

# “Anatomy on Your Back” Card Game

## Goals

- To review anatomy.
- To understand the important role that many of our body parts can play in sexual activity and intimacy.

## Senior 1-4 Education Curriculum Connections

**This activity contributes to the following Student Specific Learning Outcomes:**

**Aboriginal Languages and Cultures** (*Combine with Language Teachings by printing or having youth work to translate these cards in their Indigenous Language[s]*)

- 3.2.1. E-10 Use Language for Fun.

**Guidance Education** GLOs under Personal/Social Component.

**Physical and Health Education**

- K.5.S1.E.1a and K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings.

## Have Ready

- Body part cards; see example cards below.
- “Bits and Pieces” anatomy pictures available to debrief, answer questions or clarify where body parts are located.

## Instructions

- Select enough cards for the number of participants. Make sure there is a mix of reproductive and non-reproductive body parts in the cards you select.
- Tape a card onto each person’s back.
- Ask youth to guess the body part on their card by walking around and asking the others questions that can be answered with either “yes” or “no”. For example, **“Is it on all bodies?” “Is it above the waist?” “Is it below the head?” “Is there more than one?”** etc.
- When they have guessed the body part correctly, they can stick the card on their front and get a new card if there are any left, or help others guess their parts.
- Invite students to ask you for a hint if they are really stuck.

## Note to Facilitators

It can be helpful to show the participants how to play the game by getting someone to tape a card on your back and then asking the group “yes” or “no” questions until you guess correctly.

## Debrief

- Have the anatomy pictures to answer questions and review.
- Questions to ask the group:
  - **What did you think of the activity?**
  - **What does “your” body part do?**
  - **Where is it located?**
  - **Which parts were really hard to guess?**
  - **Which parts do you want to know more about?**
- Ask youth, **“Was there a body part you were surprised to see in a game about sexual anatomy?”** All body parts can be considered sexual parts (the brain, eyes, feet, etc.). Sex is about affection, communication, and intimacy, there are many different ways that people can be sexual or show affection. This also means that when people are choosing abstinence, there are many parts of the body that can be used for pleasure without any risk of STI transmission or pregnancy.
- Explain that by knowing the technical names of our body parts and how our bodies work, we will be more aware of how to communicate with partners about sex, how to talk to doctors about health concerns, how to prevent infections, how to read birth control instructions, and preventing pregnancy, if applicable.
- Ask the youth, **“What is the biggest sex organ?”** Either the brain or skin. We have nerve endings all over the body, and the brain that creates our thoughts and desires. This reminds us that pleasure is experienced in many different ways with more than just the genitals and we are only limited by our imagination.

**anus**

**vulva**

**arms**

**legs**

**ears**

**toes**

**cervix**

**vas  
deferens**



**eyes**

**foreskin**

**scrotum**

**labia**

**nipples**

**vagina**

**testicles**

**fingers**



**brain**

**uterus**

**ovaries**

**penis**

**breasts**

**nose**

**clitoris**

**urethra**

