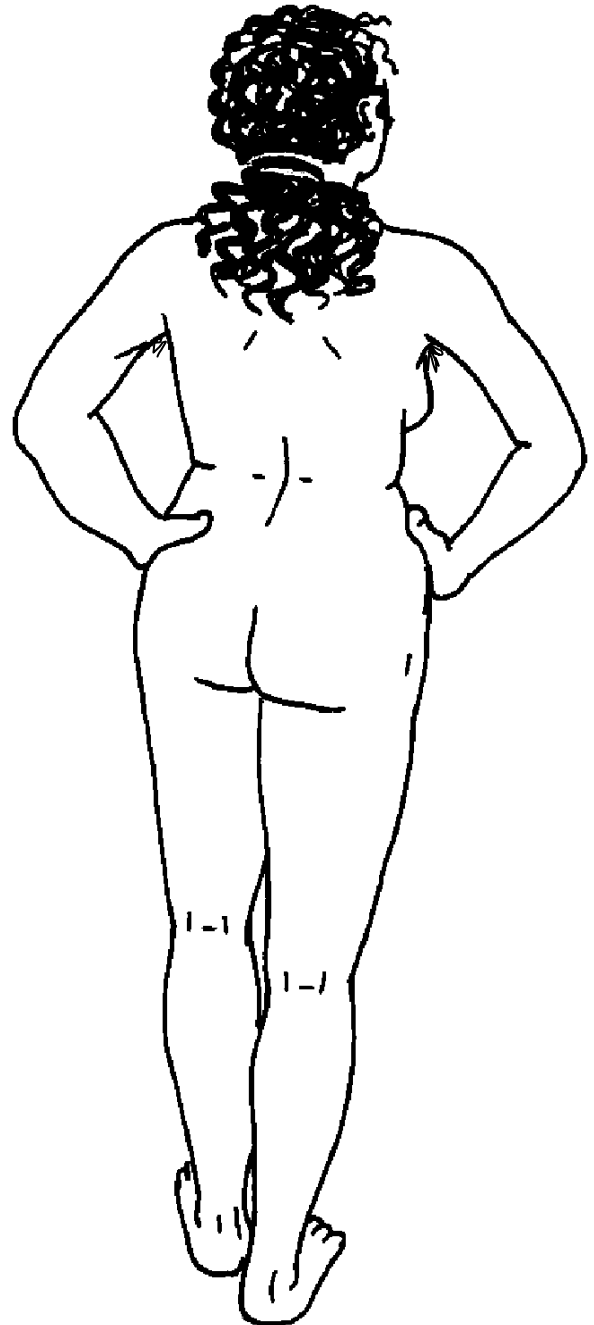
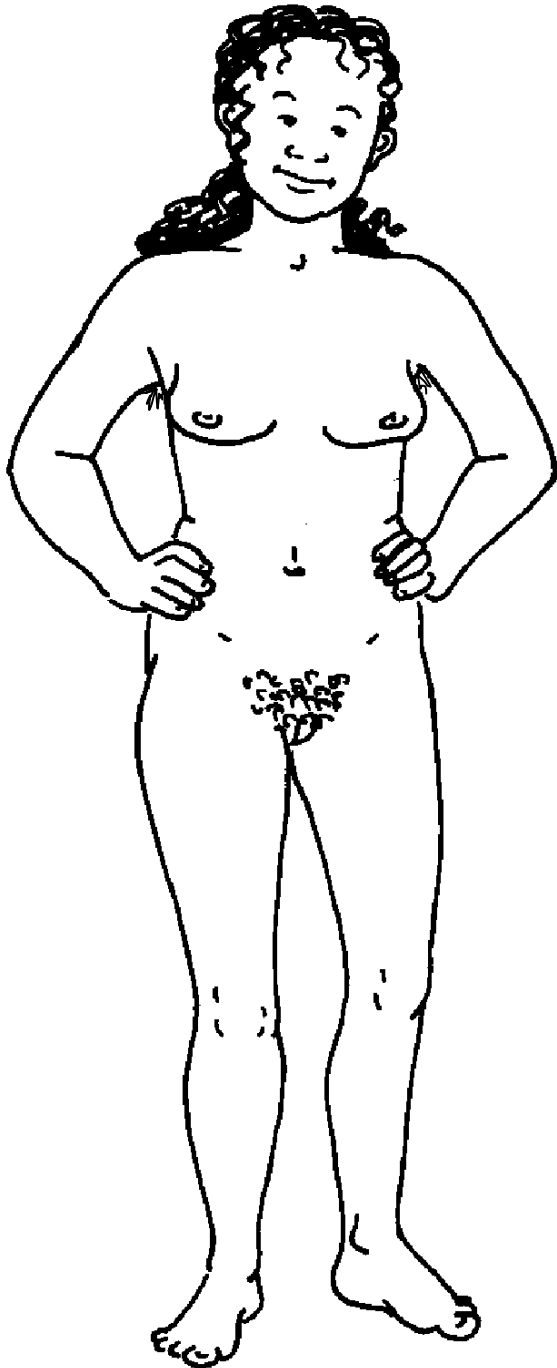



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Female body

Write the names of the private body parts.

Breasts
Vulva
Vagina
Bottom





Every body
needs to know

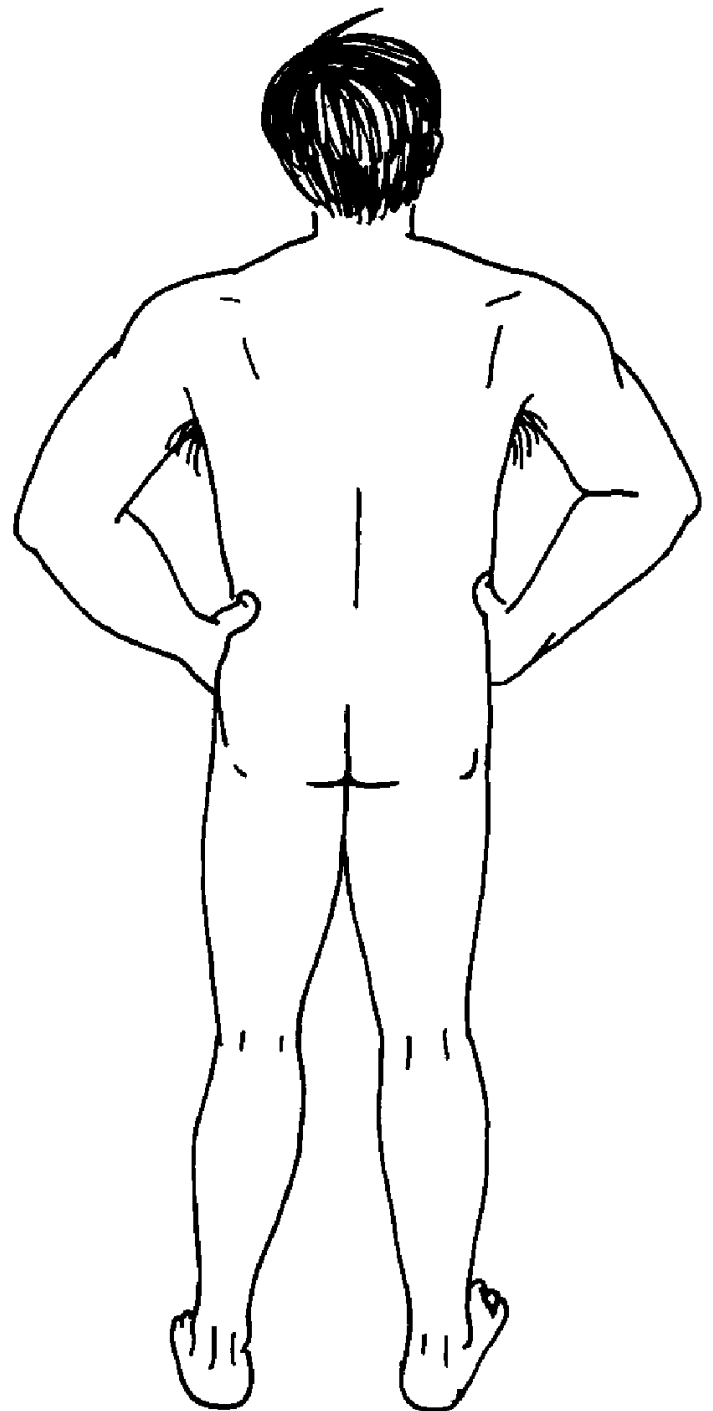
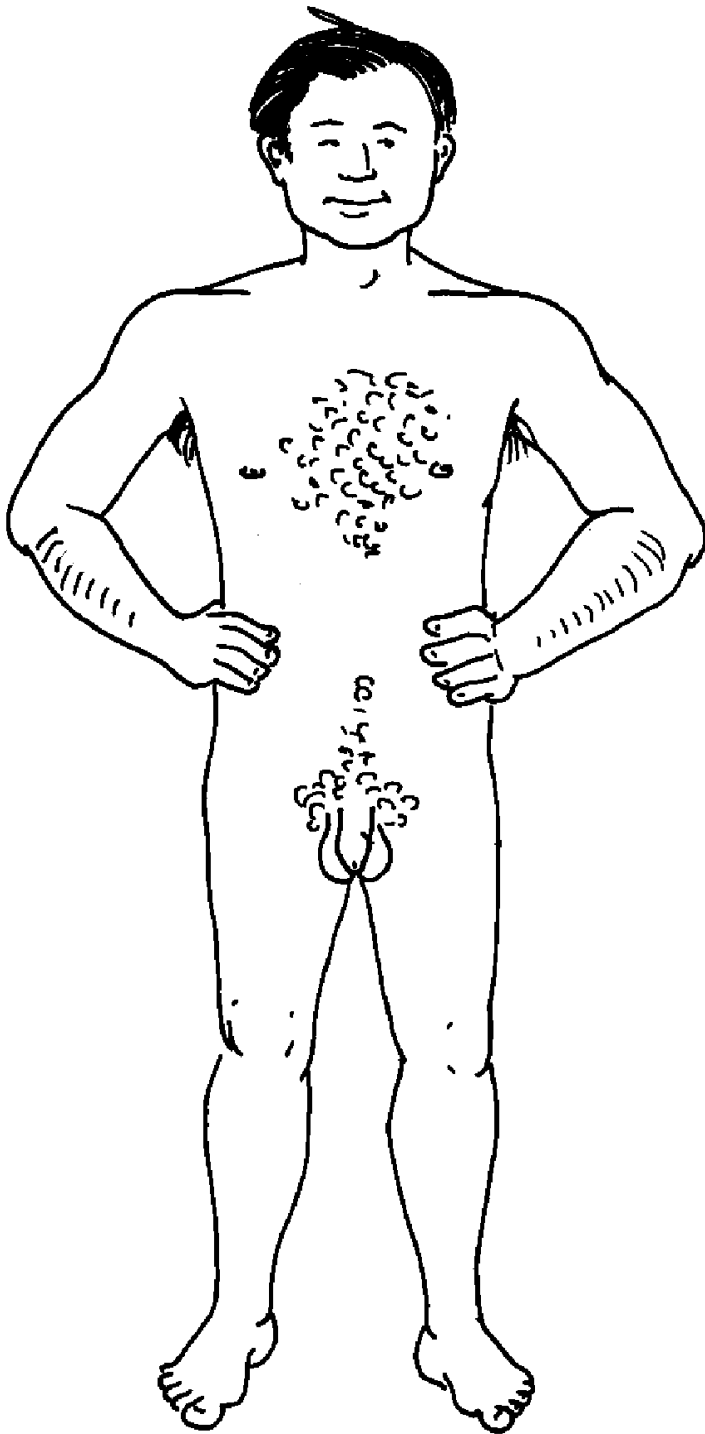



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Male body

Write the names of the private body parts.

Penis
Testicles
Scrotum
Bottom





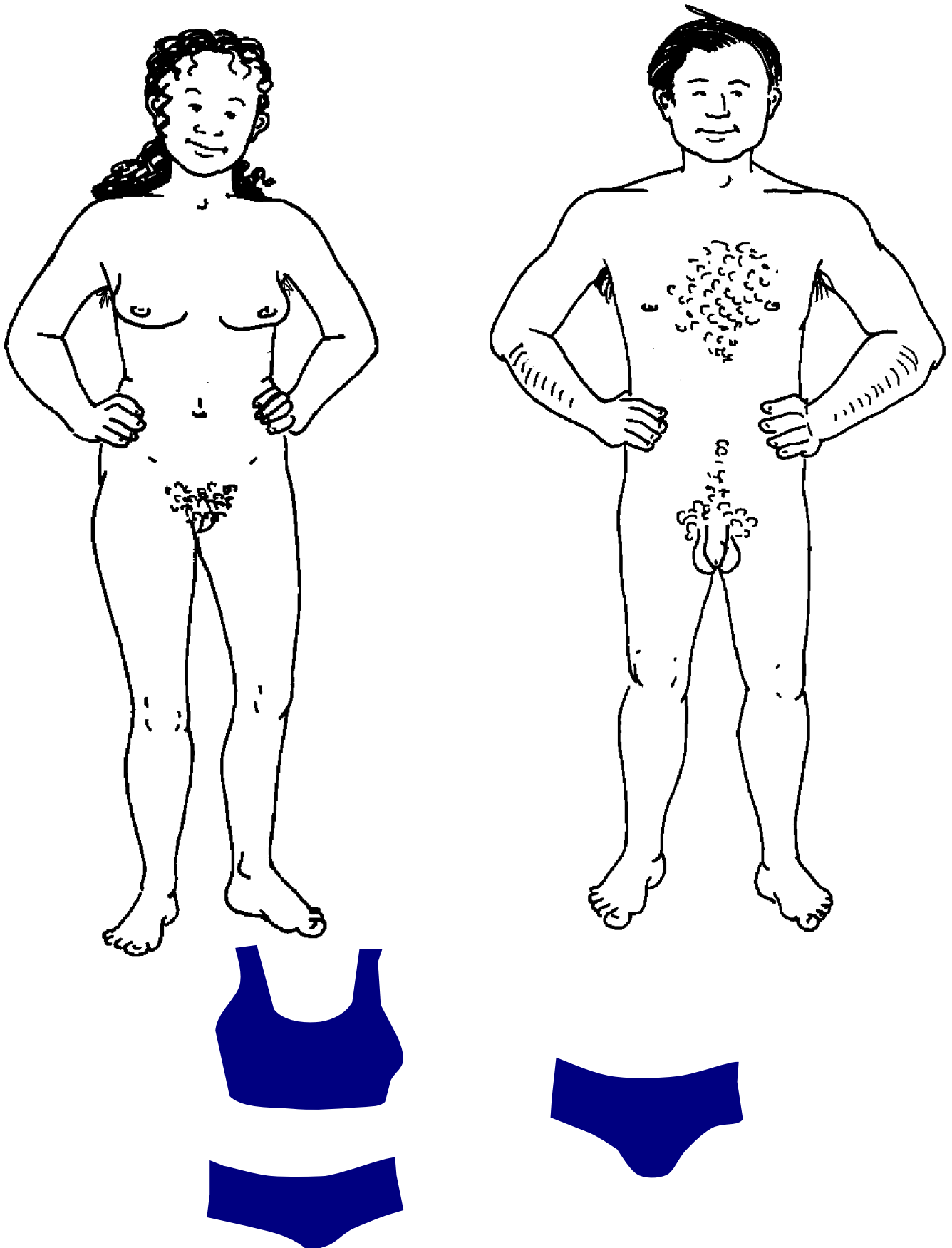
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Public and private bodies

Draw the underwear over the private body parts.





Every body
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