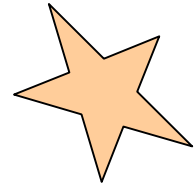


Focus Area 2

My Body – Toku Tinana



Key Messages.

For the child: *I am the boss of my body.*
For the adult: *Adults must respect children's rights to have control of their own bodies.*

Learning Outcomes.

Children will be able to:

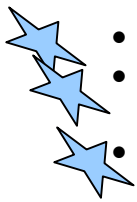
- *Use the correct names for body parts.*
- *Describe actions they can do with their body.*
- *Take a more active role in self-help and self-care.*
- *Describe similarities between themselves and others.*

Notes for adults providing education and care.

It is important that children learn the correct terms for all parts of their bodies. Children need to be able to use the correct terminology so that they can be understood when they describe symptoms to health professionals or describe abuse. This focus area also helps children to feel positive and in control of their bodies, moving towards developing their understanding that sexual touch by adults and other children **is wrong**.

Learning Experiences for Reinforcement and Revision.

- ★ • Use the picture sequence cards to read a or tell the story *The dragon in the bathroom*, placing each picture in the correct sequence on a whiteboard as the story is told.
- ★ • In pairs children draw around each other, either on big sheets of paper or with chalk on the concrete. Allow children the opportunity to draw around teachers or other adults. Use these outlines to label body parts and talk about the similarities and differences.
- ★ • Invite children to look at themselves in the mirror and point to, and name their body parts.
- ★ • Provide opportunities for children to bathe anatomically correct dolls, using the correct names for the parts they wash.
- ★ • Set up activities in which children use their bodies in different ways – jumping, skipping, rolling over, sliding alongetc, and use songs about body parts, which involve moving parts of their body. Eg *head, shoulders, knees and toes*.
- ★ • Set up a challenge course to include things like climbing, crawling, running, balancing. Use the correct names for these actions.
- ★ • Make footprints and hand prints.



- Use foot painting to prompt discussion about toes, feet and ankles.
- Give children the opportunity to paint each others faces or make patterns on their own arms and legs with body paint.
- Provide opportunities for children to draw themselves or do self-portraits in clay.



- Display photos from the photo- pack *people* either on the wall or in a clear file for children to use as a book to discuss.
- Look at and discuss children's shadows.
- Children could use a digital camera to take photos of each other.



- Help children set up dramatic play involving caring for the body such as doctors and nurses, or washing and dressing.
- Invite visitors to the centre who help people look after their bodies, such as a doctor, nurse, health nurse or physiotherapist.



- Have a breakfast at the centre where children come in their pyjamas. After breakfast they practice dressing themselves, brushing their teeth and washing their own faces.



Evaluation.

- + Observe children as they label body parts.
- + Listen to children's comments as they look at photos in the Photopack People resource.
- + Observe children wash their hands and follow safe care routines.



This should enable adults providing education and care to assess how well children:

- **Use the correct names for body parts.**
- **Describe actions they can do with their body.**
- **Take a more active role in self-help and self-care.**
- **Describe similarities between themselves and others.**



SONG SHEET.
My Amazing Body

Chorus

This is my amazing body
And it's how it's meant to be
Nuku nei taku tinana (*Translation: This is my body*)
It all belongs to me!
This is my amazing body
It is special all the time
Wonderful arms and legs and tummy
Mine and only mine

Verse 1 (Rap twice)

No one should touch me in a way I do not like
I say "NO, I say No – this is my body!"

Chorus

Verse 2 (Rap twice)

I'm the boss of my own body
And I say what I like
I'm the boss of my own amazing body

Chorus

Conclusion – (spoken assertively)

Noku nei taku tinana
Kia pai te awhi taku tinana! (*I look after my body*),
A naa! (*I'm telling you!...it's up to you now, to take
note and act on this.*)

**NAMES FOR PARTS OF THE BODY – English and
Maori.**

*Please note: More than one Maori term has been provided
for some body parts. Choose the one that is most appropriate
for you area.*

ArmRinga

HeadMahunga/Maatenga/Uupoko

LegWaewae

StomachPuku

BackTuara

BottomWhero/Tou

Fingers.....Maihao/Matihoa

ToesMatimati

ThighKoihanga/Kuuhaa/Huuhaa

EyeKaru/Whatu

HairMakawe

AnkleRaparapa

NeckKakii

MouthWaha

