

living-things

What my body parts do

Lesson at a glance

Open by holding a soft ball, clapping and hopping so Infants watch your hands and feet at work. Teach the word job — what a body part helps us do — then place head, eyes, arms, hands, legs and feet labels on the board figure after children point on their own bodies. Groups rotate short stations (hold, hop, clap, look), then show one job silently and name the part that did it. Close by naming hands, feet and eyes jobs and linking to a county footballer who trains the same parts.

Learning objectives

- Name a simple job that hands, feet or eyes can do
- Show a body-part job and say which part is doing the work

Before the bell – prep

Clear a small open floor space and mark four station spots. Print the action picture cards (hold, hop, clap, look). Set soft balls and beanbags only at the Holding station; keep one soft ball in your hand for the opening demo so children watch you, not the kit.

Materials

Item	Qty	Per	Source	Low-cost substitute
action picture cards (holding, hopping, clapping, looking)	1	class	provided printable	four simple drawings on scrap paper using the card texts already written in this lesson
soft balls	6	class	school kit	pairs of rolled clean socks
beanbags	6	class	school kit	small sealed bags of dry rice or lentils

Safety watch-point

Soft balls only; hop on the spot in the marked space; no throwing toward faces. Stop and reset if the floor gets crowded.

**Teaching moves**

- **Getting Started:** Stand where all can see. Hold the soft ball, clap once, hop on the spot — keep it playful and short. Ask what your hands and feet were doing; accept every guess. Do not say the word job yet.
- **What jobs can body parts do?:** Introduce job as what a body part helps us do. Think aloud the notice cycle with the soft ball: I wonder, I think, I try, I noticed — hands help us hold. Invite finger wiggles, gentle stamps and blinks. Keep words simple: hold, hop, look, clap.
- **Point to the part:** Open the body-figure interactive in explore mode with labels off. For each job (hold, hop, look, clap) ask first, have children point on their own bodies, invite one child to name the part, then place the label together. For looking, name eyes clearly every time even if they point to the head. Keep the pace lively as a warm-up for stations.
- **Action carousel:** Split into about four small groups and rotate ~3 minutes per station with a freeze-and-listen signal. Read the card prompt, let them try, then ask which body part did the work. Stay mobile; model once if a group is stuck. If space or time is tight, drop Clapping as its own station first, or run three stations only (hold-with-clap, hop, look).
- **Which part did the job?:** Gather on the carpet. A volunteer shows one tried job with body only — no words. Class guesses the job; child then names the part (My hands did the holding). If they show well but cannot name, offer Hands or feet? Keep the record oral and physical only.
- **Share what we found:** Revoice their words so the idea is clear: each body part has a job. Stay on hold, clap, hop, look first, then accept extras they offer. Add one picture sentence only — a county footballer trains feet to kick and eyes to watch the ball. Close with which part's job they want to practise at playtime.

What it should show

Most Junior/Senior Infants will show at least one station action and name hands for hold/clap, feet (or legs) for hop, and eyes (or head) for look, sometimes with a hands-or-feet choice prompt. Affirm everyday jobs they add (wave, stamp, find). Gently redirect if a child only offers big sports moves — holding a cup and looking at a picture count too.

Misconceptions & interventions

- **Only big sports moves count as jobs — holding a cup or looking at a picture does not.** — Name the everyday station jobs out loud: hands hold the beanbag, eyes look for something red. Ask what job their hands do at lunchtime to show ordinary jobs count.
- **The head does the looking, so eyes are not needed as a separate part.** — When they point to the head, affirm it and add: the head holds the eyes — our eyes do the looking. Have them point to their own eyes, then place the eyes label on the board figure.



Differentiation

Emerging	Developing	Proficient
• Let the child copy your action first at the station, then offer a two-choice name prompt (Hands or feet?). • Accept a gentle two-foot bounce instead of a one-foot hop.	• After they name the part, ask one extra: What else can that part help you do?	• At the same station add a second job (hold, then gently pass the beanbag to a partner) and name both parts that worked.

Cross-curricular hook

Links to PE locomotor and manipulative skills, and to the county footballer picture of feet kicking and eyes watching the ball.