



Level 4: My Body Parts

Lesson 1: Public or Private?

☞ Activity worksheet: Public and Private

Lesson 2: My Body

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

LEVEL 4

BOOK TITLE
My Body Parts

TOPIC
**About Me —
Sexual Health**

LENGTH
1 Lesson (1 Hour)



Essential Question

What is the difference between public space and private space?

LESSON OVERVIEW



As a class, students will complete a sorting activity to explore and confirm their understanding of the differences between public and private spaces. Students will demonstrate their understanding by drawing a picture of an example of a public space and a picture of a private space.

REQUIRED MATERIALS

- ☛ Chart paper or whiteboard
- ☛ Drawing utensils
- ☛ Activity worksheet:
Public or Private?
- ☛ Activity worksheet:
Public or Private? Cut-outs

LEARNING CONNECTION

This lesson is the first of two lessons that address the importance of respecting your body and learning the proper names of your body parts as part of the health initiative supporting abuse prevention. In this lesson, students will extend their understanding of public and private spaces, as well as the idea of “respect” and how to show respect for things, others, and yourself.

LEARNING ACTIVITIES



Class discussion about public and private space.



Class discussion about the book.



Completing the **Public or Private?** activity worksheets.

PRE-LESSON PREPARATION

1. Copy the **Public or Private?** activity worksheet so that there is one for each student.
2. Cut out the images on the **Public or Private? Cut-outs** worksheet. You will see six pictures: a book, a playground, a grocery store, a home, a pair of boots, a knapsack.
3. On the whiteboard or chart paper, write a T-chart and title one side with “public” and the other with “private.”

PUBLIC OR PRIVATE?

1. As a class, ask the students to explain what they think the difference is between public spaces and private spaces or objects. Summarize their ideas.



“A public space or object belongs to everybody, and everybody is welcome to use it. An example of a public object is the equipment at the community gym. A private space or object may be used only by the person who owns it, and that person can decide who else may use it and how. An example of a private space is your home.”

2. Show the students the images of public and private spaces that you cut out in the **PRE-LESSON PREPARATION**. Hold up the cut-outs one by one, and ask the students if they know what each object is.



“Can you tell me what each of these objects is?”

Answers should include: book, playground, school bus, a home (or house), clothing, knapsack.

Once they have listed all of the objects correctly, explain to them that they will now decide if these objects are public or private.



“Now we are going to think about more spaces and objects that are private or public. Think about whether or not that space or object is public or private. Consider whether or not that place or object is supposed to be shared with many people, or if it belongs to someone, such as yourself.”

3. Invite student volunteers to select one of the cut-outs of a public space or object or a private space or object. Then, ask them to paste it on the T-chart on the white board created in the **PRE-LESSON PREPARATION** under the correct heading, either public or private. After a student volunteer pastes an object on the T-chart, discuss why each of the places or objects is public or private.



“Why is this place or object either public or private? If it is private, who owns it?”

4. Invite students to brainstorm a few more examples of public and private spaces or objects. Have student volunteers take turns writing or drawing their ideas on the T-chart. Explain that whether something is public or private, it needs to be treated with respect.



“Whether or not a space or object is public or private, it needs to be treated with respect. For example, library books are public, but still need to be treated with care so that others can enjoy them later on.”

PUBLIC VS. PRIVATE

5. Next, begin a discussion with the students about the idea of respect and how to show respect for things.



“When we talk about public and private spaces and objects, we also need to think about “respect”. Do you know what the word “respect” means? Or, can you tell me what the word “respect” means to you?”

Note: This is a difficult concept for children to understand so their depth of knowledge about this concept may be limited.

Answers may include: respect means being kind to a person, respect means listening to what somebody is saying, respect means treating something with care, touching people respectfully, respecting when someone tells you “no”, etc.



“There are many different ways to talk about respect. One way of talking about respect is how we show respect for places, objects, and others. How do you show respect for something?”

Answers may include: you treat it nicely, you don't damage it or break it, you return it to where you found it or to the person you got it from.

6. Talk to students about how to show respect for things that are public and private.



“When something is public, we respect that thing because we know that other people will want to use it. We respect the toys in our classroom because we know other people will want to play with them. If we played with a toy that someone else had damaged before we played with it, we would be sad because the toy wouldn't work the same. How do we show respect for things that we share?”

Answers may include: Treat them carefully, put them back where we found them, share them with others.



“When something is private, we respect it because we know it belongs to someone else. If we went to someone else's home to play, we wouldn't draw on the walls because those walls don't belong to us. How do we show respect for things that belong to other people?”

Answers may include: Treat it carefully, ask for permission to use it.

7. Then, extend the concept of respecting spaces and objects by beginning a discussion about the importance of respecting others. Remind students that everyone deserves to be treated with respect.



“How do you show respect for others?”

Answers may include: you treat others nicely, you think of others' feelings, you treat the things that are important to them nicely, you ask permission before touching them or entering their personal space.



“Everyone deserves to be treated with respect. You should always treat others nicely and think of their feelings.”

PUBLIC OR PRIVATE?

Then, talk to students about the importance of respecting yourself.



“Now that you have thought about other people that you respect, I want you to think about yourself. You are all very important and deserve to be respected. This means that people around you should treat you nicely and think of your feelings, too. If someone is doing something that makes you feel uncomfortable, you should tell someone you trust. It’s possible that they aren’t treating you with respect.”

Continue the discussion of self-respect by talking about ways that you can show you respect yourself.



“We want others to respect us, but we should also respect ourselves. There are many ways we can show we respect ourselves. One way is by trying to eat healthy foods. This shows that you know your body is important and that you want to take care of it. How else can you show yourself respect?”

Answers may include: exercising, getting enough sleep, avoiding junk food, having good hygiene, asking for help when you need it, having healthy relationships, spending time with people who are good to us and don’t make us feel sad, bad or uncomfortable, etc.

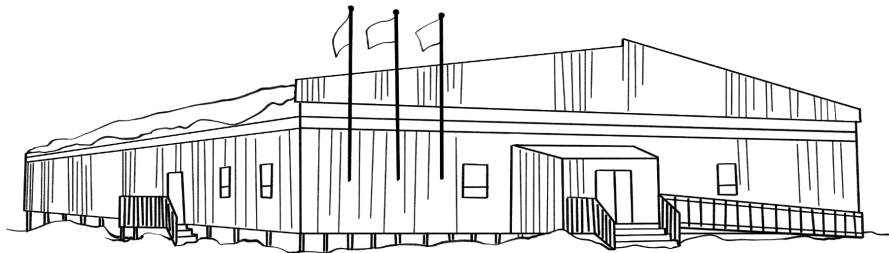
8. To confirm the students’ understanding of the difference between public and private, have students complete the **Public or Private?** activity worksheet. On this activity worksheet, students will draw a picture of an example of a public space or object and an example of a private space or object. Help students label their pictures with the names of the places or objects they have drawn. Talk with individual students as they are working and ask them to explain what they are drawing. Then, ask them how they know what they are drawing is an example of something public and private and to talk about how they show it respect.



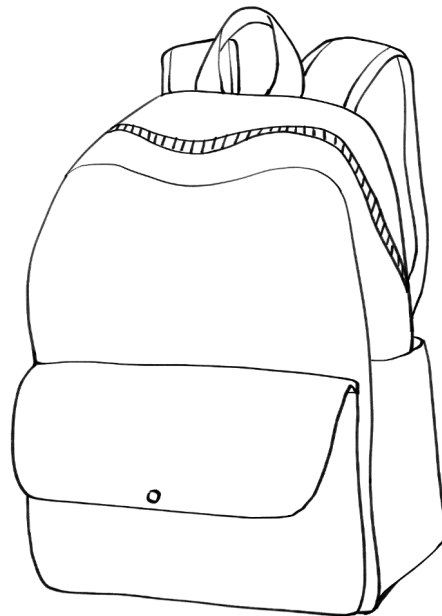
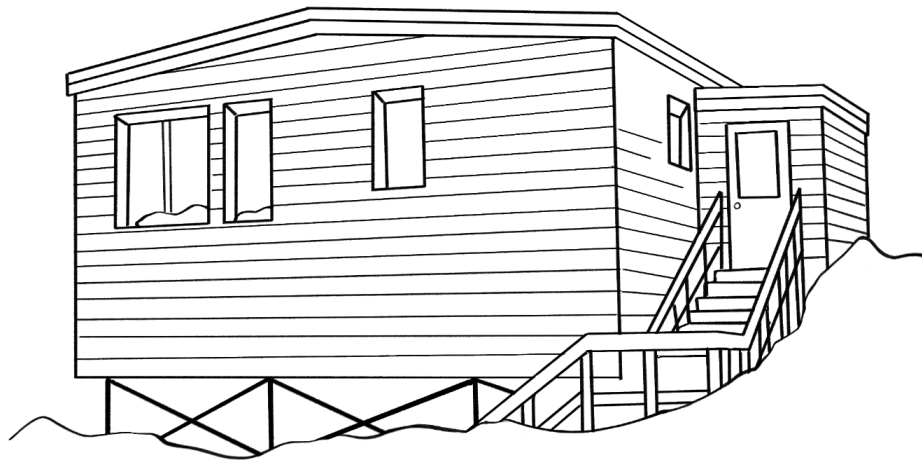
“How do you know that this is an example of something public or private? How do you treat it with respect?”

9. Invite students to share their completed **Public or Private?** activity worksheet with the class by explaining their pictures. Keep the T-chart created during this lesson available for the next lesson, **My Body**.

Public or Private Cut-Outs

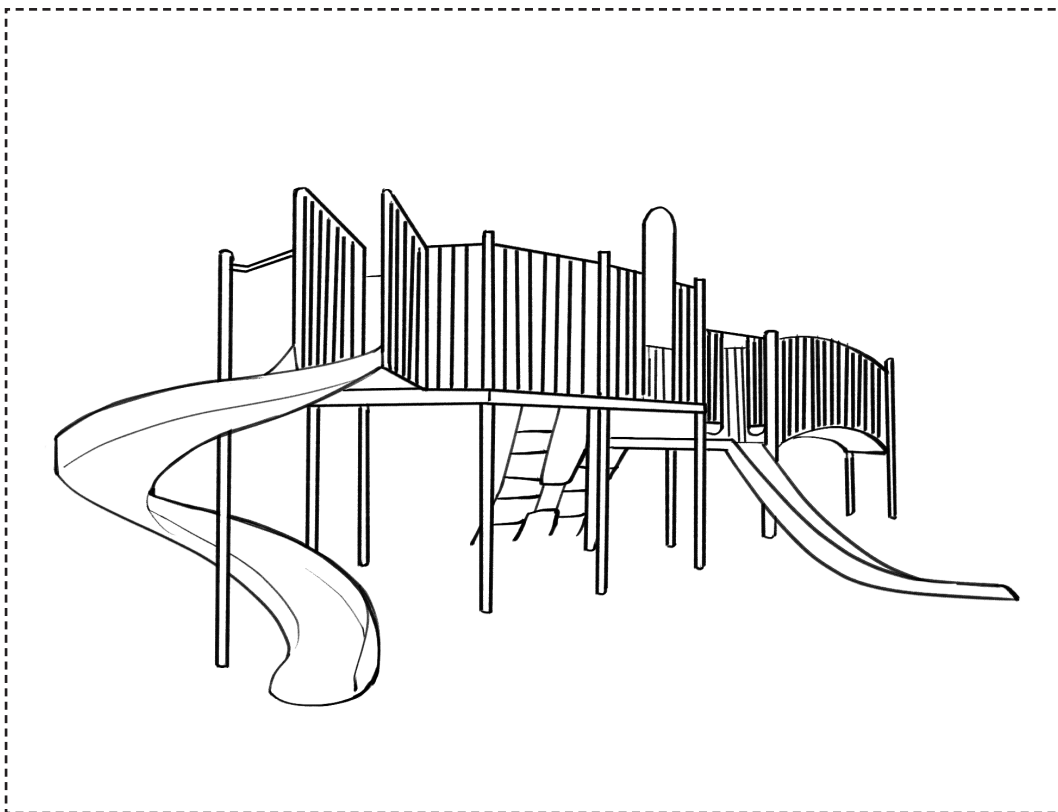
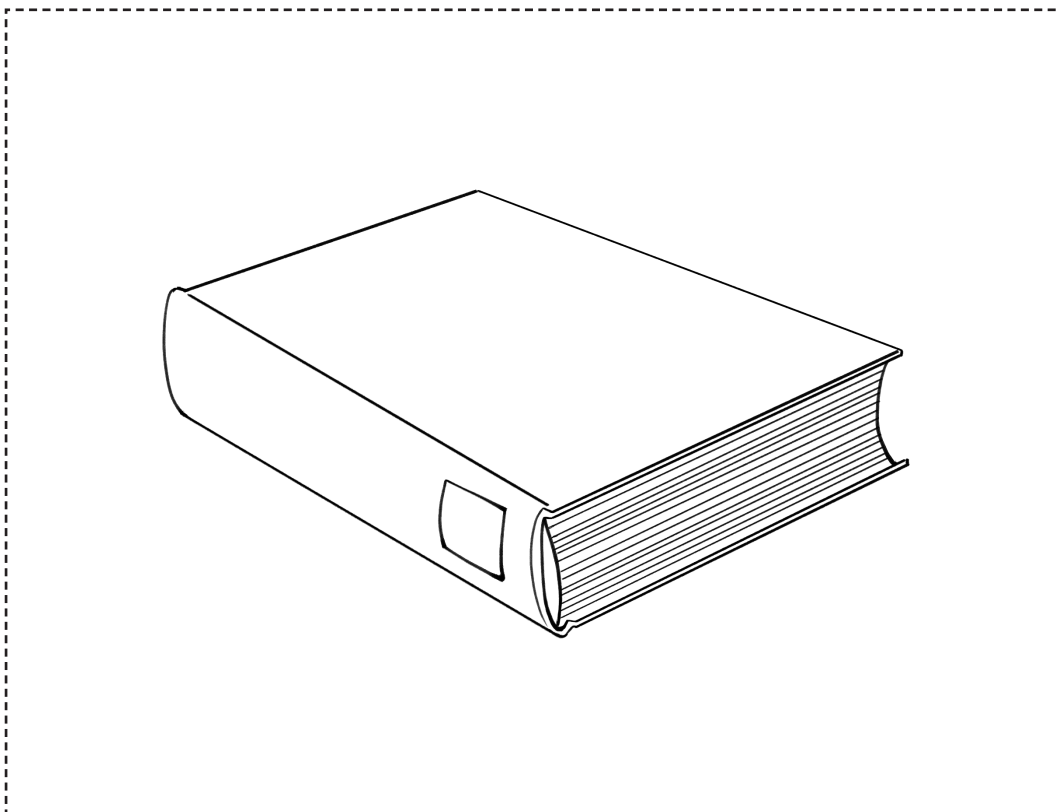


Public or Private Cut-Outs



Name: _____

Public or Private Cut-Outs

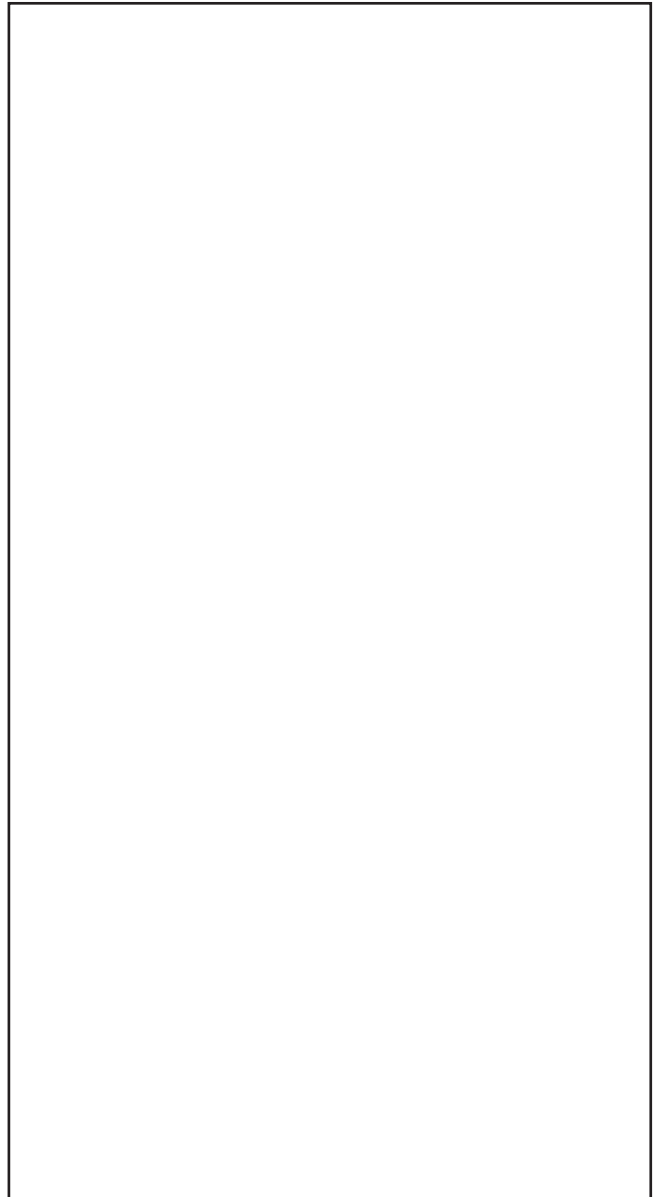
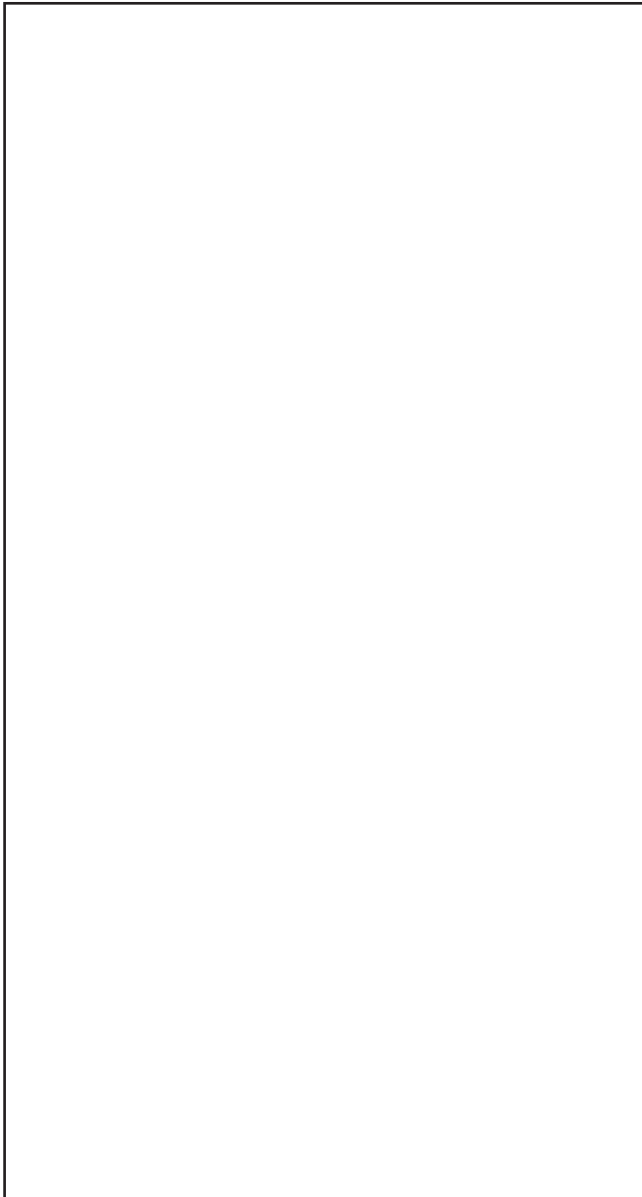


Name: _____

Public or Private?

Draw a picture of a public space or object.

Draw a picture of a private space or object.



EXTENSION ACTIVITY

LEVEL 4

BOOK TITLE
My Body Parts

TOPIC
**About Me —
Sexual Health**

LENGTH
1 Lesson (1 Hour)



Essential Question

Why is it important to know the proper names of the different parts of our body?

LESSON OVERVIEW



Students will discuss the importance of learning the proper names of our body parts and read the book *My Body Parts* as a class. They will identify their bodies as private spaces that deserve respect, explore what they can do if they feel their bodies have been disrespected by another person, and learn how to respect the private spaces of others.

REQUIRED MATERIALS

- *My Body Parts*
- Chalk, skipping ropes, other materials that can be made to create circles on the ground
- Large open space

LEARNING ACTIVITIES



Class discussion about body parts.



Class discussion about the book.



Whole class call-and-response activity about private space and public space.

LEARNING CONNECTION

This lesson is the second of two lessons that address the importance of respecting your body and learning the proper names of your body parts as part of the health initiative supporting abuse prevention. Students will use what they learned in the first lesson, *Public or Private*, to show respect for their bodies by identifying them as private spaces that should be respected by themselves and others.

READING VOCABULARY

Leg, chest, arm, penis, mouth, bum, vagina

PRE-LESSON PREPARATION

1. Locate a space large enough for students to lie down without touching one another.
2. Gather chalk, skipping ropes, or other materials that could be used to create a circle on the ground.

MY BODY PARTS

1. Introduce the purpose of the lesson.



“Today we are going to talk about why it is important that we know the proper names of our body parts. Learning the proper names of our body parts can help us take care of ourselves and shows that we respect our bodies.”

2. Ask students to stand up and point to the part of the body that you are pointing to. As you point to the body part, ask students to call out the name of the body part. Point to your knee, nose, eyes, ears, elbow, and foot. When you point to your foot, tell students that you like to call this part of your body a “kicker,” not a foot.



“What is the proper name of the body part that I am calling my “kicker”? Do you think it is important to know the proper name of your body parts? Why or why not?”

Answer: If you do not know the proper name of a body part, you won't be able to talk about it when there is something wrong with it. Knowing the proper terms help you be understood when you need help or are not feeling well.

3. Ask students to sit down and consider the following problem.



“Yesterday I fell off my bike and I was hurt. When I told my aunt I was hurt, she asked what part of me was hurt, and I told her my kicker. She didn't understand what part of me was hurt because I didn't use the proper name of the part of my body that was hurt.”

4. Review the concept of respect discussed in the previous lesson. Explain that our bodies can do amazing things and that by learning the proper names of our body parts, we are showing our bodies respect.



“Our bodies can do amazing things and deserve to be respected, just like we respect other people. By learning the proper names of our body parts, we are showing our bodies respect. Knowing the proper names of our body parts also helps us take care of ourselves if something hurts or doesn't feel good.”

5. Read the book *My Body Parts* to the students. Students might get uncomfortable or start to giggle when reading the names of their private body parts. Remind them that it's okay to feel uncomfortable talking about these things, but that it will get easier.




“Now we are going to read a book together that will teach us the proper names of our body parts. Remember, every body part should be respected, including the ones that are private to us. Sometimes it makes us feel a bit nervous to talk about these private parts of our body at first, but that's okay. It gets easier.”


6. Review the concept of private space that was discussed in the previous lesson, and refer back to the T-chart created during that lesson.

 **“Remember when we talked about private space? Private space is a space that not everyone is allowed into, like your home or your bedroom.”**

7. On the T-chart under the heading “private”, write “your body.” Explain that our bodies are private spaces. And like all other private spaces, as the owner, you are in charge of this private space.

 **“Your body is a private space and you are in charge. In the last lesson, we talked about ways that you can respect your body, like taking care of yourself by getting enough sleep, exercising, and making healthy choices. It also means that you can decide when you feel that others aren’t treating you with respect.”**

Ask students if they have questions about how to show respect for their bodies. Talk to them about what they can do if someone makes them feel uncomfortable or if they don't feel that their body is being treated with respect.


 **“If somebody makes you feel uncomfortable or hurts you, they are not treating you in a respectful way. If you don’t feel like you are being respected, you can tell that person how they made you feel and ask them to stop treating you that way. If you don’t feel comfortable telling that person that they have treated you in a disrespectful way, there are other people you can talk to. Think of someone else that you trust, like a teacher or family member. Tell them what made you feel uncomfortable.”**



8. Have the students spread out in a large open space. Make sure they can spread their arms out around them without touching anybody. Have the students create lines around their bodies with either chalk, skipping ropes, pylons, or any other material available. Tell the students this is their private space.

 **“Create a line around your body. This is your private space. Repeat after me: This is my private space.”**

Have the students repeat: “This is my private space.”

 **“Everyone is comfortable with a different amount of private space around them. And sometimes, we feel comfortable shaking hands with someone, but not hugging them or being tickled. Remember that your private space might be different than someone else’s. So, if someone tells you that they don’t want you in their private space, you should respect their private space by staying outside of it.”**

Ask students to provide some more examples of public spaces. Give them a chance to respond and discuss these spaces.

 **“Can you think of more public spaces that you and others share?”**

Some examples might include: waiting in line at the store, sitting on a rug, taking the school bus.

9. Have the students imagine someone steps into their private space, and teach them phrases to say out loud, such as “No,” “Stop!”, “I don’t like that,” or “I don’t want you to do that.”

 **“Imagine someone just stepped into your private space. What would you say to them? You can say, ‘No,’ ‘Stop!’, ‘I don’t like that,’ or ‘I don’t want you to do that’. Now, repeat each one after me.”**

 **“No!”**

Have the students repeat “No!”

 **“Stop!”**

Have the students repeat “Stop!”


 **“I don’t like that!”**

Have the students repeat “I don’t like that!”


 **“I don’t want you to do that!”**

Have the students repeat “I don’t want you to do that!”

10. Repeat the above step as many times as you feel is necessary. Make sure the students feel comfortable saying the above phrases.
11. After returning back together as a class, explain to students the importance of asking for help from a trusted adult if they feel like their private space is not being respected. If they still feel hurt or uncomfortable, they need to ask again.

 **“If you feel like your private space is not being respected, it is important that you ask for help from a trusted adult. If you say something and you still feel hurt or uncomfortable, ask for help from a trusted adult again. Because you deserve to be respected, you can ask for help as many times as you need. Asking for help can be scary or uncomfortable, but remember that you deserve respect.”**

12. End the lesson by emphasizing that our bodies are our own, and that we deserve respect and are allowed to keep our bodies private.

 **“Remember: your body is yours, and it is private. You deserve respect and are allowed to keep your body private. If someone touches you and you don’t want them to, you have the right to say no. And if you try to touch someone and they ask you not to, respect their wishes and don’t touch them.”**