



# My Body Is Special

## Grade-1

Lesson

1

**Lesson Objectives – Students explain the difference between tools and ornaments and explain at least three ways their bodies are like tools—helping them to do everyday things like brush their teeth, throw balls, and walk their dogs.**

Time

Page

<b>Prepare Students</b> .....	5 min. ....	36
<b>Attention Grabber</b> .....	5 min. ....	36
<b>Explain/Demonstrate/Practice</b>		
“My Body’s Special” Song .....	10 min. ....	37
<b>Review and Preview</b> .....	5 min. ....	38
<b>Total Time</b> .....	<b>25 min.</b>	

### Equipment & Materials

- ✓ A variety of ornaments and tools (see Teacher Preparation below)
- ✓ Song: “My Body’s Special” in Appendix 1-1, p. 39.

### Teacher Preparation

Prior to the start of this class:

- ✓ Gather a small collection of ornaments. These might include any of the following:
  - Light catcher
  - Ribbon/bow
  - Earrings
  - Necklace
  - Bracelet
  - Stickers
- ✓ Gather a small collection of tools. These might include any of the following:
  - Ruler
  - Watch
  - Eye glasses
  - Can opener
  - Toothpick
  - Screwdriver
  - Hammer

**Teacher tip:** You can make the class more interesting by bringing in some tools that may be unfamiliar to students. Examples might include: a stethoscope, an apple corer, a pasta rake or a C-clamp.

- ✓ Practice singing the song “My Body’s Special” in Appendix 1-1, p. 39.

*This lesson addresses the following content standards:*

Michigan Standards		National Standards	
Physical Education	Health Education	Physical Education	Health Education
None	Standard #1	Standard #7	Standard #1

*This lesson relates to Michigan Model for Comprehensive School Health Education:*

Grade 1 Lessons, V-1: Keeping Ourselves Healthy and V-2: Internal Body Parts.

**Key Message & Background Information for Teachers****Key Messages:**

I value my body and do my best to keep it healthy, especially by eating healthy foods and being physically active.

**Background Information:**

Our society is far more focused on appearance than function. Although we depend on our bodies to accomplish almost all of our daily living activities, too often we take our bodies for granted. However, anyone who has experienced an injury or illness knows how much more difficult life can be when our bodies aren't working the way we expect. This lesson is based on the idea that children may be more inclined to take care of their bodies if they value all the things their bodies help them do.

In this lesson we will be talking about the difference between *ornaments* and *tools*. *Ornaments* are things that look nice, but don't do anything practical. *Tools*, on the other hand, are functional; they help us do things. Our bodies are both ornaments and tools.

**Prepare Students****5 min.**

**Gather** students together in a group seated on the floor.

**Introduce** the lesson:

- Today we are going to talk about some of the things our bodies help us do.

**Attention Grabber****5 min.**

**Show** an example of an ornament and explain that an ornament is pretty, but it doesn't really do anything.

***Teacher tip:** This will work better if you choose an eye-catching ornament.*

**Show** an example of a tool, perhaps a common tool like a hammer or a screwdriver. Explain that while it may not be pretty, a tool is very useful. Explain that there are lots of different kinds of tools—not just the ones we find in a toolbox.

**Ask** students:

- What is the difference between an ornament and a tool?

**Explain** the difference between *ornaments* and *tools*. *Ornaments* are things that look nice, but don't help us do anything. *Tools*, on the other hand, help us do things.

**Show** students the objects you have gathered. Ask them if each object is an *ornament* or a *tool*. If it is a tool, ask what it helps us do.

**Teacher tip:** Have the students act out what the tool does to make the lesson more active.

**Explain** to students that our bodies are like tools. Our bodies help us do all sorts of things all day long.

**Ask** students:

- What are some things your body helps you do?

**Teacher tip:** If students have trouble thinking of a response, ask:

Δ What do your arms and hands help you do?

Δ What do your legs and feet help you do?

Δ What do your ears help you do?

Δ What does your mouth help you do?

**Tell** students:

- Today, we will sing a song and think about what things our bodies help us do every day.

### “My Body’s Special” Song

10 min.

Explain/Demonstrate

Practice

**Teach** students the “My Body’s Special” song.

- There is a copy of the song in this lesson and another in Appendix 1-1.
- Sing the song several times, so that students can learn the words and tune, or use a call and response format (i.e., sing one line then have the students sing the line back to you).

#### My Body’s Special (Sung to the Tune of “Skip to My Lou”)

My body’s special (everyone points to themselves)

Yours is too (everyone points to the person in the middle of the circle)

My body’s special (everyone points to themselves)

Look what it can do (everyone twists down and then up, in place)

My body’s special (everyone points to themselves)

Look at my \_\_\_\_\_ (student in the middle names a body part, such as hand, foot, shoulders, etc.)

It helps me \_\_\_\_\_ (student in the middle says what the body part helps him/her do, such as hug mom, catch a ball, swim, walk the dog, etc.).

**Ask** students to stand in a circle.

- Have one student volunteer to start in the middle.
- Sing the song as a group. The person in the middle gets to name the body part and what it can do.
- The student in the middle should choose another to take his/her place for the next round.

**Review & Preview****5 min.****Ask** students:

- What is the difference between an ornament and a tool?
- Are our bodies ornaments or tools?  
Δ Explain: Our bodies are both—they are beautiful and they help us do things.
- Which do you think is more important?  
Δ Emphasize that what our bodies can do is much more important than what our bodies look like. If students disagree, ask them why.
- What things do you like to do? How does your body help you do them?

**Tell** students:

- Next class we will find out how our bodies “talk” to us.

## **My Body's Special** (Sung to the Tune of "Skip to My Lou")

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My body's special (everyone points to themselves)

Look what it can do (everyone twists down and then up, in place)

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