

Lesson 1.2

The Wonder of Our Bodies

<i>Time frame</i>	<i>ments</i>	<i>Options</i>	<i>Est. Duration</i>
	Gathering Activity	Body Books	15 min
	Welcome Time	<i>Follow Your Group's Established Routine</i>	15 min
	Lesson	Our Most Valuable Possession	10 min
	Music and Movement	Song: I Can Move So Many Ways	10 min
		Action Poem: My Body	5 min
		Poem: My Body	10 min
	Free Play		30 min
	Snack Time	<i>Crackers and cheese, seasonal fruits</i>	20 min
	Mellow Time	Dance: Wiggle and Freeze	5 min
		Listening: Body Parts Song	10 min
	Arts and Crafts	Draw a Body	15 min
		Skeleton Swabs	15 min
	Activities	Puzzle: Body Parts	15 min
		Comparison and Song Game: Hinges	15 min
		Explore: X-Rays and Bones	5 min
	Goodbye Time	<i>Follow Your Group's Established Routine</i>	5 min

Gathering Activity

Body Books

As the children arrive, have “body” books set out for the children to enjoy.

There are some photography books available in libraries that have remarkable and beautiful pictures of body organs, blood vessels, joints, etc. Libraries also have children’s books that show the different body “systems” like the skeletal system, the nervous system, the cardiovascular system, etc. Children will find these books to be fascinating. You might even read some of the books with the children as they arrive, or later during Joy School.

Lesson

Guessing Game: “What is the most valuable thing you have?”

Explain to the children what “valuable” means (something you really value - something you really care about and want to take good care of - something you’d never want to hurt or ruin). Then have Joy Boy come out to ask them:

- *“What is the most valuable thing you have? What is one thing that you have that you need the very most?”*
 - *“You love your toys, but if one of your toys was lost, would it be OK?”*
 - *“Clothes are important, but what would you do if you ruined your favorite shirt or your favorite pants?”*
 - *“Is there anything you can think of that is your very own and that you can’t do without?”* **Have Joy Boy give clues:** *“You used yours if you’ve ever played Hokey Pokey... You all have one but none of them is the same.” “You brought it to Joy School today”... etc.. They will probably guess eyes or hands or other body parts. Say, “Good, that’s part of your most valuable thing. But what is all of it called?”*
 - *“Why’s your body so important?”*
 - *“What are some things we can do with our bodies?”*
 - *“What’s your favorite thing to do with your body?”* Have each child share and demonstrate if appropriate – make suggestions for anyone who’s stuck, such as dance, sing, jump, do somersaults, hop, taste, touch, see, hear, pick things up, eat, etc.
- When you get to the word, **body**, be sure they realize that the word means all of the parts together. Then discuss for a moment why the body is the most valuable thing; what could we do without it, etc.

- Tell them that the very most important thing about bodies is that our **bodies help us be happy**. (Give examples: We taste ice cream; we play ball; we see pretty pictures; we walk and see and talk.) Tell them that for the next few times at Joy School they will be learning about their wonderful bodies and how they make us happy.

Music and Movement Time

Do one or many of the following activities. Some activities can be repeated if the children are enjoying them.

Song: I Can Move So Many Ways

Teacher and children walk around in a circle while singing:

[Listen](#)

🎵 I Can Move So Many Ways

lyrics: Ruth Eyre *Sung to the tune of London Bridge*

I can move so many ways, many ways, many ways,
I can move so many ways 'round the circle.
I can walk on tippy-toes, tippy-toes, tippy-toes.
I can walk on tippy-toes, 'round the circle.

→ Have the children suggest other ways and sing them as you do them, such as:

Walk with backward steps.
Walk so straight and stiff.
Move with sliding steps.
Move with hopping feet.
Move with stomping feet.
Walk so very slow (or fast).

Move with skipping steps.
Crawl on hands and knees.
Walk just on my heels.
Fly like an air-o-plane.
Walk with giant steps.
Walk with toes turned in (or out).

Play only until the children lose interest.

→ During the activity, say, "*It's fun to **discover** the many ways our bodies can **move**.*"

Action Poem: My Body

**See the Start Up Manual for tips on how to present new action poems and songs.*

Have the children stand up as you lead them in the action poem. Go through it twice. They will end sitting down again. Point to body parts and do actions indicated.

My Body

by Ruth Eyre

These are my eyes. This is my nose.
 These are my fingers. These are my toes.
 These are my ears. These are my lips.
 These are my shoulders. These are my hips.

My elbows can bend and so can my knees.
 I can wiggle myself however I please.
 I can bend way over low or reach way up high.
 I can stand on one foot as easy as pie.

I can jump up and down, or turn me around,
 And if I get tired, I can sit me right down.

Poem: My Body

Have the children sit while you read them the following poem, "My Body". To help them keep interest, bring up a different child for each section of the poem and have them point to the body parts that the poem is describing.

My Body

by Carol Lee Cowan

My body is the greatest thing
 That ever was invented!
 It can't be bought, it can't be sold
 And certainly not rented.

My body has a head on top
 With eyes that work for winking.
 Inside my head are lots of brains
 That should be used for thinking

A nose is also on my head
 To smell the lovely flowers.
 And one great hole that's called a
 mouth
 (It talks for hours and hours!)

My mouth is also useful
 For something else worthwhile;
 For chewing food and drinking
 And a great big happy smile.

I have two arms which help me
 throw
 And catch and lift and carry.
 My arms are kind of small and thin,
 My Dad's are big and hairy!

Each has an elbow all built in
 To help me when I bend it.
 (For folding arms to say a prayer,
 I highly recommend it.)

My hands are on the ends of both
 My arms and they're exciting!
 They help me do my work you see
 Like planting peas and writing.

Two legs are on the bottom of
 My body and they're great!
 Knees to help them bend and twist
 I do appreciate.

My ears are on my head to hear
The sounds around me rushing.
To top it off and keep it warm
Is hair all soft from brushing.

Next, I have a nice long neck
To hold my head up high;
It's not as long as a giraffe's
(Which reaches to the sky!)

My feet are on the far end of
My legs and they are fun!
They make it possible for me
To jump and wade and run.

My body is so special with
These parts, each one so fine;
The nicest thing about it is:
It's absolutely mine!

Mellow Time

Choose one or both of the following activities:

Dance: Wiggle and Freeze

Say the following action poem and lead the children in the actions indicated by the words.

Explain that "freeze" means "hold still like a statue."

Clap your hands,
Slap your knees,
Turn around,
And then you freeze.

Repeat two or three times, substituting the following for the last line:

1. Stamp your feet, and then you freeze.
2. Reach up high, and then you freeze.
3. Sit back down, and then you freeze.

Listening: Body Part Song

Play a body related song, such as Janeen Brady's, "Eyes Were Made for Seeing" from her album *Watch Me Sing* or Brendan Parker's song "Body Parts", as the children sit still or lay down with their eyes closed.

→ Other kids body part songs can be found on YouTube or Spotify - just search "children's song about body parts" and see what you find. Be sure to only play the music, not show the video.

Have children sit up and open their eyes and play it again, having children point to the body parts that are mentioned in the song.

- NOTE: Do not use the body part Joy School song called for in the next lesson - save that one for later.

Arts and Crafts

Choose between the two following activities according to which best fits your situation.

You Can Draw a Body

The overall idea of this art activity is to help children think about the many parts that make up a body and learn about different ways to depict body parts.

★ **Materials:** Paper for each child; crayon or marker for each child

1. Fasten a sheet of paper to your display board where all the children can see it as you demonstrate how to draw a body.
2. Say, "I'm going to draw a picture of a body. This is the head."
3. Draw a simple circle.
4. Ask the children, "What else do I need?"
5. Add the body parts as they tell them to you.
6. If someone says "arms" or "legs" before you have a torso, say, "What do we need first to fasten the arms to?"
7. Draw the body very simply — just a "stick" person so the children will not think it is too hard to do. You may show (on the side of the paper) several different ways of making eyes, noses, mouths (from simple circles, lines, or dots to eye-shaped eyes, or lip-shaped mouths, etc.) Add simple pants or skirt to the stick person if desired.
8. Tell the children they can each draw a picture of a body and they can make it their own way. They can make just a head, or a whole body, according to their abilities. Give each child a sheet of paper and crayons. Then give only what help is necessary.

Skeleton Swabs

★ **Materials:** Black construction paper for each child, white chalk, about 14 cotton swabs (Q-tip brand, for example) for each child.

1. Ahead of time, glue the cotton swabs on the black paper in the shape of a skeleton, using one cotton swab for the spine, six cotton swabs horizontally for the ribs, and the other cotton swabs (cut or left long) for the arms and legs. Use the chalk to draw a skeleton head.
2. Show the children your example. Help them as needed, but don't make the skeleton for them. Help them draw the skull as needed, but it is okay to let them do it all by themselves, even if it will not look like a skull.
3. Alternatively, you can trace the childrens' hands with the white chalk and let them glue cotton swabs to represent the hand bones. This is especially appropriate if you can show them a hand x-ray.

- This craft coincides well with the X-Rays Activity in the next section. Consider combining the activities.

Activities

Choose one or more of the following 3 activities:

Puzzle: Body Parts

Each child will glue body parts together on a paper to complete a picture of a child's body.

Patterns are provided here: [Click here for pattern.](#)

★ You will need for each child:

A paper with the outline of the body already drawn on it (optional).

A complete set of cut-out body parts.

Glue or glue stick.

Optional: an envelope with the paper and puzzle pieces in it for each child

A piece of paper with a silhouette already drawn for each child to glue their body part pictures on

1. Show the children the body and each body part.
2. Demonstrate by completing one puzzle as the children watch. As you show the parts, have the children name them and tell what they are used for.
3. Show how to put glue on each part (not on the outline) and stick it in place. Pass out the materials and let the children complete their pictures.

Comparison Game: Hinges

Show the children the hinges on several things (doors, cabinets, a toilet seat, equipment, etc.)

- Ask, "What do **hinges** do?" (Hinges allow things to bend).
- Ask, "Do our **bodies** have any hinges?" (Our bodies have knees, elbows, etc.).

1. Show them that some of the body's hinges are especially interesting because they allow things to bend at all angles (wrists, ankles, neck, etc.).
2. Have the children try to do certain things without letting their "hinges" work (run without bending knees, eat something without bending elbows, etc.).
3. Cardboard tubes or plastic containers with both ends cut off can be put on elbows to stop their "hinges" from working.

End with a brief comment or two, drawn from the children, on how important and useful our “hinges” are. If the children are old enough to want to know, tell them that people hinges are called “joints.”

- If you like, show the children x-rays (just search “xray of elbow” or “xray of knee” or “xray of hip” on the Internet and save photos so they’re ready to show the children) so they can see how their hinges actually look.

Teach the children this action song :

Listen

♪ **I’m All Made of Hinges**

Anonymous

I’m all made of hinges so everything bends,

(Bend elbows and knees)

From the top of my head way down to my ends.

(Touch head and toes)

I’m hinges in front, and hinges in back.

(Bend forward and back)

I have to be hinges, or else I would CRACK!

(Open and close hands and nod head. Clap hands on “Crack!”)

Explore: X-Rays and Bones

Look at x-rays to help the children understand bones. Just search “xray” on the Internet and you should find lots of good images you can save and show to the children.

Looking at each x-ray will precipitate discussions on what part of the body it is, how bones keep our bodies straight and hold organs where they should be, etc.

- If you can find or borrow some actual old film x-rays, children will be fascinated by seeing them as you hold them up to the light.

Note to Parents

Lesson 1.2 The Wonder of Our Body

Dear Mom and Dad,

I am really grateful for my body! Today we learned about our anatomy. We also learned about bones and hinges! Let me show you some hinges.

Joy Boy also came and we talked to him about our bodies.

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