

## Lesson Plan – 50 Minute Lesson

**Teachers:** Nikki Bischof

**Class:** Aimed for students aimed between ages 5-8 years

**Topic:** Health and Well-being Education – Sexuality Education.

**Objectives:**

This lesson is an introductory sexuality education lesson. This lesson aims to teach students the correct name of external parts of their body and how they change (puberty). This is to help normalise discussion of private body parts. Also the lesson aims to empower students’ with the knowledge that they have control of their body and who touches it (sexual harassment). The safe relationships with people they trust is explored.

Time	<b>Learning Experiences and theoretical underpinnings</b> This column of the lesson plan should provide an outline of what you are going to do. Another teacher should be able to walk in and re-create your learning experiences according to the information you put into this column.	<b>Teaching Points, Cues, Commands &amp; Questions</b> This column of the lesson plan should summarise what you are going to say – the important questions you are going to ask and most importantly the specific teaching cues or knowledge that you want students to acquire.	<b>Gathering Evidence</b> The final column explains how you are going to know that students have achieved the outcomes that you have set for them.
Introduction (approx. 5 minutes)	<ol style="list-style-type: none"> <li><b>1. Introduce</b> the students to the topic: Our bodies and our relationship with others. Set some rules for this activity around respecting others and their opinions.</li> <li><b>2. Hang up</b> two of the large body outlines: one female and the other male. (Appendix 3)</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Today, in Health and Well-being we are going to talk about parts of our bodies (private and public). It is important to talk about our bodies so we can stay healthy. We are also going to talk about relationships with other people.                       Firstly we need to come up with some rules for this activity. We will be sharing what we think so we need to remember to respect what everyone says. Everyone will have different opinions, we need to respect this. (Come up with some rules as a class. They should be around respecting what is said, no put downs)</li> </ol>	Gauge the level of the student’s prior knowledge of the subject through their maturity and answers to the first task (labelling the body and its functions).

**Task 1** – Labelling the body and discussing the functions of the different parts.

**Starting** from the head and working towards the feet, get the students to identify different external parts of the body, using correct names, and their functions. (Provide more information if needed. Answer questions factually but keep the answers brief and age appropriate.)

**Head** – thinking, emotions

**Eyes** – seeing

**Mouth** – talking (we choose what we say)

**Arms** – touches (good and bad)

**Heart** – pumps blood around the body, how we feel

**Nipples** – (private) for ladies, breasts are for making milk to feed their newborn baby. Girls breast start to grow when they're around 12 years old

**Belly Button/Navel** – scar from umbilical cord when babies are born. This gives babies nutrients while in the mother's stomach  
**Vagina** – (female and private) – The vagina is a tube that goes up into a girl's body, from the opening between her legs. When a lady is pregnant, she gives birth to the baby through her vagina. Boys and men don't have vaginas, they have penises.

**Penis and testicles** – (male and private) All boys and men have a penis. The penis does two things; gets rid of water, known as, urine when boys go to the toilet. When a man is grown up the penis helps to make a baby. Testicles are sometimes referred to as 'balls')

**Task 2** - Read the Book "Touches and Feelings"

Discuss the main messages from the book, as a whole class activity. Write up the main points on the board or on a large piece of paper. For example:

- Good and bad touches
- Say 'STOP' if you don't like the touch (No, Go, Tell)
- Tell an adult you know and trust
- Good and bad secrets

Encourage students to establish a strong level of care and respect for their bodies. While understanding this also applies to others.

**Task 3** – Students to write down five people they trust and would go to for help on the worksheet. (Appendix 4)

**Task 1.**

Now we're going to look at the human body starting at the head and working down to the feet. (starting with either female or male) Get students to identify external parts of the human body and their main functions.

"Are these parts public or private?" "Do we keep them covered up with our clothes?" We keep our private parts of our body covered up most of the time. When you are out in public it is expected that you keep you wear clothes to cover up your private parts. (Mention that other people may have different ideas about this to you. We have to respect everyone's opinion.)

It is very important to provide students with the correct name for each body part; encourage them to use the proper name not nick names they may use at home. This will empower them by helping them to communicate more clearly, while also contributing to the student's safety and well-being.

As we grow older our body and minds change. This is called puberty. One of the main reason we change as we grow from a child to an adult is so we can reproduce, have children of our own. All living things reproduce, for example, flowers, birds and elephants.

**Task 2**

After reading the book; explain to the students that their body is theirs. No one has the right to touch them in places and ways that make them feel scared or uncomfortable.

It is your body. You have the power to decide. If someone touches you in a way that makes you uncomfortable, remember to tell an adult and that it is NOT your fault.

They must remember to say 'No', and then they must Go and Tell an adult they know and trust, or someone they know can help them

**Task 3** – Get students to write down five people they would go to for help.

Optional:

Use blank human template as a worksheet for students to copy down what is being done on the board. (enhances literacy)

Debrief of learning experience	To revise and reinforce what has been covered in the lesson, have the students complete the 'Mixed-up' words worksheet. (Appendix 4)	Hand out worksheets for students. Leave main messages from the book written up on the board, for students to refer to.	
Conclusion	Recap all key concepts covered in the lesson.		

**Lesson Resources**

Two large outlines of a body: one female, the other male.

Book: Touches and Feelings, written by Thelma M. Rowley, published by the Queensland Centre for Prevention of Child Abuse.

Worksheet: 5 People they trust and would go to for help (Appendix 4)

Worksheet: Mixed up words (Appendix 4)