

# Fizzy's Brilliant Bodies

## Objective

To be able to name parts of the body (familiar and unfamiliar).

## Big Question

Can I name all my body parts?

## Resources

Pupil Sheet 1a

From the box:

Fizzy puppet

From [www.getinthezone.org.uk](http://www.getinthezone.org.uk):

The Brilliant Bodies PowerPoint - Lesson 1

Brilliant Bodies Interactive Game.

## Classroom equipment

Scissors

Rolls of wallpaper or sugar paper

## Preparation

You may want to practise using the puppet before the lesson. When using Fizzy, always make sure she makes eye contact with the children.

## Set up a 'Body Zone' in the role-play area.

Stick a strip of Fizzy's Brilliant Balancing Floor Tape to the floor. Show the children how to walk along it. Challenge them to do it both backwards and forwards. Children should do this in bare feet, as it is easier for them to balance this way.

You may also want to put the Body Challenge Cards in the 'Body Zone', in preparation for Lesson 2.

## Lesson 1 Dizzy doesn't get it!

### What's it all about?

Show PP slide 1 to explain the focus of today's lesson: 'Today we will use the names of our body parts'.

### Warm-up

Tell the children that they are going to learn about their bodies and what they can do with them. As a class, sing 'Head and Shoulders, Knees and Toes' with the actions.

### Get in the Zone

- 1) Explain to the children that someone has come to visit them. Little by little, reveal the Fizzy puppet and introduce her, using the information on page 3.
- 2) Tell the children that her best friend is Dizzy, a dog (show photo on PP slide 2). Explain that Fizzy has been trying to describe what human bodies are like, but Dizzy doesn't get it - can they help her?
- 3) Now tell the children that Fizzy has brought some activities for them to do, and that she will be back later to hear what they think she should tell Dizzy.

### In the Zone!

Small group task: Lie the children down on the wallpaper and draw around them. Photocopy Pupil Sheet 1 and help the children cut out the labels to stick on their body pictures. Some children may want to write their own labels. Use these bodies to decorate the 'Body Zone' in the role-play area.

Independent task: You may want to introduce the Brilliant Bodies interactive game ([www.getinthezone.org.uk](http://www.getinthezone.org.uk)) to the whole class, on an interactive whiteboard, and then let the children complete it independently, or in pairs.

### Plenary

- 1) Look at the children's paper bodies and point out interesting vocabulary.
- 2) Finish by playing the Silly Naming Game: Point to your head and say feet, etc. The children jump if you're right and wiggle if you're not. Alternatively, they could show thumbs up for right and thumbs down for wrong. Check if any children are struggling with the vocabulary.
- 3) Tell the children that they are well on their way to understanding their Brilliant Bodies and Fizzy will be very proud of them!

## Lesson 2 All the same and all different

### What's it all about?

Show PP slide 1 to explain the focus of today's lesson: 'Today we will learn that all our bodies are special'.

### Warm-up

- 1) Using the Fizzy puppet, ask the children to show her their body pictures and encourage them to revise the body vocabulary from the last session.
- 2) Fizzy thanks the children for their help so far, but explains that Dizzy still doesn't understand just how much the human body can do. She needs the children to help some more!

### Get in the Zone

- 1) Before trying these activities with the children, emphasise that everyone is different, so they should be looking for differences, not looking for the best person. Talk about things that you can and can't do.
- 2) Show the children the Body Challenge Cards. Explain that everyone will be able to do some of the things on the cards, but only some people will be able to do lots. You may want to hold some up and work through them as a class. Alternatively, you can put them in the role-play area for the children to practise with.

## Objectives

To learn to observe similarities and differences between individuals.

## Big Question

How is my body special?

## Resources

From the box:

Fizzy puppet

Body Challenge Cards

From [www.getinthezone.org.uk](http://www.getinthezone.org.uk):

The Brilliant Bodies PowerPoint - Lesson 2

## Preparation

Continue to use the 'Body Zone' in the role-play area.



### In the Zone!

Spot the difference: Sensitively, point out some differences between the children, e.g. hair colour, eye colour, shoe size etc. You might ask them to offer some differences themselves, if you are confident that they will not offend. Differences in clothing are not allowed!

### Plenary

Ask the children what they can tell Fizzy next time they see her. Encourage them to summarise the similarities and differences they have noticed.

## Lesson 3 Brilliant balancing

### What's it all about?

Show PP slide 1 to explain the focus of today's lesson: 'Today we will learn how our bodies can get better at doing things'.

### Warm-up

Play 'Late for school': Say that you were late for school this morning. Standing on the spot, say what you did, mentioning parts of the body where possible and acting it out. They follow your actions, e.g. 'I stretched my arms in bed, I jumped out of bed onto my feet, ... I cycled to school, I waved to my friends,' etc.

### Get in the Zone

1) Using Fizzy, tell the children that she has been telling Dizzy all about them. He's beginning to understand, and has shown her some of the amazing things that sports people can do (show PP slide 2). Fizzy says that all the Olympians and Paralympians, like the gymnasts in the presentation, have to practise a lot. Dizzy wants to know if the children can get better if they practise too.

2) Explain what a gymnast does, and that being able to balance well is very important. Fizzy asks them to investigate balance, and let her know what they find out. Can they get better at it?

### In the Zone!

1) Brilliant balancing: Ask the children to write their name on a cut-out from Pupil Sheet 1b. The children stand on one leg and then the other to decide which they balance best on. Use the timer to measure how long they can stand on their chosen leg, noting their times to the nearest 5 seconds. Write their times on their cut-outs for them to stick on the 'Before we practised' side of the wall display.

Over a few days, encourage the children to practise balancing for as long as they can, as they did in class, then repeat the challenge and give them new cut-outs to stick on the 'After we practised' side of the display.

2) My balancing: Give the children opportunities to work in a supervised space to make up their own balancing activities, e.g. standing on their tip-toes, sitting on their bottoms with their legs and hands in the air, etc. Ask them how they could work out whether they get better with practice.

### Plenary

1) Close with Fizzy asking the children to demonstrate the best balancing that they can do, out of all the balancing activities they have tried during the unit.

2) Discuss how we can all get better with practice. Give them the Home Cards from Pupil Sheet 1c to take home.

3) Fizzy says that they have helped Dizzy understand what human bodies can do. He thinks that they have Brilliant Bodies and that they deserve to join Dizzy's Brilliant Bodies Club! Give them each a certificate 'signed' by Dizzy, from the Reward Card on Pupil Sheet 1c.

### Objectives

To develop an understanding of how to balance.

To develop their skills with practice.

To develop an understanding of the value of practice.

### Big Question:

How does my body improve?

### Resources

Pupil Sheet 1b

Pupil Sheet 1c - Home Card

Pupil Sheet 1c - Reward Card

*From the box:*

Fizzy puppet

Floor tape

Timer

*From [www.getinthezone.org.uk](http://www.getinthezone.org.uk):*

The Brilliant Bodies PowerPoint - Lesson 3

### Classroom resources

Scissors

Sticky tack

### Preparation

During 'In the Zone', children will need space to practise their balancing. They might find it easier to wear trainers or plimsolls, or they may prefer bare feet. Photocopy Pupil Sheet 1b and cut out the figures so that there is one for each child. Create a wall display entitled 'Fizzy balancing': two adjacent areas, one labelled 'Before we practised' and the other 'After we practised'.

Continue to use the 'Body Zone' in the role-play area.