



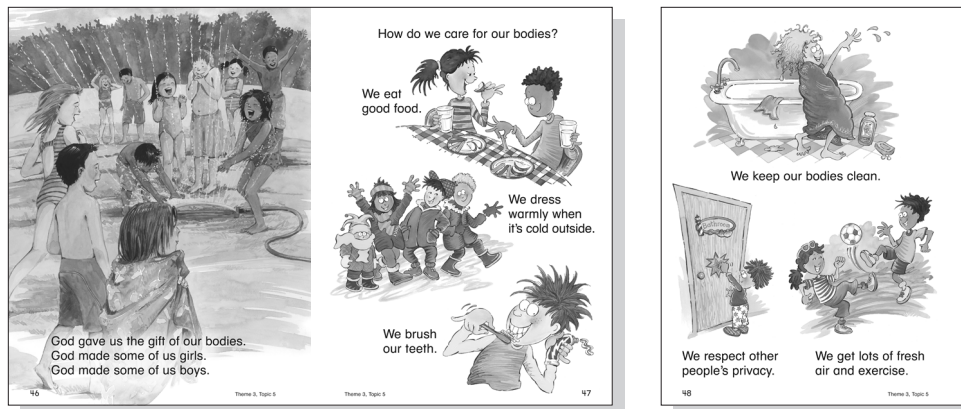
Created Sexual: Male and Female

Topic 5

The Gift of Bodies

And the Word became flesh and dwelt among us...

John 1:14



Expectations

The students will:

- describe some of the ways they can show respect and care for their bodies.
- recognize that our bodies are gifts from God.
- explain the importance of consent.

Note to the Teacher

In Topic 5 we affirm the goodness of the human body, male and female. The body is an integral part of the human person, who is created in the image of God. We want the children to develop an attitude of respect and appreciation for the human body that reflects this Christian belief.

In this topic we briefly review the physical differences between boys and girls. The terms *vagina* and *penis*, which were introduced in Grade 1, are used again in this lesson. You may find that some children giggle when correct terms for these parts of the body are used. This provides you with an ideal opportunity to acknowledge their embarrassment and to help them to see that all parts of the body are good and deserving of respect. One way in which we show respect is by the kind of language we use for parts of our bodies or for body functions. Although it is important not to be negative about family words for the body, we want to encourage familiarity with correct terminology.

Another way we show respect for our bodies is by being modest. This topic provides you with the opportunity to discuss the importance of modesty and privacy, and of respect for other people's bodies. After infancy, we are careful to cover the private parts of our bodies with clothing. As we grow older we learn not to intrude on other people in the bathroom and not to make silly jokes about the body or use vulgar language.

Consent is about communication and respect. Consent leads to better relationships. It is about knowing and respecting your own boundaries. It is about respecting the boundaries of others. Consent is about having the skills to avoid or leave a situation that feels uncomfortable, and respecting when others want to do the same. (Source: Grade 6 *Fully Alive* Teacher's Guide, page 104b)

Caution: Raise the topic of inappropriate touching, and make sure the children understand that, with a few exceptions (for example, a parent helping a child bathe, a doctor doing a necessary examination), no one has the right to touch the private parts of their bodies. You can explain to them that these are the parts of the body that are covered when they wear a bathing suit. If someone does try to touch their private parts, it is very important that they tell a trusted adult (a parent or teacher), even if the person told them to keep it a secret.

Important Words

- *male, female*

Program Resources

- The Gift of Bodies; Caring for Our Bodies (Big Book, pp. 20 and 21)
- Student Book, pages 46 – 48
- Family Connections (The Gift of Bodies)
- BLM #12 — All about the Body

Curriculum Connections

This topic provides two connections to the Health and Physical Education curriculum, and also to the AIDS program used in Ontario Catholic schools:

- If your school has a sexual abuse prevention program, you may want to schedule it following this topic. (Health and Physical Education, Healthy Living)

- Material on caring for the body, including a healthy diet and dental hygiene, is included. (Health and Physical Education, Healthy Living)
- Material on caring for the body is connected to Lessons #7 and #8, Grade 2, *AIDS: A Catholic Education Approach to HIV*

We Experience

- How does your body change as you grow? (you get taller and bigger; your bones grow; your muscles grow; you grow faster at some stages than at others and not everyone grows the same amount at the same time; when you're an adult, your body doesn't grow anymore, but it still changes — for example, your skin gets more wrinkled and your hair might turn grey)
- What helps you to grow to be healthy? (eating well; being active; getting enough sleep; and having people care for you)

Health and Physical Education
expectation D1.4

Display the Big Book page, “The Gift of Bodies,” and invite the children’s responses. You might ask:

- What are the children doing?
- Have you ever played under the sprinkler? Was it fun?
- Are the children in this picture all the same? In what ways are they different? (for example, not all the same age; some have light skin, some have dark skin; they don’t all have the same colour hair; some are girls, some are boys)

Point out to the children that God made us boys and girls, and introduce the words *male* and *female*. You might tell them that being male or being female is our special way of being a person. Everything we do, we do as a boy or girl, or as a man or woman. One of the differences between females and males is our bodies. Briefly review the physical differences between boys and girls with the children:

- God made the bodies of boys and girls different.
- Girls have a vagina, which is also called the birth canal.
- Boys have a penis.

(Some of the children may be familiar with other terms, e.g., *vulva* or *scrotum*. If they mention these words, you could briefly explain that the vulva is the folds of skin on the outside of a girl’s body, and the scrotum is under a boy’s penis.)

We Discover

Display the Big Book page, “Caring for Our Bodies,” and invite the children’s responses. You might ask:

- Who gave us the gift of our bodies?
- Why is it important to care for our bodies? (they are a gift from God; we appreciate this gift; we want to stay healthy; we are growing and we need good food and exercise)
- What happens when we don’t look after our bodies? (we might get sick; we wouldn’t have a lot of energy; we might get cavities in our teeth)

- Why is it important to respect other people’s privacy? (some parts of our bodies are private, and we keep them covered; when people are in the bathroom or undressing, we show our respect by giving them privacy)
- Can you think of other ways we show respect for our bodies? (we don’t make silly jokes about the body; we don’t say mean things about someone’s body; we don’t hurt another person’s body by kicking or hitting)
- How can we show respect for others? (listen to each other; when someone tells a person to stop, that person should stop)
- What can standing up for yourself look like? (speak strongly; make eye contact; hold your head up; say how you feel in a polite way)



As the children explore respect and care for the body, draw out the significant points, and record them on a chart. Use their contributions (rewording and summarizing as necessary), and encourage them to expand on their ideas to get at any important points that did not emerge in the discussion.

- God gave us the gift of our bodies.
- Some of us are girls, and some of us are boys.
- We respect and care for our bodies.
- We can show respect for other people’s bodies by what we do and what we say.

When the chart is complete, read it with the children and invite their comments. Is there anything that should be added? Removed? Ask the children to suggest a title for the chart.

We Respond

Give the children copies of BLM #12 (All about the Body), and ask them to solve the puzzle. You may want to have them work in pairs.

a	t	r	e	s	t	x	y	m	h	z
b	o	e	x	e	r	c	i	s	e	m
k	o	p	f	i	o	w	b	n	a	q
p	t	h	o	f	b	v	l	e	l	t
b	h	j	k	l	p	a	v	l	t	i
c	b	i	p	g	l	v	w	l	h	c
b	r	y	u	b	o	d	y	r	y	v
y	u	p	h	k	b	o	y	g	f	q
n	s	r	e	s	p	e	c	t	o	r
p	h	c	p	i	x	w	y	o	o	m
l	g	i	r	l	p	o	b	d	d	q