

Body Parts Activity Method

Target Group: Young People 13+	Length of Session: 20 Minutes
Keywords: Gender, Diversity, Correct/Medical Terms, Slang Names, Body Positive.	Main Discussion Points: <ul style="list-style-type: none"> ○ Getting to understand the human body, there are male and female body parts but this does not define gender ○ People are diverse; everyone will have different experiences, feelings and opinions about what is important to them as individuals ○ Correct names of slang terms commonly used
Resources Needed: <ul style="list-style-type: none"> ➤ Flipchart Paper ➤ Pens ➤ Genital Word Cards ➤ Genital Word Crib Sheet ➤ Large Body Parts Diagrams 	

Aims of Activity: The aim of ‘Body Parts’ activity is for participants to understand the correct names given to male and female genitals. There is diversity in genitals and anatomy does not always define gender.

Discussion Points:

Discuss with participants that are male and female body parts, but this does not always define gender as some people may feel differently to their gender assigned at birth which was based on their anatomy. Highlight the fact that people are diverse physically, sexually and have individual personalities. Even if participants struggle to understand diversity, they should always be respectful of other people and their choices and challenges they may be facing.

Transgender is the umbrella term that describes people who do not identify with the gender they were assigned at birth. In some cases puberty can be a really traumatic or challenging time, especially when people are unsure of their identity (e.g. female to male, experiencing periods or male to female experiencing erections). Some people do not fit into any category of gender and this known as gender fluid.

Explain that this session provides space for participants to discuss the slang terms that are used describe genitals. Whilst some people might feel ok using slang terms, others might find these offensive so it is important to know the correct terms. It is also important for participant’s to be mindful of the language they use in and out of classrooms, friendship groups, family and strangers.

Notes for facilitators:

“Gender identities are very personal and vary from person to person. The information in this link is a general guide to some LGBT+ community terms. When dealing with these terms it is important to remember that gender identity, romantic and sexuality are independent of each other.

Some of these terms can be used in a derogatory way and care must be taken when speaking to someone about their gender identity. It is always best practice to ask the person which terms they prefer.” (My Umbrella, 2020)

Ref: <https://www.myumbrella.org.uk/guide-to-lgbt/gender-identities>

Method:

1. Take 3 pieces of flipchart paper and head each one with one of the following:
 - 'Penis & Testicles'
 - 'Vagina'
 - 'Breasts'
2. Split participants into 3 groups and give them each a headed piece of flipchart paper
3. Ask the group what 'slang' words they know that are used to describe the given body parts and write them down on the flipchart paper
4. Bring back the whole group and explain whilst some people might feel ok using slang terms, others might find these offensive so it is important to know the correct terms. (The body part cards use the correct terminology)
5. Split participants into 3 groups again and give each group a set of genital word cards, ask the groups to decide whether each card is male, female or both. Explain to the groups this is about anatomy rather than how we might identify ourselves.
6. Bring the whole group back and ask them to feedback what cards were male, female or both. Check the participants understanding of what is written on the cards as you go (refer to the crib sheet & large genital part cards). Check if participants have any questions.
7. If time allows you can use the 'Large Genital Parts Cards' Diagrams to explain anatomy further. It's important to recognise diversity in these cards so as not to represent one diagram as being the accurate representation, for example you may need to have a range of diagrams with diversity in size, shape etc and skin colour, hair colour etc. These are available online. We do not recommend use of photographs.
8. As a whole group use the discussion points to discuss gender identity.

Periods

Sperm

Wet Dreams

Ovaries

Testicles

Scrotum

Menstruation

Nipples

Pubic Hair

Erection

Penis

Anus

Masturbation

Foreskin

Clitoris

Semen

Breasts

Eggs/ Ovum

Fallopian Tubes

Urethra

Smegma

Vulva

Orgasm

Discharge

Circumcision

Cervix

Womb/ Uterus

Vagina

Ejaculate

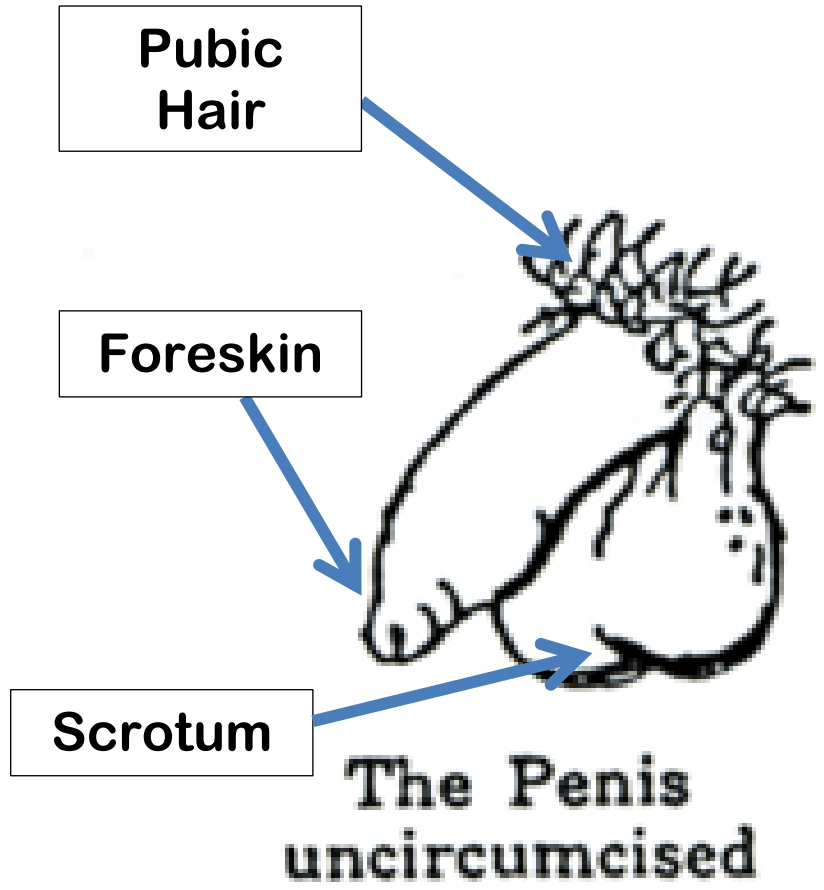
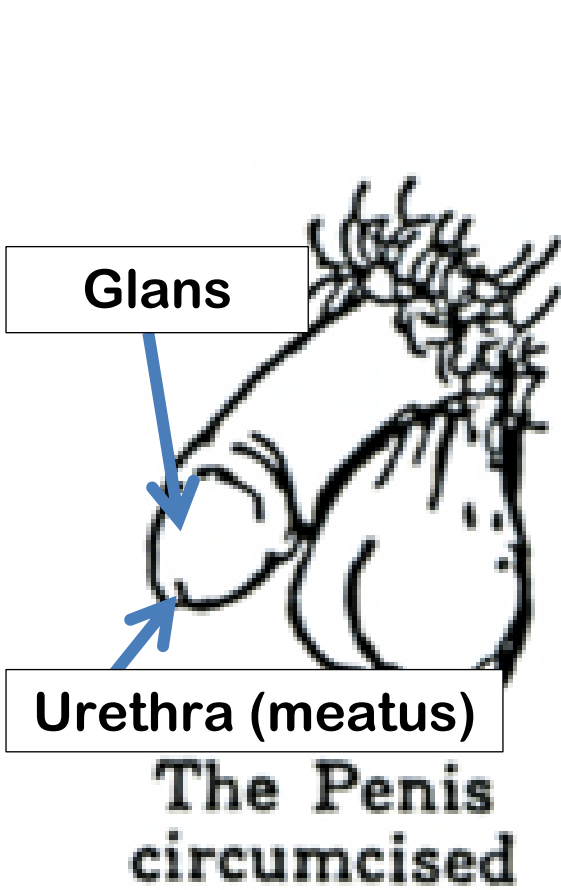
Hormones

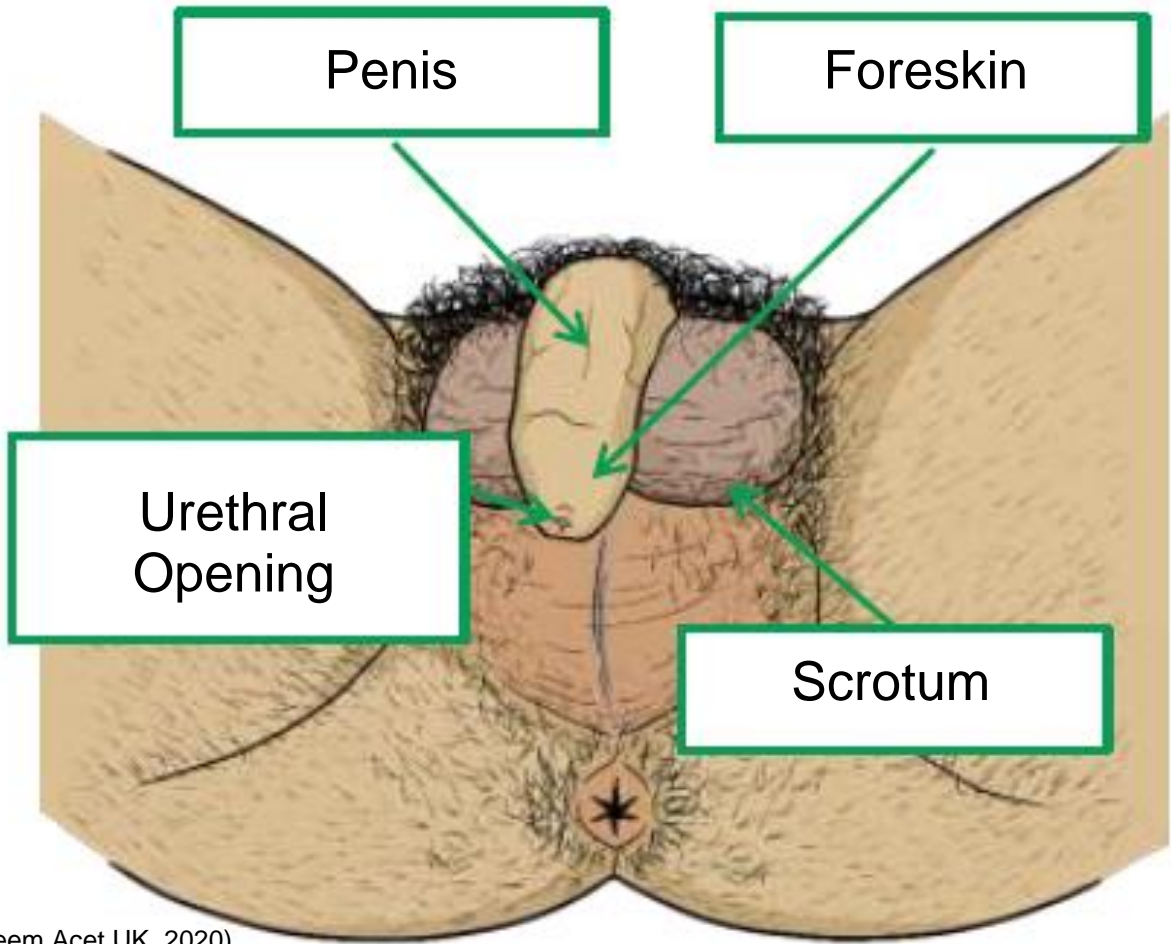
Genital Word Crib Sheet

Male Anatomy	Female Anatomy	Both
Circumcision (May be necessary to discuss Female Genital Mutilation as this can be referred to as "circumcision")	Cervix	Ejaculate (While women can ejaculate this is rare and not as common as young people may believe from watching pornography)
Wet Dreams	Womb/Uterus	Masturbation
Sperm	Menstruation	Orgasm
Semen	Clitoris	Nipples
Scrotum	Vulva	Breasts
Testicles	Periods	Anus
Foreskin	Vagina	Discharge
Penis	Fallopian tube	Urethra
Erection	Ovaries	Hormones
Smegma	Eggs	Pubic Hair

Large Genital Cards

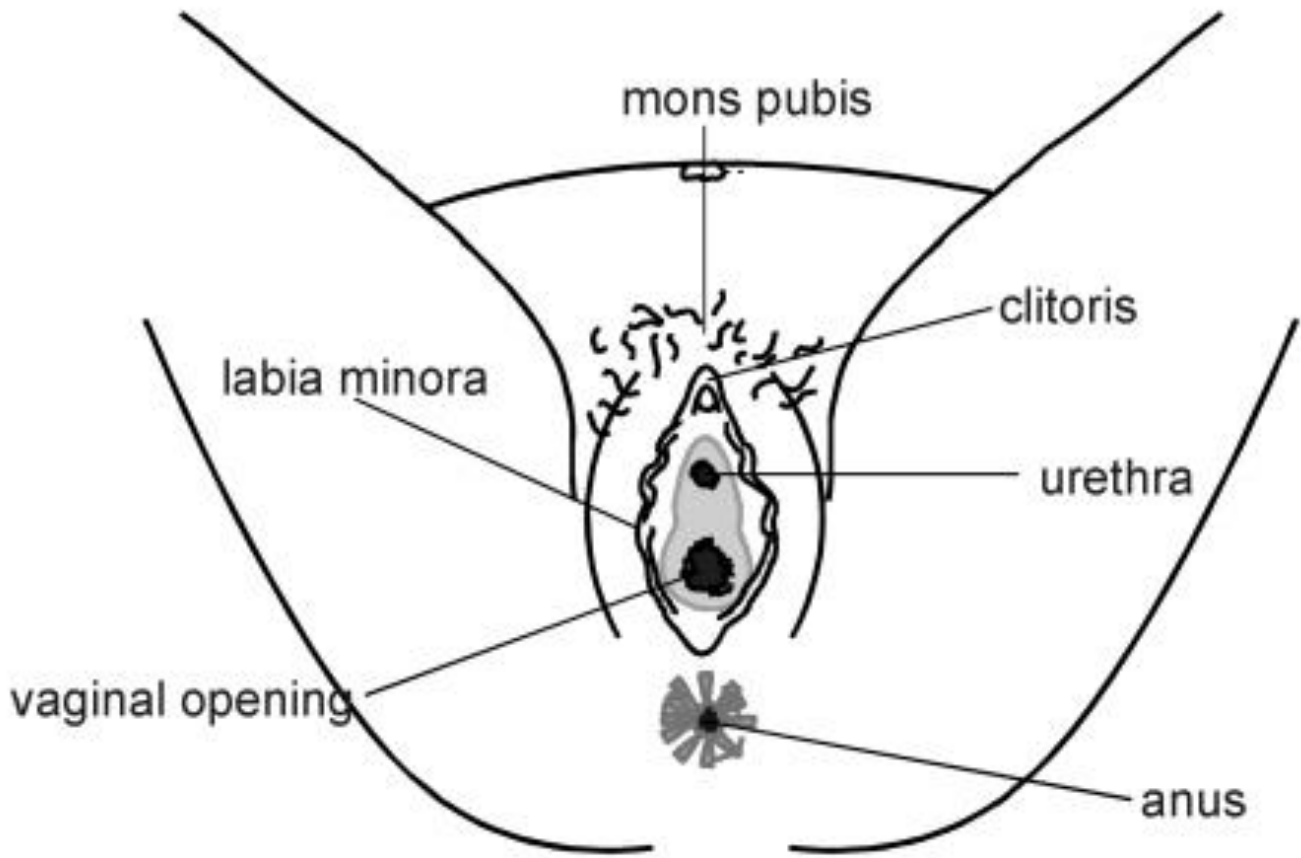
External View of Penis examples:



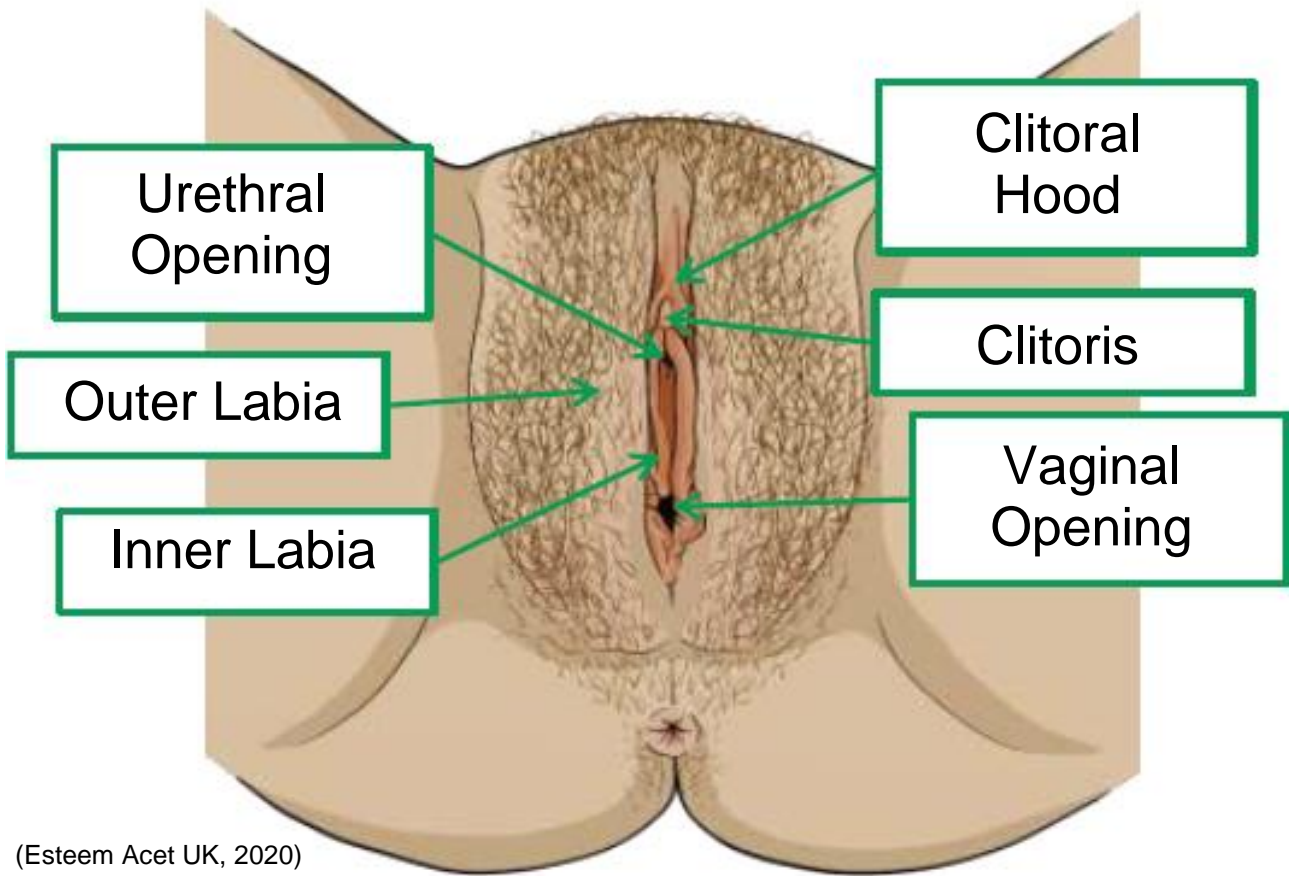


(Esteem Acet UK, 2020)

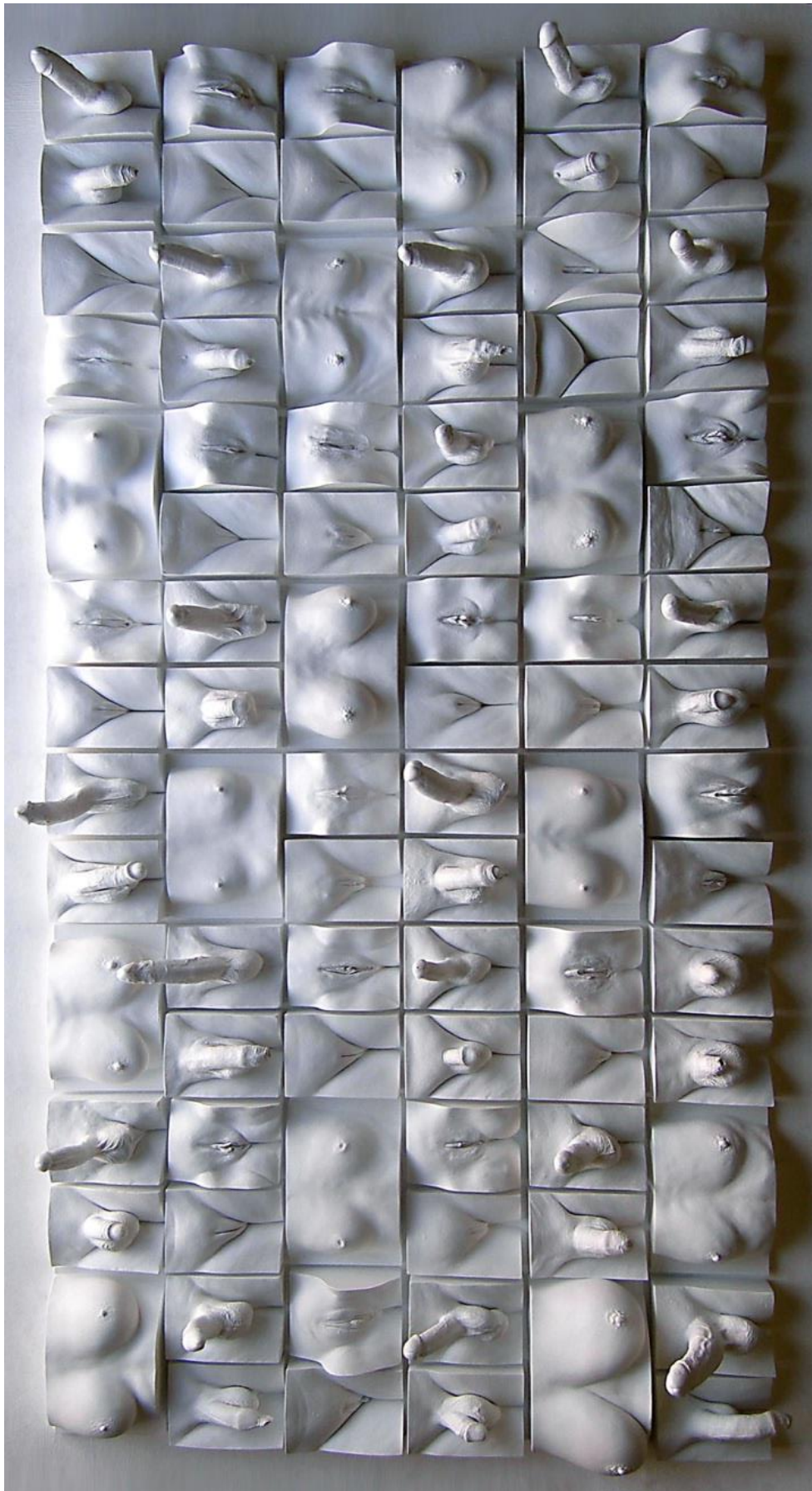
External View of Vagina examples:



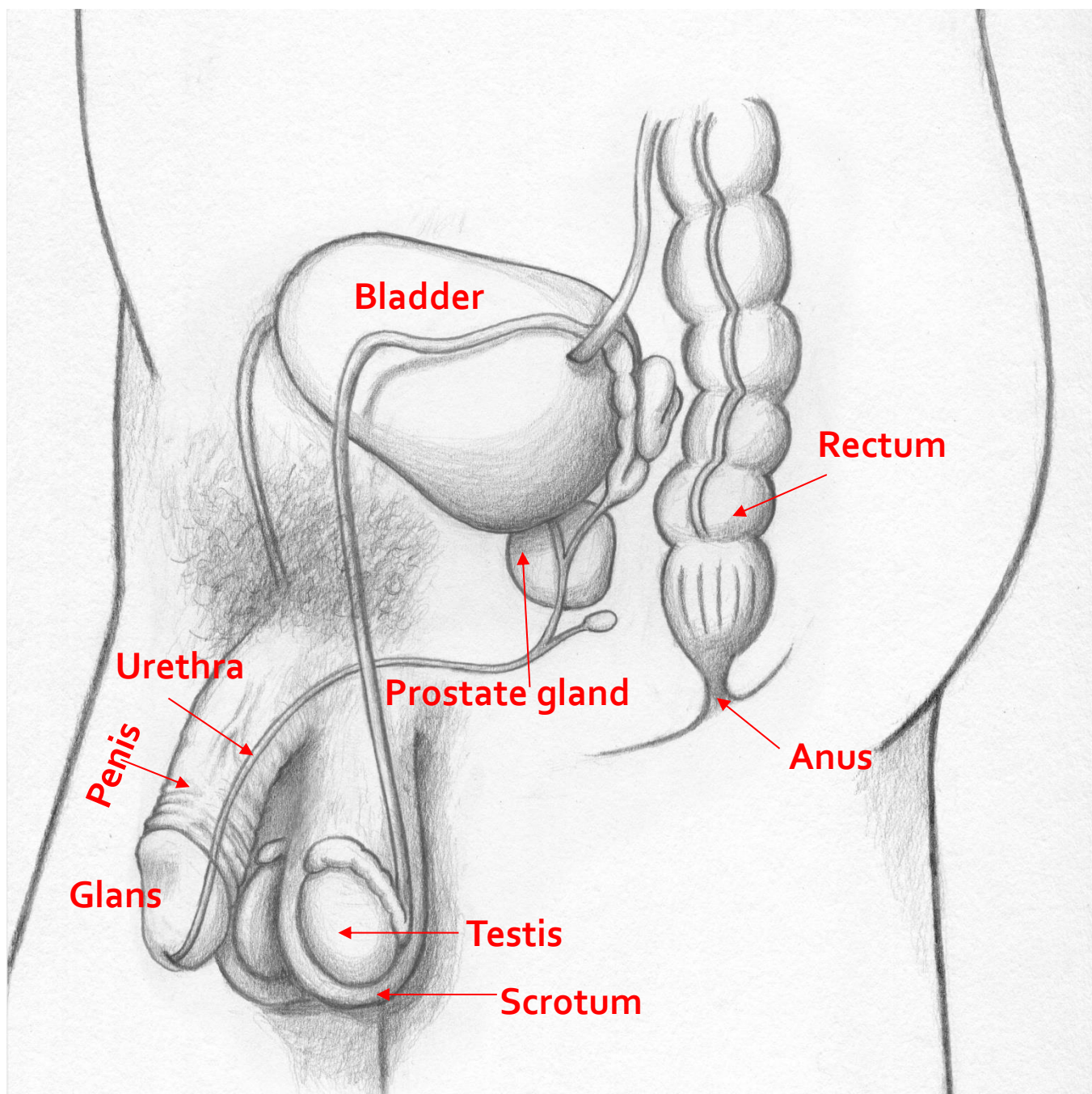
FEMALE PERINEUM



External Body Parts



Internal View of Male Reproductive System



Internal View of Female Reproductive System

