Growth and Development

The Body

Stage 1

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Rationale

This unit of work aims to provide a series of creative and comprehensive learning experiences targeting the Stage One content area “The Body” is taken from the Growth and Development strand. In terms of content the lessons aim to develop the student’s understanding of the different body parts and body systems including internal and external, private and non-private. The suitability of this content is reflected in the Stage One Foundation Statement for PDHPE which outlines that students are to describe different body parts.

Throughout this unit, lessons are structured to invoke higher order thinking skills. The lesson introductions involve both teacher lead discussion of theoretical knowledge and the use of questioning which follows Bloom’s Taxonomy so as to promote thinking skills such as analysis, synthesis and evaluation. The students then engage in warm up exercises designed to provide opportunity to create appropriate movement responses. While the body of each lesson will give students opportunity through physical activity to design and plan movement sequences which will extend their understanding of the theoretical subject matter. Finally the conclusion to each lesson will engage the students in evaluative thinking in the form of reflection.

Each lesson also aims to integrate other strands of the Personal Development, Health and Physical Education Syllabus. The Active Lifestyle strand is specifically integrated in the form of discussions regarding the importance of exercise. While the Dance strand provides the non-locomotor and locomotor skills that form the basis of the student’s movements. Safe Living outcomes are also integrated specifically within the sensitive content of private and non-private parts of the human body. A variety of skills are also reflected throughout the unit including communicating, decision making, interacting, Moving, and problem solving. The unit also outlines opportunities for integration with other KLA’s (see Learning Experiences). The main key learning areas integrated within the unit are English and Science and Technology.

Assessment is an important aspect of any unit of work as it provides the basis not only for student’s grades but also for unit evaluation. As such each lesson plan in this unit identifies specific outcomes with relevant indicators of student achievement. Key assessment opportunities for each outcome and indicator are signified by placing the outcome and indicator code with the activity (See Learning Experiences).
<table>
<thead>
<tr>
<th>Lesson One – External Body Parts</th>
</tr>
</thead>
</table>
| **Resources** | Diagram with an outline of the body – Refer to appendix 1  
| | Labels of external body parts – Refer to appendix 2  
| | Boxes or trays optional |
| **Outcomes and Indicators** | GDS1.9 Describes the characteristics that make them both unique and similar to others and unique  
| | • Locates some important external body parts  
| | DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.  
| | • Shows movements with various parts of the body in response to words  
| | INS1.3 Develops positive relationships with peers and other people  
| | • Displays cooperation in group activities  
| | MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.  
| | • Balances different body parts e.g. legs, arms, knees etc.  
| | V5 Willingly participates in regular physical activity |
| **Cross Curriculum Links** | **English:** TS1.2 Interacts in more extended ways with less teacher intervention and generally listens attentively  
| | • Listens and contributes frequently to small group interaction.  
| | • Follows instructions on how to complete an activity.  
| | **Science** LTS1.3 Identifies and describes ways in which living things grow and change. |
| **Learning Experiences** |  
| • Ss join in the music and movement game ‘Head, shoulders, knees and toes’. DAS1.7  
| • As a class briefly recall and point to some other external parts not mentioned in the song. For example, elbow, hand, neck, back, chest, teeth, hips, belly button/navel, etc. INS1.3 MOS1.4  
| | o Have students move in a circle formation e.g. walking, skipping, and hopping. T calls out a body part and a number e.g. “elbows” “five”. Students join groups by connecting the number of body parts.  
| • Label Relay: GDS1.9 INS1.3 MOS1.4  
| | o In small teams assign a team leader, one student at a time is to run to their labels, collect one body part label then return to their team. (refer to appendix 2)  
| | o Once all labels have been collected Ss in their groups attach the labels to a diagram of the external body. (refer to appendix 1)  
| | o Team leader raises a hand and teacher checks their work. (If Ss are unsure of spelling, only the team leader may approach the teacher for assistance).  
| • Conclusion: MOS1.4  
| | o Have Ss lie on their backs on the floor.  
| | o T calls out body parts. Ss raise body part off the floor until T says to place down on floor. e.g. right leg, left arm, stomach, right shoulder etc |
# Lesson Two – Internal Body Parts.

| Resources | Diagram of the body displaying the internal organs – refer to appendix 3  
|           | Large pictures of the main organs of the body x 5  
|           | Butchers paper and markers  
|           | Outlines of the major body organs for each group – refer to appendix 4 |

| Outcomes and Indicators | GDS1.9 Describes the characteristics that make them both unique and similar to others and unique  
|                         | - Locates some important internal body organs and discusses their functions.  
|                         | PSS1.5 Draws on past experiences to solve familiar problems  
|                         | - Suggest solutions to problems  
|                         | COS1.1 Communicates appropriately in a variety of ways.  
|                         | - Discusses the place of the internal organs of the body  
|                         | INS1.3 Develops positive relationships with peers and other people  
|                         | - Displays cooperation in group activities  
|                         | MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.  
|                         | - Repeats movements to form a sequence e.g. jump, hop, run.  
|                         | V5 Willingly participates in regular physical activity |

| Cross Curriculum Links | English: TS1.2 Interacts in more extended ways with less teacher intervention and generally listens attentively  
|                       | - Follows instructions on how to complete an activity.  
|                       | - Listens and contributes frequently to small group interaction.  
|                       | Science LTS1.3 Identifies and describes ways in which living things grow and change.  

## Learning Experiences

- Display a diagram of the internal body parts. Invite S’s to point out and discuss internal body parts they are familiar with and their function. **GDS1.9 INS1.3** Refer to appendix 3)

  - **Music Organs** **PSS1.5 MOS1.4**  
    - Place large pictures of internal body parts on the floor; ensure there is approximately five of each internal organ.  
    - When students hear the music playing Ss move around the floor avoiding the pictures. Vary the movement e.g. skipping, hopping, jumping etc.  
    - When the music stops T describes a body part without naming it. e.g. “I am about the size of your fist and pump blood around the body”.  
    - Ss locate the corresponding picture e.g. heart, and place a foot on it.

- **Internal Body Puzzle** **GDS1.9 COS1.1 INS1.3**  
  - Ss in small groups select a group member to trace on butchers paper  
  - T provides a key on the board with the names of the main internal organs and corresponding colours e.g. heart with red square around it.  
  - Ss colour the internal organ outlines using the key. (Refer to appendix 4)  
  - Ss then cut and place the organs on the body outline where they believe they belong.  
  - T redisplays diagram from the beginning of the lesson S’s adjust the placement of the organs where necessary. Ss then paste the organs to complete the diagram.
**Lesson Three – Private and Non-Private Parts of the Body**

### Resources
- Enlarged body outlines front and back view of a girl and boy from a child protection resource – refer to appendix 5
- Questions and Answers related to ‘private parts’ – refer to appendix 9
  *This lesson has been adapted from the ‘Child Protection Education’ stage one curriculum support materials for PD/H/PE.*

### Outcomes and Indicators

<table>
<thead>
<tr>
<th>GDS1.9</th>
<th>Describes the characteristics that make them both unique and similar to others and unique</th>
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<tbody>
<tr>
<td></td>
<td>o Locates the private and non private parts of the body</td>
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<tr>
<td></td>
<td>o Discusses reasons why certain parts of the body are private and non private</td>
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<table>
<thead>
<tr>
<th>SLS1.3</th>
<th>Recognises that their safety depends on the environment and the behaviour of themselves and others.</th>
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<tbody>
<tr>
<td></td>
<td>o Compares the places of the body where students feel involve safe and unsafe touching.</td>
</tr>
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<table>
<thead>
<tr>
<th>DMS1.1</th>
<th>Recalls past experiences in making decisions.</th>
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<tbody>
<tr>
<td></td>
<td>o Identifies things that are kept private</td>
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<thead>
<tr>
<th>COS1.1</th>
<th>Communicates appropriately in a variety of ways.</th>
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<tr>
<td></td>
<td>o Discusses why certain parts of the body are private.</td>
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<thead>
<tr>
<th>MOS1.4</th>
<th>Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.</th>
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<tbody>
<tr>
<td></td>
<td>o Repeats movements to form a sequence e.g. jump, hop, run.</td>
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| V5     | Willingly participates in regular physical activity |

### Cross Curriculum Links

<table>
<thead>
<tr>
<th>English: TS1.2</th>
<th>Interacts in more extended ways with less teacher intervention and generally listens attentively</th>
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<tr>
<td></td>
<td>o Follows instructions on how to complete an activity.</td>
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<td></td>
<td>o Listens and contributes frequently to small group interaction.</td>
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### Learning Experiences

- Introduce the words private and public and their meaning e.g. Private – for me, and Public – for everyone **DMS1.1**
  - Discuss examples of things which are public and those which are private.
  - Have S’s create a picture bank for private and public. E.g. Private: Diary, wallet, your favourite toy, handbag, bathroom. Public: bus, newspaper, park, shops.

- T leads Ss in a varied game of ‘on the river on the bank’. **DMS1.1 MOS1.4**
  - Designate one side of the room to be ‘public’ and the opposite side ‘private’.
  - T calls out examples of things that are ‘public’ and ‘private’ from picture bank activity
  - Ss run to corresponding sides of the room for the object called.

- Display enlarged body outlines of the front and back view of a girl and boy **GDS1.9** (Refer to appendix 5)
  - T points to different parts of the body including private and non private and invites students to name them.
  - As the Ss respond the teacher labels the appropriate part of the body, using proper anatomical words for the genital areas if necessary.

- Teacher points to the genitals, chest, and bottom and discusses the parts of the body that are private. (refer to appendix 9) **GDS1.9 SLS1.3**

- Conclude the lesson by a vigorous activity that involves all class members to relax students and
dispel any tensions. E.g., fruit bowl MOS1.4 COS1.1

- Ss sit in a circle with a caller in the middle. Each student is designated as an ‘apple’, ‘orange’, ‘pear’ or ‘banana’.
- The caller calls one of the fruit names. All S’s labeled as that fruit must move from their place and swap with another of the same fruit. The caller attempts to reach an empty place during the swap.
- The person left without a place becomes the next caller.
## Lesson Four – The Skeletal System

| Resources          | Skeleton Model or Diagram  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Bone Labels</td>
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</table>

| Outcomes and Indicators | GDES1.9 Describes the characteristics that make them both similar to others and unique.  
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>o Locates the skeletal system and states its function</td>
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<table>
<thead>
<tr>
<th></th>
<th>INS1.3 Develops positive relationships with peers</th>
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<tbody>
<tr>
<td></td>
<td>o Listen and respond to others.</td>
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<tr>
<td></td>
<td>o Display cooperation in group activities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ALS1.6 Participates in physical activity.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>o Engages in a range of planned activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Balance on different body parts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PSS1.5 Draws on past experiences to solve familiar problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Suggest solutions to a given movement problem</td>
</tr>
<tr>
<td></td>
<td>o Suggest a way to move safely with arms linked with other students</td>
</tr>
</tbody>
</table>

| V5                   | Willingly participates in regular physical activity                   |

<table>
<thead>
<tr>
<th>Cross Curriculum Links</th>
<th>English: Students could use the text type structure and language of description to write a short sentence about how bones move.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science LTS1.3 Identifies and describes ways in which living things grow and change.</td>
</tr>
</tbody>
</table>

### Learning Experiences

- Display a diagram of a skeleton.
  - T asks questions such as: What is this? Where are our skeletons? What makes up our skeletons? Who can feel one of their bones? Are our bones hard or soft? If our bones are hard, how can we move our bodies?
  - As a class label some basic parts of the skeleton (skull, ribs, spine, elbow, etc).

- Simon Says:
  - Teacher demonstrates how to play Simon Says using the names of the bones as well as various stretches. (Simons Says touch your ribs, Simon Says reach up high).

- Inside and outside the body:
  - Ss hold hands and form a circle. T names different parts of the body.
  - If the body part is on the inside of the body (skull, ribs, spine, elbow, knee) students are to move (gallop sideways) facing inside the circle. If the body part is on the outside of the body (skin, nose, mouth, hand, foot) then the students move facing outside the circle. **ALS1.6**

- Joints:
  - T asks students again “If our bones are hard, how can our bodies move”? (draw attention to elbows and knees). T then outlines that one of the reasons bones can move is because of joints.
  - Divide the class in half to form two teams. Then groups each team into groups of three.
  - Each pair are two bones that can not move unless they are joined by a third student acting as a joint.
  - Joints and bones are positioned at opposite ends of the area.
  - Teacher blows the whistle. The joints take turns to run down join the two bones (by linking arms) and then bringing them to the other side. The first team to move all of their
Ss discuss how the joints will move when they come to join their bones and then how the bones and joints will move when they are all linked together. Teacher encourages students to try different ways of moving when linked together before each joint/bone pair deciding on one way. PSS1.5, PSS1.5, INS1.3.

Teacher asks students to follow a variety of stretches aimed at developing their balance. MOS1.4

Students draw a picture of how their team chose to move when they were joined and to write a sentence about whether they think they made a good choice. Teacher prompts with questions such as: Was it easy to move in the way your team chose when you were linked together? Did anyone fall over? Was the way you chose to move fast or slow?
**Lesson Five – The Heart**

<table>
<thead>
<tr>
<th>Resources</th>
<th>A variety of sports equipment including: Skipping ropes, bean bags, hoops and balls.</th>
</tr>
</thead>
</table>
| Outcomes and Indicators | GDES1.9 Describes the characteristics that make them both similar to others and unique.  
  o Locates the heart and states its functions.  
  PSS1.5 Draws on past experiences to solve familiar problems.  
  o Suggests solutions to a given movement problem  
  INS1.3 Develops positive relationships with peers  
  o Displays cooperation in group activities.  
  ALS1.6 Participates in physical activity.  
  o Engages in a range of planned activities  
  MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.  
  o Composes basic movements to represent an idea  
  V5 Willingly participates in regular physical activity |
| Cross Curriculum Links | Science: DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants. |
| Learning Experiences |  
  o Teacher asks students to listen to each others chests. Teacher asks students what can you hear?  
    o Teacher then explains that the heart pumps blood and oxygen to all the different parts of the body through arteries and veins. **GDES1.9**  
  o Students then play the inside, outside game and discuss the purpose of warming up. The inside, outside game involves students forming a circle and running on the inside of the circle if the body part called out is internal and the outside if it is external. **ALS1.6**  
  o Teacher provides students with bean bags, hoops, balls and skipping ropes. Teacher demonstrates blood flowing in and out of a heart as they crawl through a hoop.  
    o Teacher then explains that students are to use one or more of the pieces of equipment to show how the heart works.  
    o Students are divided into groups of three and work together to solve the movement problem. **INS1.3 MOS1.4**  
    o Groups perform their movements for the class. **PSS1.5**  
  o Teacher asks students to follow a variety of stretches aimed at developing their balance.  
  o Evaluation: what did the first group use to represent blood? Which group showed how the heart worked the best? Why? |
## Lesson Six - The Senses

### Resources
- ‘Nature Walk’ work sheet – refer to appendix 6
- Matching senses cards – refer to appendix 7
- Hoops
- ‘Where are my 5 senses’ worksheet – refer to appendix 8

*Lesson adapted from the book ‘Looking at the senses’ (Suzuki, D 1991)*

### Outcomes and Indicators

<table>
<thead>
<tr>
<th>GDES1.9</th>
<th>Describes the characteristics that make them both similar to others and unique.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>o Recognises and names different types of senses.</td>
</tr>
<tr>
<td>PSS1.5</td>
<td>Draws on past experiences to solve familiar problems.</td>
</tr>
<tr>
<td></td>
<td>o Suggests solutions to problems</td>
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<tr>
<td>INS1.3</td>
<td>Develops positive relationships with peers</td>
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<td>V5</td>
<td>Willingly participates in regular physical activity</td>
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### Cross Curriculum Links

| Science: |
| TS1.2 | Interacts in more extended ways with less teacher intervention and generally listens attentively |
|        | o Follows instructions on how to complete an activity. |
|        | o Listens and contributes frequently to small group interaction |

### Learning Experiences

- As a class briefly identify the five senses and some examples. **GDES1.9**
  - E.g. Sight (eyes) - Your eyes let you check for cars before you cross the road, Smell (nose) – Your nose tells you when mum is baking your favourite food, Hear (ears) – Your ears let you hear the lunch bell ring, Taste (Tongue) – Your tongue lets you taste the different flavours of food, Touch (skin) – Your fingertips let you know whether the bath is too hot or cold.

- Nature Walk: **PSS1.5 ALS1.6**
  - Take a walk outside and have Ss draw some objects/things that require them to use their senses. (refer to appendix 6)

- Matching Senses Relay: **GDES1.9 PSS1.5 INS1.3**
  - In small groups using the set-up below Ss are to match the sense card to the thing/object by approaching the hoop one at a time, turning over 2 cards, if they match bring cards back to their team, continue until all matches are found. (refer to appendix 7)

  ![Matching Senses Relay Image]

- Ss complete the sense worksheet (refer to appendix 8). Ss identify and colour the body parts associated with each sense. **GDES1.9 ALS1.6**
Appendix 1 – Outline of the human body

## Appendix 2 – Labels of external body parts

<table>
<thead>
<tr>
<th>head</th>
<th>eyes</th>
<th>ears</th>
<th>nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>neck</td>
<td>hand</td>
<td>elbow</td>
</tr>
<tr>
<td>chest</td>
<td>hips</td>
<td>legs</td>
<td>knees</td>
</tr>
<tr>
<td>feet</td>
<td>navel</td>
<td>shoulders</td>
<td>arms</td>
</tr>
</tbody>
</table>
Appendix 3 – Diagram of the body displaying internal organs

DKI images Health: Female Body with organs. Retrieved from:
Intestines

Kidneys
Appendix 5 - Enlarged body outlines front and back view of a girl and boy

Front and back view of a girl

NSW Department of School Education. (1997). Child Protection Education: Stage one. NSW: Department of School Education
Front and back view of a boy

NSW Department of School Education. (1997). *Child Protection Education: Stage one*. NSW: Department of School Education
Appendix 7 - Matching senses cards

Hear

See

Hear

See
Taste

Taste
Appendix 8 - ‘Where are my 5 senses’ worksheet

Name __________________________ Date ____________

Where are My 5 Senses?

1. Color the body parts you hear with blue.
2. Color the body parts you see with red.
3. Color the body parts you smell with purple.
4. Color the body parts you taste with green.
5. Color the body parts you touch with yellow.
Appendix 9 - private parts questions

Q. Why are these body parts private?
A. They are personal and covered by clothing when we are with other people.

Q. How do we keep our private body parts private?
A. Wearing clothing.

Q. When don’t we need to cover the private parts of the body?
A. When we are alone and when we are washing or dressing.

Q. Who can look at or touch the private parts of our bodies?
A. We can touch our own parts in private. Parents need to touch the private parts of babies/small children when they care for them. As children get older they can look after their bodies themselves. If they are ill, injured or need help to look after themselves.

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