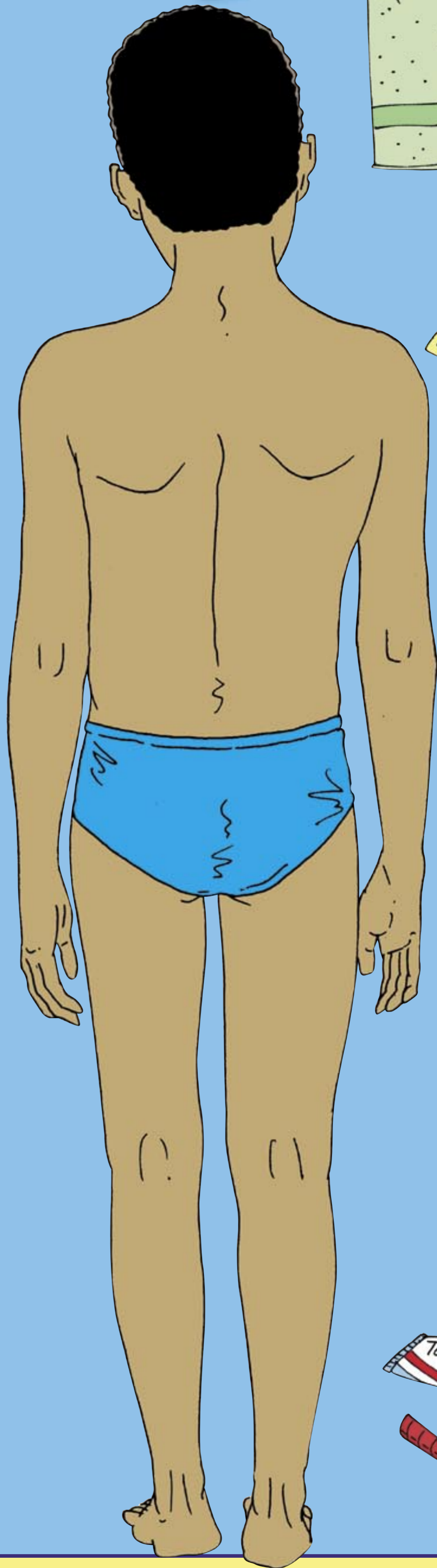
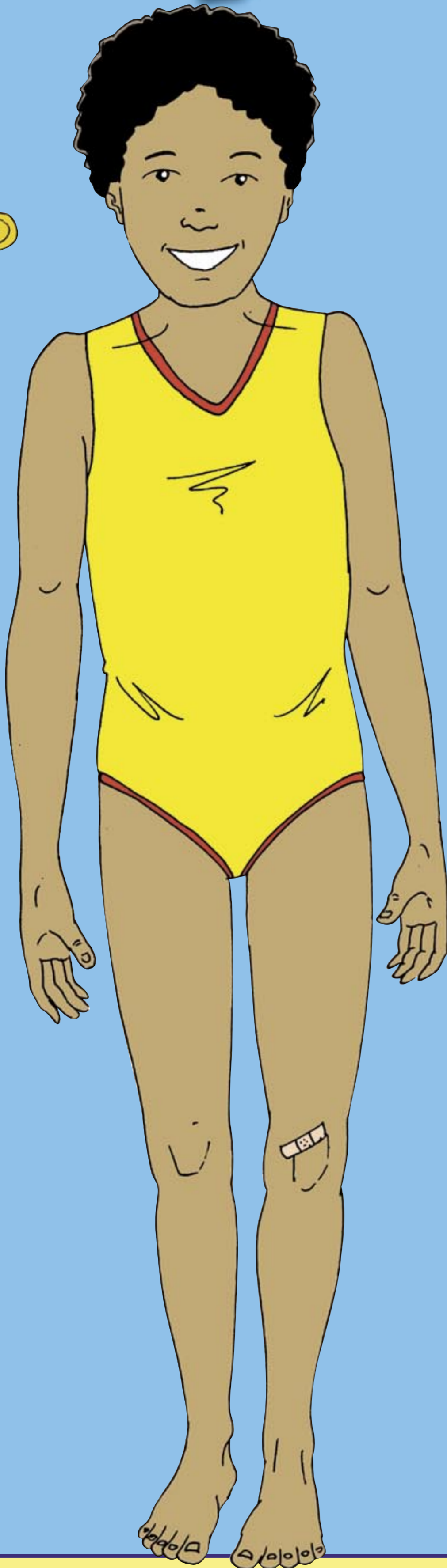
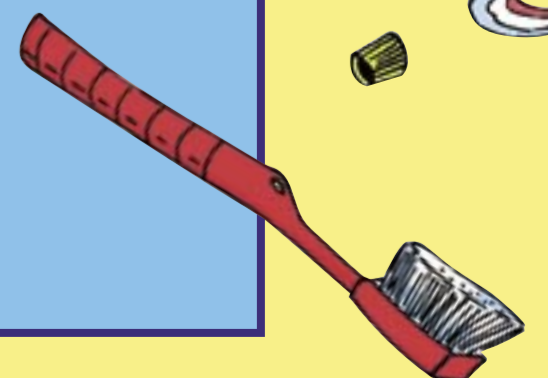
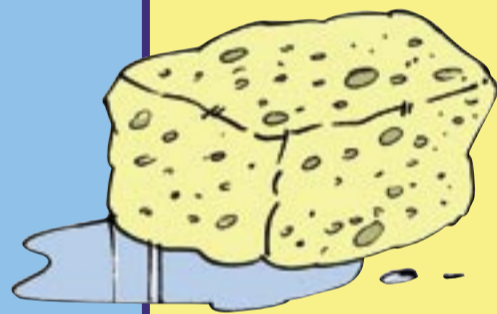
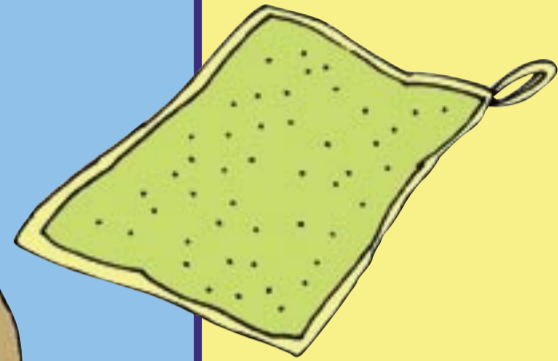
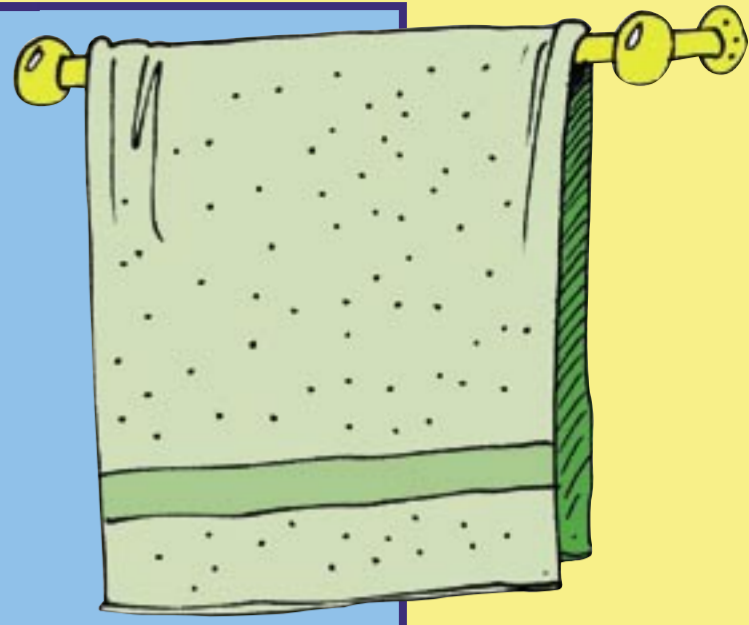
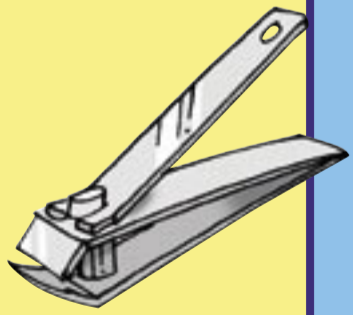
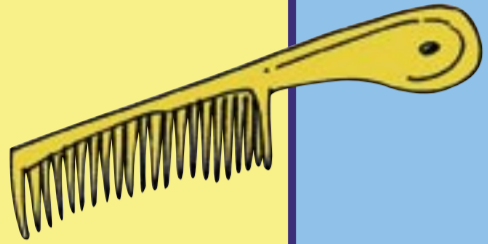


My body



MY BODY

Introduction

This poster is for Foundation Phase learners and educators.

The aim of this poster is to:

1. explore body parts
2. develop self-esteem
3. develop an understanding of the right not to be harmed physically
4. develop an understanding of personal health, and precautions against disease

Activity 1

- Using the poster, get the learners to identify the different parts of the body. Write the names of the body parts on the board in two languages. Use the languages of the classroom. Provide a set of label cards which the learners then match with the appropriate body part on the poster.
- Invite children to say what each body part is and helps us do. Discuss what it would be like if our bodies are not able to do all the functions listed, for example, if our eyes couldn't see; or our ears couldn't hear; or our legs couldn't walk.
- Let the learners name the objects in the border around the poster, and say how we use these to take care of our bodies.
- Let the learners list other ways in which we can look after our bodies.

Activity 2

- Referring to the poster, and the discussion in Activity 1 regarding what our bodies can do. Invite individual learners to identify one thing they believe they do well.
- Explain how everyone can do something well: even though some people can do some things better than others, everyone can do something well.
- Let the learners make a badge on which they write or draw what they can do well.

Activity 3

- Refer to the poster. Discuss how we need to eat healthy food for our bodies to work well.
- Ask learners to identify what they think are healthy and unhealthy foods. Correct misconceptions, and explain the value to the body of eating foods from different food groups. Different kinds of food contain different nutrients, ALL of which our bodies need in varying quantities in order for our bodies to grow, heal, and function well.
- Let the learners find or draw pictures of food that comprise a healthy meal. For example, eggs, milk, meat, fish, beans, peanut butter, pap, rice, bread, samp, soft porridge, fruit, vegetables. Let them draw or paste these pictures onto a paper plate. Make sure their names are on the back of the plates.

Activity 4

- Using the poster, discuss the subject of private space with the learners. Talk about parts of the body which are private. Discuss why we consider them private.
- Have ready a couple of small stickers or pieces of paper with some prestik which the learners can stick on the poster to show which parts are private. Explain that our bodies belong to us, and that no one is allowed to touch us, or do things to our bodies, in ways that make us feel uncomfortable or scared.
- Role-play different actions young children can take to avoid potentially abusive situations (e.g. run away, scream very loudly, tell your teacher or mom immediately).
- As a class, make up a song or rhyme that starts with 'This is MY body, it belongs to ME ...'. Sing or recite it often. 'My body is my private space. No one can hurt me'.

Child abuse or sexual abuse is a serious criminal offense. As a teacher you must report abuse.

Crime Stop: 0800 11 12 13.

Childline: (Toll Free 24 Hour Helpline) 08000 55555

Life Line: (011) 728 1347

Activity 5

- Refer to the poster. Point out the plaster on the girl's knee. Talk about what might be under the plaster, and how the injury may have happened. Ask if anyone has hurt themselves before. Ask how they think the wound was treated.
- Discuss the correct procedures when treating bleeding wounds: stress the importance of not touching someone else's blood.

Bleeding wounds

- 1 Do not move a bleeding person until the bleeding has stopped. Give them first aid where they are sitting or lying. Keep other people away from the blood.
 - 2 Always wear rubber gloves or clean plastic bags on your hands when you treat a person who is bleeding.
 - 3 Clean the wound or cut with water and disinfectant or soap.
 - 4 Cover cuts and open wounds with a waterproof dressing (plaster) or a piece of plastic bag until they have healed.
 - 5 Put anything with blood on it in a plastic bag. Tie it and throw it away somewhere safe.
 - 6 Wash your hands with soap and water afterwards, even if you have worn gloves.
- Discuss the things we use to treat minor wounds and injuries, for example, the things we would have in a first-aid kit in the home. (give examples).
 - Let the learners draw a first-aid kit, showing the contents.

- Ask the learners to name other ways in which we can get hurt. Then ask how we treat the different injuries named.

Paraffin

Paraffin is poisonous and is very dangerous for young children. Children may think it is water or cool-drink because it is often kept in cool-drink bottles. They can drink it by mistake.

Be careful not to leave any paraffin in the bottom of a cup.

To stop children drinking paraffin:

Keep the paraffin in other bottles, not cool-drink bottles. The bottles must have lids. Put the paraffin in a high place where children cannot get it.

What should you do if your child drinks paraffin?

Take the child to a clinic as soon as possible.

Do not try to make the child vomit, or the paraffin may get into the lungs.

Do not give the child milk or anything else to drink.

It is better to keep her sitting up. The paraffin and fumes can get into her lungs more easily if she vomits while lying down. Remove her clothes if they are wet from the paraffin. She could breathe in the fumes from the clothes.

Diarrhoea and vomiting

What to do about diarrhoea and vomiting

Give the child plenty to drink while he has diarrhoea and is vomiting so that he does not become dry.

Give him something to drink as soon as the diarrhoea starts.

Do not make him drink it all at one time. He may vomit if he drinks too much too fast. Give him a little more and wait for a few more minutes.

Wait 5 minutes if the child vomits. Then give him a little more to drink.

Give him at least half a cup or one cup every time he has diarrhoea or vomits.

What should I give the child to drink?

There are so many good drinks to choose from.

Give any of the following:

- thin soup or very thin porridge
- water from cooking rice or samp
- clean water
- fruit juice
- weak, black tea, no sugar
- buttermilk

Teacher's notes

Links to the National Curriculum Statements

Life Orientation

LO1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

LO3: PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

LO4: PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

School TV programmes for Foundation Phase

Takalani Sesame

Pezoolie Edu-pops

Dwebani Nathi

Fourways Farm

Fundani Nathi 4

Fundani Nathi 6

Bookstars

Letter TV

Adventures at the Waterhole 1

Star Maths 1

Star Maths 2

Number Crew

Adventures at the Waterhole 2