

My amazing body

Lesson at a glance

Open with a playful hook: show me your head, wave your hands, stamp your feet. Pupils play a standing body-pointing game on the five words only, then match each label on the diagram-labeller interactive to the same part on themselves. Pairs look in a hand mirror to find head and hands, then draw themselves on the Investigation Journal page showing head, arms, hands, legs and feet. Close with a short carpet talk naming the parts and the gentle idea that a doctor helps us stay well.

Learning objectives

- Point to and name head, arms, hands, legs and feet on their own body
- Draw a picture of themselves showing the main external body parts

Before the bell – prep

Gather one hand mirror per pair (or one between three) and set them aside out of reach until the mirror beat. Have Investigation Journal pages and crayons ready to hand out. Open the diagram-labeller interactive on the IWB in display mode before the lesson.

Materials

Item	Qty	Per	Source	Low-cost substitute
hand mirrors	1	group	school kit	one larger class mirror propped safely where pairs can take turns
crayons	1	pupil	classroom	coloured pencils or markers
Investigation Journal page	1	pupil	classroom	plain paper for a self-portrait

Safety watch-point

Hand mirrors are for looking only — keep them low at tables, not near mouths or banged together. Collect promptly before tidy-up so none are left on the floor.

**Teaching moves**

- **Body pointing game:** Model one full cycle first, thinking aloud as you find your own head. Call the five parts slowly in a circle or at carpet spots, then mix the order and add gentle actions (nod, wave, clap, march, stamp). Watch for children pointing to a friend and redirect: on your own body.
- **Our body on the board:** Drive the diagram-labeller yourself one label at a time. Point to head, arms, hands, legs, feet on screen and have the class point on themselves after each. Trace shoulder-to-hand for arm and wrist-to-fingers for hand so the two stay distinct.
- **Looking in the mirror:** Hand out one mirror per pair with children seated or kneeling so mirrors stay low. Run three short bursts: find head, hold up a hand and wiggle fingers, then point to legs and feet. Collect mirrors the moment you call time.
- **Draw me:** Protect this slot as in-lesson work. As you circulate, ask each child to point on their drawing: Where is the head? Where are the hands? Where are the feet? Scribe a single word only if asked. Never give a full body outline to fill in.
- **Who helps our bodies?:** Revoice the five parts first and invite three or four children to point on their picture. Then one gentle sentence: a doctor knows our body parts and helps us stay well. Keep it yes/no and pointing prompts only — no illness or needles talk.

What it should show

Most Junior Infants will point correctly to head, arms, hands, legs and feet on themselves and draw a simple figure with a clear head plus some mark for arms/hands and legs/feet. Perfect proportion is not expected. Affirm extra parts such as fingers or tummy, then steer back to today's five. A child who draws only a face may still be treating face as the whole head — prompt gently for arms and legs.

Misconceptions & interventions

- **Some children point to a friend or the board figure instead of their own body.** — Kneel beside them and say: On your own body. Find your head. Guide their hand to the part on themselves.
- **Children mix up arms and hands, or think only the face counts as the head.** — On the board figure, trace clearly from shoulder to hand for arm and from wrist to fingers for hand. Say: Head is the whole top part — touch the top of your head.



Differentiation

Emerging	Developing	Proficient
• Stand beside the child during the pointing game and point with them on their own body. • For drawing, lightly sketch a circle for the head on a scrap to model, then let them draw their own figure.	• Invite them to say the body-part word as they point, and to name one part on their finished drawing to a partner.	• Let a confident talker call the next body part for the class during the pointing game. • Fast finishers add colour to jumper or shoes, or tell a partner one body part they drew.

Cross-curricular hook

Links to Aistear/SPHE body awareness and to oral language — pupils rehearse the five naming words in play and talk.