

## Section 6.4

# Understanding functions of body parts

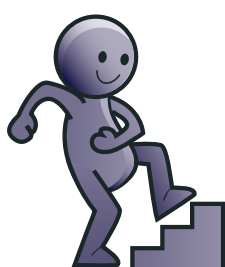


### Why is this important?

Understanding the functions of body parts follows on from understanding the functions of objects. It allows children to reflect on their own behaviour and essentially on what they need to do (e.g. 'listen' involves using our ears and 'look' using our eyes).

### What to do

- Draw a picture of the child (or encourage the child to do this).
- Suggest body parts that need to be added (e.g. hands, legs, ears).
- When the child has finished, ask questions relating to the functions of the various body parts, e.g.
  - ★ 'What can we do with our hands?'
    - Clap, wave, hold things.
  - ★ 'What do we do with our ears?'
    - Listen, hear, wear earrings.
- Find pictures of people performing the different actions and make a scrapbook (e.g. put a picture of hands in the middle of a piece of paper and draw/cut out/print out pictures of people waving, holding knife and fork, throwing a ball).



### Step up

- Introduce more difficult actions (e.g. tip-toeing).
- Include other, less obvious parts of the body (e.g. brain). What functions do these have?
- Talk about animals and their different body parts (e.g. birds – beaks, claws; giraffe – four legs, long neck). What functions do these parts have?

### Step down

- Start with actions for the easier body parts (e.g. hands and feet rather than nose or fingers).
- During everyday activities refer to what the child is using to do a particular task (e.g. clapping hands, using a foot to kick a ball).
- Use signs/gestures alongside the words.

