

Living Things

What my body parts do

Lesson at a glance

Open by doing three jobs in silence (hold a ball, hop, look) while the class names the part working. Teach the word job with three jobs said and done together: hands hold, feet hop, eyes look. Place six names on the board figure, one job question each, after the class points on their own bodies. Then three whole-class rounds in a circle (hands, feet and legs, eyes), each with three jobs and one tricky try without that part, so the children feel which part is best at each job. Close with a guessing game with the four picture cards and a county footballer who trains her feet and eyes.

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

Print one set of the action picture cards (holding, hopping, clapping, looking) to hold up yourself. Clear a big space on the carpet or in the hall for a whole-class circle with room to hop. Put the soft balls and beanbags in one basket beside you, one for every two children, and keep one soft ball in your hand for the opening.

Materials

Item	Qty	Per	Source	Low-cost substitute
a bag with a picture book, a cup, a shoe and a soft ball (the mystery bag)	1	class	classroom	any four everyday things the class would use with hands, feet or eyes
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 and beanbags only, passed hand to hand and never thrown. Hops stay on the spot in each child's own space in the circle. Make the circle bigger if it gets crowded.

**Teaching moves**

- **Getting Started:** Sit the class on the carpet. Without a word, hold up a soft ball, then hop three times, then shade your eyes and look round the room, asking after each: which part of my body is working now? Accept every answer and hold back the word job for the next step.
- **What jobs can body parts do?:** Say job together three ways (whisper, voice, big voice). Read the three jobs and do each with the class: hands hold, feet hop, eyes look. Then take three or four answers to what else hands can do and do each one together. Everyday jobs count, not only sports moves.
- **Point to the part:** Open the body picture with the six names at the side. Ask one job question at a time (hold a ball, hop, look, walk and jump, reach up and wave, nod to say yes); the class points on their own bodies, one child names the part, then you drag the name on. If they point to the head for looking, say the eyes in the head do the looking. About thirty seconds a name.
- **Hands, feet and eyes at work:** The whole class in a circle, pairs sharing a beanbag or soft ball, every job called by you. Hands: hold, squeeze, pass hand to hand, clap, wave, then try to pick up the beanbag with no hands. Feet and legs: stand on one foot, hop (or jump on two feet), stamp, tiptoe, then stand up from sitting without hands. Eyes: look up and down, find something red, follow the ball with your eyes, then try to find red with your eyes shut. After each round everyone says it: hands hold, feet hop, eyes look.
- **Which part did the job?:** Show one picture card secretly to a child, who acts the job with no talking. The class guesses the job and points to the part that did it, and the child says it: my feet did the hopping. One turn per card, then act a new job yourself (wave, kick, blink). Offer hands or feet? to a child who cannot name the part.
- **Share what we found:** Read the three questions one at a time and say each answer back as a sentence. Then one line: a county footballer trains her feet to kick and her eyes to watch the ball. Ask what job they could practise at playtime, and leave them with: each part of our body has its own jobs.

What it should show

Most Junior/Senior Infants will show at least one job 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 jobs out loud as the class does them: 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 you or their partner first, 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?	• Show the class one more job for the same part (hands can draw, feet can kick, eyes can wink) and name the part.

Cross-curricular hook

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