



**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Date:** {{DATE}}

## Assessment Details

**Duration:** 10-15 minutes

**Total Marks:** 100

**Topics Covered:**

- Body Parts
- Personal Boundaries
- Emotional Awareness

## Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all your work and answers in the spaces provided.
3. Use visual aids and simple language to support your answers.
4. Ask your teacher if you need help or have questions.
5. Remember to respect your own body and personal space.

## Section A: Multiple Choice [20 marks]

### Question 1

[2 marks]

What is the name of the body part we use to see?

A) Ear

B) Eye

C) Nose

D) Mouth

### Question 2

[2 marks]

Which of the following is a private body part?

A) Hand

B) Foot

C) Tummy

D) All of the above

### Question 3

[2 marks]

How do we usually show respect for someone's personal space?

A) By standing very close to them

B) By touching them without asking

C) By giving them some space

D) By ignoring them

### Question 4

[2 marks]

What do we call the feeling when someone touches us without our permission?

A) Happy

B) Sad

C) Angry

D) Uncomfortable

### Question 5

[2 marks]

Why is it important to ask before touching someone?

A) Because it's fun

B) Because it's polite

C) Because it shows respect for their body

D) Because it's a game

Section B: Short Answer Questions [40 marks]

**Question 6**

**[8 marks]**

Draw a picture of your face and label your eyes, nose, and mouth.



**Question 7**

**[8 marks]**

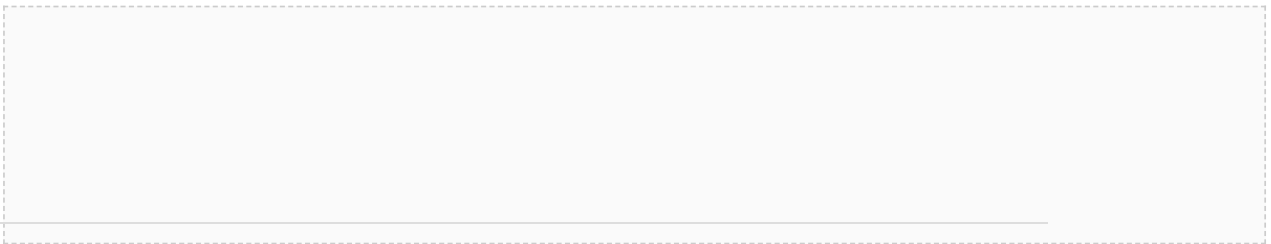
What are some body parts that are private? Why are they private?



**Question 8**

**[8 marks]**

How do you feel when someone respects your personal space? Use one or two sentences to describe your feelings.



**Question 9**

**[8 marks]**

Can you think of a time when someone touched you without asking? How did you feel? What did you do?

**Question 10**

**[8 marks]**

Why is it important to respect other people's bodies? Use one or two sentences to explain your answer.

**Question 11**

**[4 marks]**

Match the following pictures with the correct body part or emotion.

A) A picture of a smiling face

B) A picture of a hand

C) A picture of a person with their arms crossed

D) A picture of a foot

E) A picture of a person looking sad

F) A picture of a person looking happy

G) A picture of a person looking angry

H) A picture of a person looking surprised

## Conclusion

Thank you for completing the Introduction to Body Awareness and Boundaries assessment. Your answers will help us understand your knowledge and skills in this important subject area.

The assessment is designed to evaluate the child's ability to:

- Identify and name basic body parts (40%)
- Understand personal boundaries and privacy (30%)
- Recognize and express feelings and emotions related to body autonomy (30%)



## Marking Guide

Identifies and names at least 3 basic body parts correctly

Demonstrates an understanding of personal boundaries and privacy

Recognizes and expresses at least 2 feelings or emotions related to body autonomy

## Implementation Guidelines

Time allocation: 10-15 minutes

Administration tips:

- Ensure the assessment is conducted in a quiet and comfortable environment.
- Use visual aids and simple language to support young learners.
- Encourage children to ask questions if they are unsure about any of the tasks.

## Differentiation Options

For children with visual impairments: Provide tactile diagrams or 3D models of body parts.

For children with hearing impairments: Use visual aids and written instructions.

For English language learners: Provide bilingual support or visual aids with simple language.

For children with physical disabilities: Adapt the assessment to accommodate their physical needs, such as using assistive technology or providing extra time to complete tasks.

## Teaching Tips

Use Bloom's Taxonomy to inform instruction and assessment, focusing on lower-level cognitive skills such as remembering and understanding.

Incorporate multiple intelligence approaches, such as visual, kinesthetic, and interpersonal learning.

Provide clear success criteria and evidence collection methods, such as observation, self-assessment, and peer feedback.

Offer feedback opportunities, such as verbal feedback, written comments, or self-reflection activities.

