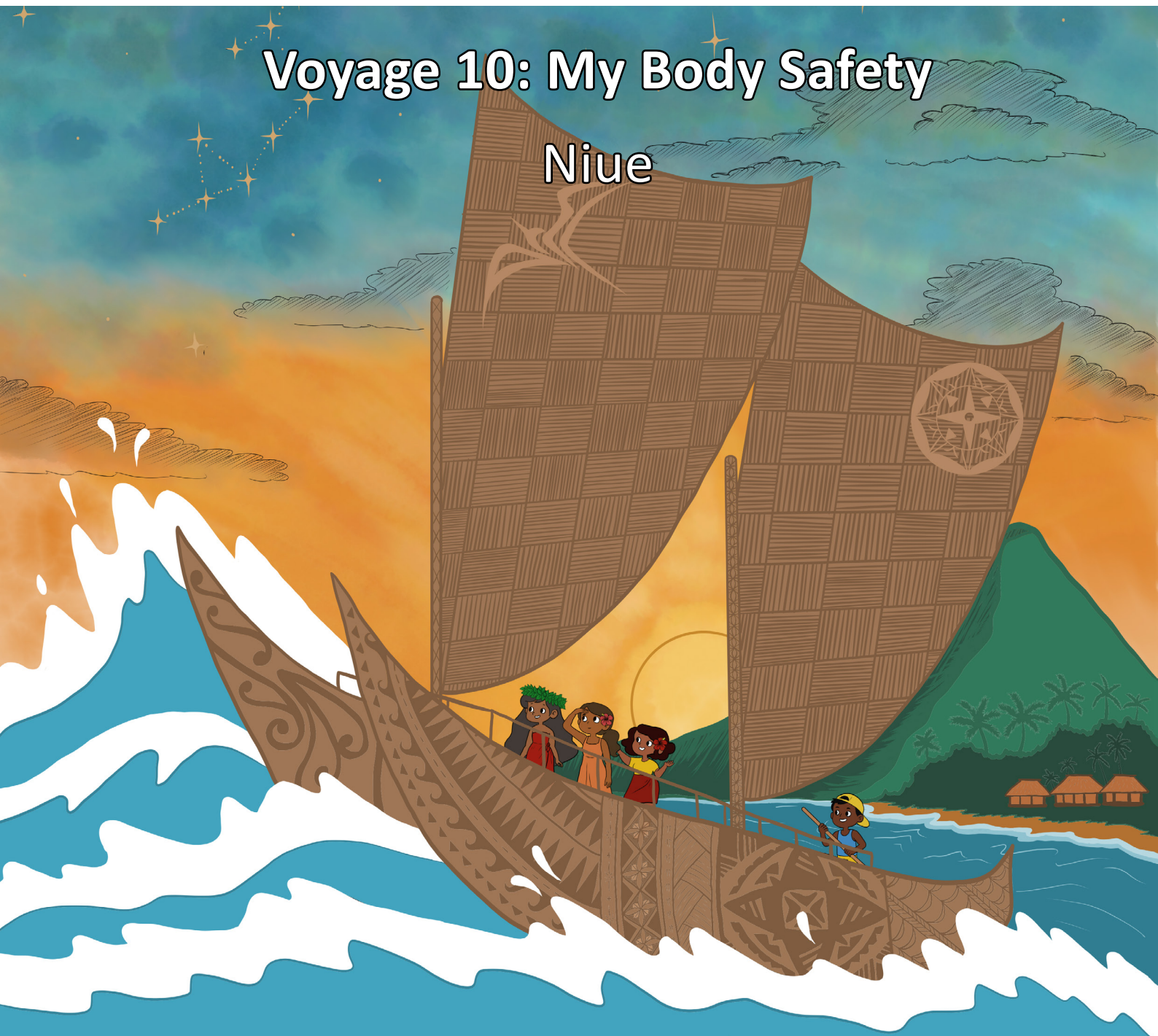


# Nesian Narratives Toolkit

## Voyage 10: My Body Safety

Niue



A Pacific-Led Educational Resource for Kaiako Supporting Identity and Wellbeing of Tamariki Aged 4-5 in Early Childhood Education (ECE) Settings across Aotearoa New Zealand.

# Citation and Acknowledgements

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# **Nesian Narratives Toolkit**

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## **Voyage 10: My Body Safety**

### Niue

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# 1. About this topic

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This voyage focuses on helping tamariki develop the ability to learn and share interesting facts about Niue, including its culture, history, geography, and values, to understand what makes it unique. Tamariki will also learn to identify private body parts and understand that these parts are private and should not be touched by others without permission. They will differentiate between safe and unsafe touch and know what steps to take if they experience unsafe touch. Respecting the privacy of others, recognising that everyone has the right to keep their private body parts private, is essential. This voyage aligns with *Te Whāriki's* principles, ensuring tamariki develop essential knowledge and skills, including appreciating cultural diversity, understanding consent, and respecting personal boundaries, which contribute to a safe and supportive community.

## 2. Learning Outcomes

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Over time and with guidance and encouragement, tamariki will become increasingly capable of:

- Learning and sharing interesting facts about Niue, including its people, culture, history, geography, and values, to understand what makes it special.
- Tamariki learn to identify their private body parts and understand that these parts are personal and should not be touched by others without permission, while also learning to respect the privacy and boundaries of others.
- Identifying and using words and body language that give and do not give consent.
- Differentiating between safe and unsafe touch and know what to do if they are uncomfortable or unsafe.

# 3. Curriculum Planning

## 1. Learning and sharing interesting facts about Niue

**Principle:** Family and Community | Whānau Tangata

**Strand:** Belonging | Mana Whenua

**Goal:** Tamariki experience an environment where they feel comfortable with the routines, customs, and regular events.

**Objective:** Tamariki will develop a sense of belonging and cultural identity by exploring and sharing interesting facts about Niue.

### Planned Learning Experience:

- a) Huanaki, Fao, and Peka – Our Niuean Story
- b) Understanding the Importance of Hifi Ulu – Niuean Haircutting Ceremony
- c) Learning about Fakaalofa Lahi Atu

## 2. Understanding Private Body Parts

**Principle:** Empowerment | Whakamana

**Strand:** Well-being | Mana Atua

**Goal:** Tamariki experience an environment where they are kept safe from harm.

**Objective:** Tamariki will identify private body parts, understand that these are private and should not be touched without permission, and respect everyone’s right to keep their body private—empowering them to protect personal boundaries and uphold the dignity of others.

### Planned Learning Experience:

- a) Where my togs cover is private
- b) Learning the names of our Private Parts
- c) Our Amazing Bodies

### 3. Recognise consent and non-consent through words and body language

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Relationships   Ngā Hononga                                                                       |
| <b>Strand:</b>    | Communication   Mana Reo                                                                          |
| <b>Goal:</b>      | Tamariki experience an environment where they develop verbal and non-verbal communication skills. |
| <b>Objective:</b> | Tamariki can identify and use words and body language that give and do not give consent.          |

#### Planned Learning Experience:

- a) Little Birdy on a Tree – Respecting My Bubble
- b) Understanding consent through storytelling

### 4. Understanding Safe and Unsafe Touch

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Holistic Development   Kotahitanga Relationships   Ngā Hononga                                                            |
| <b>Strand:</b>    | Wellbeing   Mana Atua<br>Communication   Mana Reo                                                                         |
| <b>Goal:</b>      | To help tamariki differentiate and communicate safe and unsafe touch and know what to do if they experience unsafe touch. |
| <b>Objective:</b> | Tamariki will learn to recognise safe and unsafe situations, developing strategies to seek help and ensure their safety.  |

#### Planned Learning Experience:

- a) Understanding our feelings, safety and body clues
- b) Safe and unsafe touch with storytelling
- c) Puppet safety helpers - Fao and Tama

## 4. Connections to Curriculum

The topic of My Body Safety aligns with both *Te Whāriki* and *Tapasā*, reinforcing tamariki's understanding of body autonomy, respectful relationships, and personal safety (Ministry of Education, 2017; Ministry of Education, 2018).

### 1. Exploring Niuean Culture and the Value of Identity

*Te Whāriki*: Supports tamariki in developing a sense of belonging (**Mana Whenua**) by exploring cultural heritage, traditions, and values, deepening their understanding of identity.

*Tapasā*: Promotes awareness of Pacific identities, ensuring tamariki develop cultural pride while recognising shared connections across diverse communities.

### 2. Understanding Private Body Parts and Personal Boundaries

*Te Whāriki*: Encourages wellbeing (**Mana Atua**) by teaching tamariki about body autonomy, privacy, and consent, fostering their ability to advocate for their safety.

*Tapasā*: Strengthens respectful relationships and professional behaviours by ensuring tamariki understand personal boundaries and how to navigate interactions safely.

### 3. Communicating Consent

*Te Whāriki*: Supports **Mana Tangata** by encouraging tamariki to communicate their needs and feelings clearly, fostering respectful interactions and emotional safety.

*Tapasā*: Promotes culturally responsive communication by recognising diverse ways Pacific tamariki express consent and boundaries, strengthening respectful relationships and affirming identity.

### 4. Recognising Safe and Unsafe Touch

*Te Whāriki*: Supports tamariki in identifying safe and unsafe situations, developing strategies to seek help and maintain personal safety (**Mana Atua**).

*Tapasā*: Ensures effective pedagogies that empower tamariki to respond confidently in situations requiring self-protection and support.

## 5. Assessment and Evaluation

Kaiako can record and track tamariki's understanding of My Body Safety and Niue using a range of methods aligned with *Te Whāriki*. These methods include, but are not limited to:

- Observations
- Learning stories
- Group discussions
- Portfolio/Diary entries
- Child friendly self-assessment
- Quizzes (e.g., on iPad)
- Group projects and presentations
- Parent and whānau feedback

# 6. Essential Facts for Kaiako

Here are some key insights for kaiako on teaching tamariki about body safety and Niuean culture. It is important to introduce these concepts in a way that is responsive to tamariki's level of understanding and interest, while fostering cultural understanding and respectful relationships. For further details on Niuean culture, values, and connections can be found in Section 11: Island Nation Spotlight.

## 1. Learning and Sharing Interesting Facts About Niue

- **Culture:** Niue has a rich cultural heritage, with traditional crafts, music, and dance playing a key role in daily life. The Niuean language is central to the island's identity.
- **History:** Settlement in Niue dates back over 1,000 years, with influences from Samoan and Tongan cultures shaping traditions and customs.
- **Geography:** Niue is one of the world's largest coral islands, located in the South Pacific Ocean. It features rugged terrain, stunning limestone cliffs, and crystal-clear waters.
- **Values:** Community and family are central to Niuean values. Respect for elders and communal living are key aspects of daily life.

## 2. Identifying Private Body Parts

- **Introduce the Concept of Privacy**  
Begin by explaining that some body parts are private and usually covered by underwear or swimwear. This sets the stage for respectful and age-appropriate conversations about the body.
- **Reinforce Body Autonomy**  
Help tamariki understand that their bodies belong to them. No one should touch their private parts without their permission. This empowers children to set boundaries and recognize inappropriate behavior.
- **Set Expectations for Language Use in the Learning Environment**  
In our learning environment, we'll use the correct anatomical names so everyone understands clearly and can communicate safely. Children need to be able to use accurate medical terms when describing symptoms to health professionals or reporting any form of abuse.
- **Teach Correct Terminology**  
Private parts include: breasts, nipples, vulva, penis, testicles, scrotum, and bottom. Clarify that the vulva is the external part of a girl's body, while the vagina is internal and not visible.
- **Normalise Feelings Around Naming**  
Let tamaiti know it's okay to feel shy or embarrassed when talking about these parts. Families may use different names at home, and that's perfectly normal. Teachers should plan ahead for social, cultural, and religious considerations that may influence how body parts are discussed. These topics might not be part of everyday conversation at home, which can make students feel hesitant or unsure.
- **Emphasise the Importance of Accurate Language**  
Using correct terms helps reduce stigma, supports clear communication, and empowers tamariki to speak up if they feel unsafe. Teachers should also encourage parents and whānau to use the correct terminology at home to reinforce learning and confidence.
- **Promote Body Diversity and Respect**  
Everyone's body is different and special—there's no one "right" way to look. Some people's bodies don't fit typical "boy" or "girl" categories, and that's perfectly okay. Encouraging this understanding helps foster respect, inclusion, and self-acceptance.

### When is the best time to begin conversations with tamariki?

The best time to begin conversations about private body parts is when tamariki are very young—even from birth. This early stage is a great opportunity for kaiako (and parents) to become comfortable and confident using anatomical terms that may not have been part of their own upbringing.

There are many natural moments in early childhood where these conversations can happen, such as during nappy changes, bathtime, getting dressed, toileting and toilet training, or when tamariki are playing with dolls, toys, or animals. Using these everyday situations helps normalise the language and makes these important conversations a regular part of learning.

## 3. Identifying and Using Words and Body Language for Consent

- **Consent:** Tamariki should learn to use clear words like “yes” and “no” when expressing their boundaries. They should also understand that their body belongs to them and feel confident saying no to unwanted touch.
- **Modelling Behaviour:** Kaiako and caregivers should demonstrate respectful interactions by asking for consent before touch and honouring individual preferences.
- **Body Language:** Encouraging tamariki to use non-verbal cues, such as stepping back or crossing their arms, can help reinforce their ability to set boundaries and communicate discomfort.

## 4. Differentiating Between Safe and Unsafe Touch

- **Safe Touch:** Safe touches make tamariki feel cared for and comfortable, such as hugs from whānau members or high-fives from friends.
- **Unsafe Touch:** Unsafe touches can cause distress, such as hitting or inappropriate touching. Tamariki should be taught to recognise these behaviours and seek help from a trusted adult if they experience them.

### Responding to Disclosures of Unsafe Touch

If a child discloses experiencing unsafe touch, kaiako must be prepared to respond appropriately. Key considerations include:

- **Familiarising Yourself with Policies:** Ensure you understand your early childhood centre’s policies on abuse and disclosure so you can provide proper support.
- **Being Prepared:** Recognise that disclosures can happen and create a safe, trusting environment where tamariki feel comfortable sharing.
- **Seeking Guidance:** Organisations like Child Matters offer resources on managing disclosures, ensuring kaiako are equipped to handle these situations responsibly.

# 7. Information to share with Parents and Caregivers

## Supporting Your Child's Learning about Body Safety

Tamariki will take a journey to discover Niue, learning about its people, unique culture, history, geography, and values. Through this exploration, they will deepen their understanding of different communities and what makes them special. At the same time, they will engage in body safety education, learning about private body parts, consent, personal boundaries, and how to recognise safe and unsafe touch.

They will also be taught how to seek help if they ever feel uncomfortable. This learning helps them build respectful relationships, reinforces their sense of identity, and strengthens their confidence in advocating for their own wellbeing.

## Supporting Learning at Home

You play an important role in helping tamariki understand body safety and cultural identity outside of the learning setting. Here are some ways to continue their learning at home:

- **Exploring Niuean Culture:** Engage tamariki in activities like cooking traditional Niuean food, listening to Niuean music, or creating art inspired by Niue. Reading books or watching videos about Niue's history and geography can help deepen their cultural understanding and pride.
- **Learning Body Parts:** We understand that talking about private body parts may feel uncomfortable. Many families use their own words at home, and that's okay. However, learning the correct names helps tamariki communicate clearly and confidently, especially if they need help.
- **Understanding Consent and Boundaries:** Use role-playing to help tamariki practise saying "no" and using body language to show their boundaries. Have regular conversations about consent and the importance of respecting personal space.

Set family privacy rules—like knocking before entering a room—and model respectful behaviour by honouring tamariki's privacy and encouraging them to do the same for others.

**Resources: *Alliance for Children: Talking to Our Children About Private Parts*** - This resource offers worksheets and guidance for parents and kaiako to help children understand which parts of their bodies are private (using the "bathing suit rule"), why it's important to use correct names, and how to recognize safe vs. unsafe situations. The worksheets are designed for children to complete with an adult and include scenarios for discussion, helping children practice what to do if they feel unsafe.

**Access it here:** [Talking to Our Children About Private Parts Worksheets](#)

- **Recognising Safe and Unsafe Touch:** Talk with tamariki about the difference between safe touch (like high-fives or hugs from people they trust) and unsafe touch (such as touching private body parts without permission). Help tamariki create a simple safety plan, including who they can talk to if they ever feel unsafe or uncomfortable.

## 8. Professional Development

ECE educators can strengthen their knowledge and teaching skills by taking part in professional development opportunities focused on cultural understanding and body safety education. These include:

- **Cultural Competency Training:** Learning about Niuean culture and language through programmes like the [Introduction to Vagahau Niue \(Niue Language\)](#).
- **Body Safety Education:** Courses such as [Safeguarding Children NZ's](#) training modules and [ChildSafe Australia's Body Safety Program](#) provide essential guidance on teaching consent, personal boundaries, and protective behaviours.
- **Practical Teaching Resources:** Tools like the "[Me, Myself and My Body](#)" activity pack from Social Workers Toolbox offer hands-on strategies to help tamariki recognise safe and unsafe touch.
- **General Professional Development:** Organisations like Te Rito Maioha, Whānau Āwhina Plunket, and Safeguarding Children NZ provide valuable resources to support educators in fostering a safe and empowering learning environment.

# 9. Health, Safety and Quality Practice

Within Aotearoa New Zealand's early childhood education context, the following health and safety guidelines support teaching tamariki about cultural identity, body safety, and consent:

## 1. Promoting Cultural Understanding and Identity

### **Education (Early Childhood Services) Regulations**

**2008** – Requires ECE centres to provide a safe and inclusive learning environment that supports tamariki in exploring different cultures, including Niuean heritage

## 2. Teaching Body Safety and Private Body Parts

**Regulation 46 of the Education (Early Childhood Services) Regulations 2008** – Requires ECE centres to take all reasonable steps to promote the health, safety, and wellbeing of tamariki, including teaching them about body autonomy and personal boundaries

**Oranga Tamariki Guidelines** – Centres must have clear policies for responding to suspected child abuse and ensuring tamariki understand that their private body parts should not be touched without permission.

## 3. Teaching Consent and Boundaries

**Children's Act 2014** – Requires all educators working with tamariki to undergo safety checks to ensure they are fit to teach topics like consent and personal boundaries.

**ECE Centre Policies** – Centres must have documented procedures for teaching tamariki about respectful relationships and consent, ensuring they understand how to say “yes” and “no” clearly.

## 4. Recognising Safe and Unsafe Touch

**Education (Early Childhood Services) Regulations 2008** – Requires centres to prevent harm and accidents, ensuring tamariki can identify safe and unsafe touch and know how to seek help.

**Safeguarding Children Guidelines** – Centres must have child protection policies that outline how to respond to disclosures of unsafe touch and ensure tamariki feel safe reporting concerns.

## 5. Respecting Privacy and Personal Boundaries

**Regulation 46 of the Education (Early Childhood Services) Regulations 2008** – Requires centres to maintain a safe environment where tamariki learn about privacy and respecting personal space.

**ECE Centre Policies** – Centres must teach tamariki that everyone has the right to keep their private body parts private and model respectful behaviour in daily interactions.

# 10. Island Nation Spotlight: Key Facts About Niue

## 1. Host / Guide\*

\* Kaiako may wish to use the following character as a host or guide to lead tamariki through the voyage learning experiences, helping make the journey engaging, relatable, and culturally meaningful.

In Niuean tradition, Huanaki and Fao are honoured as the island's earliest settlers and play a central role in its origin stories. Some accounts describe them as chiefs or leaders of a group of five individuals who were or later became *tupua* — spiritual or deified beings.

There are two main versions of their arrival. One widely shared story tells of Huanaki and Fao swimming from Tonga and finding Niue barely above sea level. As they stepped onto the land, they stamped their feet — causing the island to rise, the sea to retreat, and dry land to appear. With another stamp, vegetation like grass and trees began to grow, making the island lush and livable.

## 2. Animal / Puppet

In Niue, one of the most iconic native animals is the Peka, or Pacific Flying Fox. This large fruit bat plays a crucial role in the island's ecosystem by pollinating plants and dispersing seeds. Revered

in local stories and conservation efforts, the Peka is seen as a guardian of the forest and a symbol of the delicate balance between nature and culture in Niue.

## 3. Landmarks

- **Talava Arches:** These spectacular limestone arches are a must-see, accessible via a sea track from the village of Hikutavake.
- **Limu Pools:** Known for their crystal-clear waters, these pools are perfect for swimming and snorkelling.
- **Matapa Chasm:** A beautiful chasm with fresh cool water, historically a favourite swimming spot for Niuean kings.
- **Togo Chasm:** Featuring a unique landscape with a narrow chasm leading to a secluded beach.
- **Avaiki Cave:** A stunning cave with lovely pools, offering a glimpse into Niue's geological beauty.

## 4. Famous People

- **Bill Vakaafi Motufoou:** Although recently passed, Bill Vakaafi Motufoou is celebrated as a cultural pioneer, photographer, and community leader. He co-founded Polyfest, one of the largest Polynesian cultural festivals, and documented Niue's history through photography. His work helped preserve memories and connect Niueans across generations. He also served as a Cabinet Minister and was instrumental in promoting organic farming and cultural education.
- **Sir Robert Rex:** Sir Robert Rex (1909-1992) was the first Premier of Niue and played a key role in Niue's transition from a British protectorate to a self-governing state in 1974. He is widely respected for his leadership and dedication to the development of Niue.

## 5. Common phrases

Hello *Fakaalofa lahi atu*

Goodbye *To fakaau*

Thank you *Fakaau lahi*

How are you? *Ko e haau a?*

Please? *Fakamolemole?*

## 6. Cultural artefacts

- **Hiapo (Tapa Cloth):** Traditional Niuean art includes hiapo, which are tapa cloths featuring detailed plant designs. These cloths are made from the inner bark of certain trees and are often used in ceremonies.
- **Weaving:** Niuean women are renowned for their weaving skills. They create exquisite bags, hats, and mats using natural materials. Weaving is a skill passed down through generations.
- **Vaka (Canoes):** Traditional outrigger canoes, known as vaka, are still used for fishing and transportation. These canoes are crafted using traditional methods and are an essential part of Niuean life.
- **Carvings:** Niuean carvings, often made from wood or stone, depict various aspects of the island's culture and mythology. These carvings can be found in homes and public spaces.

## 7. Cultural practices

- **Fakalilifu (Respect):** This concept is central to Niuean culture and is demonstrated through various practices, including ceremonies and rituals that emphasise respect and gratitude.
- **Lologo (Traditional Songs):** Music plays a vital role in Niuean culture. Traditional songs, or lologo, are performed during ceremonies and celebrations, often telling stories of the island's history and legends.
- **Weaving:** Niuean women are skilled weavers, creating intricate mats, bags, and hats from natural materials. Weaving is a practice passed down through generations and is an important part of daily life.
- **Kaloama Season:** This is a special time when certain sea tracks are closed to protect fish stocks. It reflects the community's respect for nature and sustainable practices.

## 8. Easy songs to learn

The Pasifika Beatz Niuean Songs playlist is a joyful and educational music resource created by Loopy Tunes Preschool Music as part of a wider project celebrating Pacific languages. This playlist features 10 Niuean songs designed especially for young children, combining catchy melodies with simple lyrics in Vagahau Niue to support language learning and cultural pride. Each song is a translated or adapted version of a well-known children's tune, making it easy for tamariki to sing along while learning new vocabulary and concepts.

Here are the **10 songs** included in the playlist:

- **Niuean Alphabet** – Learn the letters of the Niuean alphabet through song.
- **Veliveli (Shapes)** – A fun introduction to basic shapes in Vagahau Niue.
- **Ulu, Tukeua (Head, Shoulders)** – A bilingual action song teaching body parts.
- **Ko e Tau Faituga (Numbers)** – Count from 1 to 10 in Niuean.

## 9. Cultural attire

- **Paleu (Sarong):** Both men and women wear paleu, which is a versatile piece of cloth that can be wrapped around the body in various styles. It's often brightly coloured and patterned.
- **Modest Clothing:** Niueans value modesty, so clothing that covers the body well is preferred. For church, men wear collared shirts and pants, while women wear knee-length skirts.

- **Ko e Tau Lanu (Colours)** – Learn the names of colours in Vagahau Niue.
- **Ko e Tau Vaitafe (Days of the Week)** – A song to help remember the days.
- **Ko e Tau Mahina (Months of the Year)** – Sing through all 12 months in Niuean.
- **Ko e Tau Manu (Animals)** – Introduces common animals in Niuean.
- **Ko e Tau Meakai (Food)** – A tasty tune about different foods.
- **Ko e Tau Vahā (Times of Day)** – Learn morning, afternoon, and night in song.

### Access song resources:

- Action videos for each song are available on [Whānau Āwhina Plunket's YouTube channel](https://www.youtube.com/channel/UCWhānau_Āwhina_Plunket).
- Lyrics for the Niuean songs can be found on the Loopy Tunes Preschool Music website: <https://www.loopytunespreschoolmusic.com/pasifika-beatz>

- **Traditional Ceremonial Attire:** During cultural ceremonies, Niueans may wear more elaborate traditional clothing, which includes items like woven mats and tapa cloth, often decorated with intricate designs.
- **Hats:** Women typically wear hats, especially during church services. These hats can be quite elaborate and are often handmade.

## 10. Cultural food

- **Uga (Coconut Crab):** A prized delicacy, often reserved for special occasions.
- **Nane (Niuean Porridge):** Made from coconut flesh and arrowroot, typically served for breakfast.
- **Takihi:** A sweet and savoury dish made with pawpaw, taro, and coconut cream, usually cooked in an umu (underground oven).
- **Povi Masima (Corned Beef Brisket):** A popular meat dish.
- **Ota Ika:** Raw fish marinated in coconut cream.
- **Fai Kai Ika:** Fish cooked with coconut cream and ferns.
- **Lupe (Pacific Pigeon):** Another traditional protein source.

## 11. Flag / Flag description

The flag of Niue is distinctive and rich in symbolism.

- **Background:** The flag has a golden yellow field.
- **Union Jack:** In the upper left corner (canton), there is the Union Jack, symbolising Niue's historical ties with the United Kingdom.
- **Stars:** Within the Union Jack, there are four smaller yellow stars forming a diamond shape around a central blue disc with a larger yellow star.

## 12. Sports

**Traditional Sports:** Some traditional Niuean sports include:

- **Toho Toume:** A traditional game that involves throwing and catching stones. It's a test of skill and precision.
- **Niu Fola:** Another traditional game, often played in villages. It involves physical activity and teamwork.
- **Village Sports:** These include activities like volleyball and touch rugby, which are popular in many Pacific Island communities.

## 13. Myths / legends specific to this island nation

- **The Tale of Huanaki and Fao:** According to Niuean myth, the island was submerged until two gods, Huanaki and Fao, came from Samoa and stomped the land until it rose above sea level. Their actions made Niue habitable for humans and gods alike.
- **Ghosts of the Reef:** Niuean tradition holds that the ocean is filled with spirits. Fishermen believe in ghosts of the reef, who can bless or curse their catch. Some even hear singing or whispers coming from the waves at night.
- **The Five Principal Gods (Tupua):** Niuean mythology includes five principal gods: Fao, Huanaki, Fakahoko, Laga-iki, and Lagi-atea. These gods are said to have arrived from various mythical places and play significant roles in the island's creation and spiritual life.

## 14. Proverb

- **“Ko e tino ko e koloa.”:** The body is a treasure. This proverb underscores the value of the physical body, encouraging care and respect for one’s health and well-being.
- **“Fakaalofa ke he tau tagata oti.”:** Show love to all people. This highlights the importance of compassion and respect in defining one’s identity, suggesting that true self-identity is intertwined with how we treat others.
- **“Ko e tagata Niue, ko e tagata tumau.”:** A Niuean person is a steadfast person. This proverb emphasises the strength and resilience inherent in Niuean identity, encouraging individuals to remain true to themselves and their roots.
- **“Ko e tino mo e tau loto.”:** The body and the mind. This proverb emphasises the connection between physical health and mental well-being, advocating for a holistic approach to self-care.

## 15. Other Facts

- **Status:** Niue is a self-governing island in free association with New Zealand.
- **Capital:** The capital and largest village is Alofi.

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# 11. Additional Resources

Here are some resources that support body safety education and cultural learning, including teaching about Niuean language and culture. These resources help tamariki understand personal boundaries, consent, and respectful relationships, while also fostering cultural identity, pride, and wellbeing. *Please note that while many of these resources are free, some may require payment.*

## NZ Government Resources

### Ministry of Education – Teaching and Learning

**Vagahau Niue:** Provides a comprehensive suite of resources including the *Haia!* programme, Niue language guidelines, and storybooks with teacher support materials. These resources are aligned with *Te Whāriki* and the New Zealand Curriculum, supporting culturally responsive teaching and language learning.

Website: [Teaching and Learning Vagahau Niue](#)

### Ministry of Education – Faahi Tapu he Vagahau

**Niue Language Week:** Provides suggested activities and curated links to help educators and learners celebrate and explore Niuean language and culture. This resource supports culturally responsive teaching and strengthens connections with Pacific communities.

Website: [Faahi Tapu he Vagahau Niue – Niue Language Week](#)

### Ministry of Education – Pacific Dual Language

**Books:** Provides a collection of bilingual books in Pacific languages, including Vagahau Niue, designed to support early literacy and language development in English-medium classrooms. These resources include storybooks, teacher support materials, and audio files, helping educators and families strengthen Pacific language use and cultural identity in early learning settings.

Website: [Pacific Dual Language Books – Ministry of Education](#)

### Oranga Tamariki – Child Protection Policy:

Guidelines for Early Childhood Education Services: Outlines responsibilities for ECE services to ensure the safety and protection of tamariki. The policy includes guidance on body safety, recognising abuse, and creating safe environments, supporting educators in meeting their obligations under the Children’s Act 2014.

Website: <https://www.orangatamariki.govt.nz/assets/Uploads/Working-with-children/Childrens-act-requirements/Child-Protection-Policy-2020.pdf>

### New Zealand Police – Keeping Ourselves Safe

A child protection programme that helps tamariki learn and apply personal safety skills, including understanding body autonomy, recognising unsafe situations, and identifying trusted adults. The programme includes age-appropriate resources for students, teachers, and whānau, and is supported by School Community Officers.

Website: <https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/kos>

### Ministry of Education - Body Care and Physical

**Safety** - Provides resources to help ākonga make informed decisions about body care, recognise hazards, and adopt safe practices.

Website: <https://newzealandcurriculum.tahurangi.education.govt.nz/body-care-and-physical-safety/5637165725.p>  
<https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education>

## Local Community Resources

**Loopy Tunes – Pasifika Beatz:** A YouTube music series featuring bilingual songs in Niuean and other Pacific languages, created in partnership with Whānau Āwhina Plunket and supported by the Ministry for Pacific Peoples. Designed to help tamariki learn Pacific languages through fun, engaging music.

Weblink: <https://www.loopytunespreschoolmusic.com/pasifika-beatz/>

**Plunket - Keeping Kids Safe** - Information and resources for parents on keeping children safe, including body safety education.

Website: <https://www.plunket.org.nz/your-child/safety/keeping-kids-safe/>

**My Body Is My Body Program** - A free, animated musical program that teaches children about body safety through songs and fun activities.

Website: <https://mbimb.org/the-program/>

## Online Resources

**Safeguarding Children NZ** – A charity offering practical, evidence-based training and resources to help educators, families, and organisations prevent child abuse and neglect. Founded by frontline professionals, the organisation empowers communities through education, advocacy, and partnerships, with a strong commitment to Te Tiriti o Waitangi and culturally responsive practice.

Website: <https://www.safeguardingchildren.org.nz/our-story-child-protection/>

They offer free resources such as body maps and child safeguarding posters to help educate children about body safety.

Website: <https://www.safeguardingchildren.org.nz/resources/>

**Social Workers Toolbox - My Body is Mine** -

Provides free activity packs and educational toolkits focused on teaching children about body autonomy and safety.

Website: <https://www.socialworkerstoolbox.com/my-body-is-mine-a-coloring-read-with-me-book-for-safety-smart-kids/>

**ChildSafe Australia - Body Safety Resources** -

Offers body safety resources to empower children, educators, and families with knowledge about body autonomy and safety.

Website: <https://www.childsafe.org.au/help-for-families/body-safety-resources/>

**Me, Myself and My Body: Free Activity Pack** - A creatively designed activity pack that focuses on teaching children about body autonomy and safety in an engaging and fun way.

Website: <https://www.socialworkerstoolbox.com/me-myself-and-my-body-free-activity-pack-to-learn-about-personal-safety/>

**My Body Belongs to Me - Interface Children & Family Services** - An educational toolkit designed for parents and teachers to teach children about personal safety, including role plays and safety planning.

Website: <https://www.icfs.org/wp-content/uploads/My-Body-Belongs-To-Me-Toolkit-English.pdf>

**Daniel Morcombe Foundation – Keeping Kids Safe Resources:** Provides educational resources to help children learn about personal safety, including body safety, recognising unsafe situations, and identifying trusted adults. The materials are designed to support both educators and families in promoting protective behaviours.

Website: <https://danielmorcombe.com.au/keeping-kids-safe-resources/>

## Other Resources

**Jayneen Sanders – Children’s Books on Body Safety and Consent:** Author of several children’s books that help tamariki understand personal boundaries, safe and unsafe touch, and how to seek help. Her titles include *My Body! What I Say Goes!* and *Let’s Talk About Body Boundaries, Consent and Respect*, which support educators and families in teaching body autonomy and respectful relationships.

Website: <https://e2epublishing.info/pages/jayneen>

Books read aloud: “[Consent](#)”; [Secrets and Surprises](#), [My Early Warning Signs](#), [Private Parts are Private](#) - Read by author Jayneen Sanders

**Sexual Wellbeing Aotearoa (formerly Family Planning):** Provides a wide range of resources and professional development for educators, parents, and health professionals. Programmes such as *Navigating the Journey* support tamariki and rangatahi in learning about body autonomy, consent, relationships, and sexual health. Resources are designed for both primary and secondary school settings and align with the New Zealand Curriculum.

Website: <https://sexualwellbeing.org.nz/learn/>

## Songs That Teach Body Safety and Consent

There are several age-appropriate songs designed to help children aged 4 and 5 understand body safety, boundaries, and consent. These songs use simple language, catchy melodies, and engaging visuals to reinforce key protective messages in a way that feels safe and empowering.

- [The Boundaries Song – “That’s a Boundary.”](#)

This song helps children recognise and respect personal boundaries. It uses clear examples and repetition to teach kids how to say “no” and understand when someone crosses a line.

- [These Are My Private Parts Song | Learn Body Safety](#)

A gentle, affirming song that teaches children the correct names for private parts and reinforces that these areas are not for others to touch. It’s ideal for starting conversations about body autonomy.

- [Consent by Imanpa Kids](#)

Created with children in mind, this song introduces the concept of consent in a playful and respectful way. It encourages kids to speak up and trust their instincts.

- [The Ultimate Body Safety Anthem: Empowering Children With “My Body Is My Body”](#)

A widely celebrated anthem that teaches children that their bodies belong to them. It covers key safety rules and encourages kids to tell a trusted adult if something feels wrong.

- [No Zone Places song | My body is mine | Body Safe](#)

This upbeat song explains which body parts are private and emphasizes that no one should touch them. It’s easy to sing along and reinforces protective behaviors.

- [Talk PANTS with Pantosaurus and His PANTS Song](#)

Developed by the NSPCC, this fun and memorable song teaches the PANTS rule: Private parts are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, and Speak up. Pantosaurus the dinosaur makes the message engaging and non-threatening.

## VOYAGE 10.1

### Planned Learning

Experience: Learning and sharing interesting facts about Niue

## a) Huanaki, Fao, and Peka – Our Niuean Story

|                   |                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Family and Community   Whānau Tangata                                                                                   |
| <b>Strand:</b>    | Belonging   Mana Whenua                                                                                                 |
| <b>Goal:</b>      | Tamariki experience an environment where they feel comfortable with the routines, customs, and regular events.          |
| <b>Objective:</b> | Tamariki will develop a sense of belonging and cultural identity by exploring and sharing interesting facts about Niue. |

This engaging and interactive experience introduces tamariki to the Niuean creation story through the legendary figures Huanaki and Fao, and to explore the importance of nature and guardianship through Peka, the Pacific Flying Fox.

### Materials Needed:

- Story or printed images of Huanaki and Fao
- Images or short video clips of Peka (e.g. 0:34–1:15 from a YouTube clip)
- Niuean-themed decorations (tapa cloth, shells, leaves)
- Large paper and crayons
- Traditional Niuean music or Pacific nature sounds
- Optional: Soft toy or puppet of Peka

### Activity Steps:

#### 1. Welcome to Niue!

Transform the space with tapa cloth, shells, and calming island sounds.

Tell tamariki: *“Today we’re going on a special journey to Niue — a beautiful island in the Pacific Ocean.”*

Introduce Huanaki and Fao as two brave leaders who helped shape Niue. Use simple language and visuals to tell their story:

*“A long time ago, Huanaki and Fao swam all the way from Tonga. When they got to Niue, it was*

*just a little bit above the sea. They stamped their feet — and the land rose up! They stamped again — and trees and grass began to grow!”*

Let tamariki gently stomp their feet to help “raise the land” and “grow the trees.”

#### 2. Meet Peka – The Flying Fox

Show tamariki a picture or puppet of Peka.

Say: *“This is Peka, a flying fox who lives in Niue. Peka helps the forest by spreading seeds and looking after the trees.”*

Invite tamariki to flap their arms and pretend to fly like Peka. Talk about how Peka is a guardian of the forest — just like we can be kaitiaki (guardians) of our environment.

#### 3. Create Your Own Niuean Story

Give tamariki paper and crayons. Ask them to draw their own version of Huanaki, Fao, or Peka. Encourage them to imagine what their character might do to help the land or the forest.

Ask: *“What would your character do to take care of Niue?”*

#### 4. Circle Time Reflection

**Gather tamariki in a circle and reflect together:**

*“What did Huanaki and Fao do to help Niue?”*

*“Why is Peka important to the forest?”*

*“How can we look after nature like they did?”*

Finish with a gentle Niuean song or a short dance to celebrate their learning.

## VOYAGE 10.1

### Planned Learning

Experience: Learning and sharing interesting facts about Niue

## b) Understanding the Importance of Hifi Ulu – Niuean Haircutting Ceremony

|                   |                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Family and Community   Whānau Tangata                                                                                   |
| <b>Strand:</b>    | Belonging   Mana Whenua                                                                                                 |
| <b>Goal:</b>      | Tamariki experience an environment where they feel comfortable with the routines, customs, and regular events.          |
| <b>Objective:</b> | Tamariki will develop a sense of belonging and cultural identity by exploring and sharing interesting facts about Niue. |

### What is Hifi Ulu?

*Hifi Ulu* is a very special celebration in Niue. It's a haircutting ceremony that shows a boy is growing up. His family and friends come together to cut small pieces of his hair, give him gifts, and show love and respect. It's a way of saying, "We're proud of you!"

This activity helps tamariki learn about *Hifi Ulu* through music, play, and drawing. It uses the short documentary **Hifi Ulu** and songs from the **Pasifika Beatz Niuean Songs** playlist to make learning fun and meaningful.

### Materials Needed:

- Pictures or short video clips from the [Hifi Ulu](#) documentary (i.e. 8:28-10:18)
- Niuean decorations (tapa cloth, shells, mats)
- Coloured ribbons (to pretend they are hair)
- A soft toy or puppet (to be the child in the ceremony)
- Music from the Pasifika Beatz Niuean playlist
- Paper and crayons

### Activity Steps:

#### 1. Create a Niuean Space

- Decorate your room with tapa cloth, shells, and mats.

- Play Niuean songs like "Ulu, Tukeua (Head, Shoulders)" to set the mood.

#### 2. Learn About Hifi Ulu

- Show tamariki a short video or picture of the ceremony.
- Talk about how family members help cut the hair and give gifts.
- Use simple words like: "This is a haircut party to show love and pride."

#### 3. Pretend Play

- Use a soft toy or puppet as the child.
- Let tamariki take turns "cutting" a ribbon from the toy's hair.
- They can give a small gift or say something kind, like "You're special!"

#### 4. Draw and Share

- Ask tamariki to draw their own Hifi Ulu celebration.
- They can include family, decorations, and gifts. Let them share their drawings and say what they liked about the ceremony.

#### 5. Celebrate Together

Sit in a circle and talk about what they learned. Finish with a fun Niuean song or dance—maybe "Ko e Tau Manu (Animals)" or "Ko e Tau Vahā (Times of Day)".

## VOYAGE 10.1

### Planned Learning

Experience: Learning and sharing interesting facts about Niue

### c) Learning About Fakaalofa Lahi Atu

|                   |                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Family and Community   Whānau Tangata                                                                                   |
| <b>Strand:</b>    | Belonging   Mana Whenua                                                                                                 |
| <b>Goal:</b>      | Tamariki experience an environment where they feel comfortable with the routines, customs, and regular events.          |
| <b>Objective:</b> | Tamariki will develop a sense of belonging and cultural identity by exploring and sharing interesting facts about Niue. |

#### What is Fakaalofa Lahi Atu?

*Fakaalofa Lahi Atu* means “Greetings to you all” in Vagahau Niue. This cheerful song teaches tamariki how to greet others in the Niuean way, while also encouraging movement and counting. It’s a fun way to learn about Niuean culture, language, and values like kindness and togetherness. It uses the song *Fakaalofa Lahi Atu* from the *Pasifika Beatz Niuean Songs* playlist.

#### Materials Needed:

- Song: *Fakaalofa Lahi Atu* from the *Pasifika Beatz Niuean Songs* playlist.
- Speakers or device to play the song
- Niuean decorations (e.g. tapa cloth, shells, mats)
- Printed lyrics or visual aids showing key words (e.g. “fakaalofa,” “taha, ua, tolu, fa”)
- Paper and crayons
- Optional: scarves or ribbons for movement

#### Activity Steps:

##### 1. Create a Niuean Space

- Decorate the room with tapa cloth, shells, and mats.
- Play the song “**Fakaalofa Lahi Atu**” to set the mood.
- Introduce the word *fakaalofa* and explain it means “greetings” or “hello” in Niuean.

##### 2. Learn the Song Together

- Play the song and sing along with tamariki. Use actions to match the lyrics—shake hands, move your body, and count together:  
**Taha (1), Ua (2), Tolu (3), Fa (4)**
- Repeat the greeting: “*Fakaalofa kia mutolu oti*” – “Greetings to you all!”

##### 3. Movement and Play

- Encourage tamariki to dance and move with the music.
- Use scarves or ribbons to wave while singing and counting.
- Let them greet each other using *fakaalofa* and a friendly wave or hug.

##### 4. Draw and Share

- Ask tamariki to draw themselves greeting someone in a Niuean way.
- They can include smiling faces, waving hands, and colourful decorations.
- Invite them to share their drawings and say “*Fakaalofa!*” to the group.

##### 5. Celebrate Together

- Sit in a circle and talk about how it feels to greet others kindly.
- Finish with a group dance or another Niuean song from the playlist, such as “*Ko e Tau Lanu* (Colours)” or “*Ko e Tau Manu* (Animals)”.

## VOYAGE 10.2

### Planned Learning

### Experience: Learning about Private Body Parts

#### a) Where my togs cover is private

|                   |                                                                                                                                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Empowerment   Whakamana                                                                                                                                                                                                                                             |
| <b>Strand:</b>    | Well-being   Mana Atua                                                                                                                                                                                                                                              |
| <b>Goal:</b>      | Tamariki experience an environment where they are kept safe from harm.                                                                                                                                                                                              |
| <b>Objective:</b> | Tamariki will identify private body parts, understand that these are private and should not be touched without permission, and respect everyone's right to keep their body private—empowering them to protect personal boundaries and uphold the dignity of others. |

Tamariki will learn to identify which parts of their body are private by using the “bathing suit rule.” They will understand that boys and girls wear different swimsuits, and know that no one should ask to look at or touch their private parts, or ask them to look at or touch someone else’s.

#### Materials Needed

- Printed outlines of a boy and a girl (see pg 2 of [Alliance for Children ‘Talking to our children about private parts’ resource](#))
- Crayons, markers, or coloured pencils
- Chart paper or whiteboard
- Device with internet access and speakers
- [‘These are my private parts’](#) - Learn Body Safety for Toddlers and Kindergarten Youtube clip.

#### Activity Steps

##### 1. Introduction and Whānau Circle

- Gather tamariki and explain: *“Today we’re learning about our bodies and how to keep them safe. Some parts of our bodies are private, and we use our togs (swimming clothes) to help us know which parts are private.”*
- Show examples of boys’ and girls’ swimsuits.

##### 2. Drawing Activity

- Give each tamaiti a body outline (boy or girl).
- Ask them to draw togs/swimming clothes on the outline, using crayons or markers.
- As they draw, discuss: *“The parts covered by your togs are private. No one should ask to look at or touch those parts.”*

##### 3. Discussion: Boys and Girls Wear Different Swimsuits

- Show or discuss how boys’ togs usually cover two private parts (penis and bottom), and girls’ togs cover three (vulva, bottom, and chest).
- Reinforce: *“Everyone’s body is special and private.”*

#### 4. Body Safety Rules

Together, say these rules:

- No one should ask to look at or touch the parts of our bodies covered by our togs.
- We should not be asked to look at or touch where someone else's togs cover.

#### 5. What To Do If Someone Breaks the Rules

- Teach tamariki to say "NO!", get away, and tell a trusted adult.
- Practice with simple role play: "If someone tries to break the rule, what can you say? What can you do?"

#### 6. Song Activity: "These Are My Private Parts"

Introduce the song ["These Are My Private Parts"](#).

Play the video and encourage tamariki to sing along. Discuss the message of the song and how it helps us remember the body safety rules.

#### 7. Reassurance

Remind tamariki: "If you ever need to tell a trusted adult, they will not be mad or upset. They want to help you stay safe."

#### 8. Reflection

Ask tamariki to share one thing they learned or one trusted adult they can talk to.

## VOYAGE 10.2

### Planned Learning Experience: Learning about Private Body Parts

#### b) Learning the Names of Our Private Parts

|                   |                                                                                                                                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Empowerment   Whakamana                                                                                                                                                                                                                                             |
| <b>Strand:</b>    | Well-being   Mana Atua                                                                                                                                                                                                                                              |
| <b>Goal:</b>      | Tamariki experience an environment where they are kept safe from harm.                                                                                                                                                                                              |
| <b>Objective:</b> | Tamariki will identify private body parts, understand that these are private and should not be touched without permission, and respect everyone's right to keep their body private—empowering them to protect personal boundaries and uphold the dignity of others. |

This learning experience is designed to help tamariki learn the correct names for private body parts—breasts, nipples, vulva, penis, testicles, scrotum, and bottom. Through this activity, tamariki will come to understand that these parts are private and special, supporting their body awareness and helping to create a safe, respectful environment for open conversations about body safety.

#### Materials Needed:

- Device with internet access and speakers (to play the video)
- Story: [‘Private Parts are Private’](#) Read by author Jayneen Sanders
- Anatomically correct boy and girl dolls
- Printed body outlines (boy and girl) - either drawn by kaiako or printed body outline. A Body outline can be downloaded from the [Keeping Ourselves Safe](#) resource - Focus Areas 2 ‘My body is my own’ (see pages 9 and 10)
- Crayons, markers, or coloured pencils
- Song: [“These Are My Private Parts”](#).

#### Activity Steps:

##### 1. Introduction and Whānau Circle

- Gather tamariki and explain: *“Today we’re going to learn the names of all the parts of our bodies, including the private parts. All parts of our bodies are important and special.”*
- Emphasise that private parts are the ones covered by our togs or underwear.

##### 2. Watch the Video

- Play the video “Private Parts are Private” for the group.
- Pause as needed to check for understanding or answer questions.

##### 3. Using Anatomically Correct Dolls

- Introduce the anatomically correct boy and girl dolls.
- Gently and respectfully show the dolls to the group, pointing out and naming each private part: breasts, nipples, vulva, penis, testicles, scrotum, and bottom.
- Encourage tamariki to repeat the names and ask questions if they are curious.

#### 4. Discussion

- Ask tamariki: *“What did you notice in the video and with the dolls? What are the names of the private parts?”*

#### 5. Body Safety Rule

- Sing the song [\*“These Are My Private Parts”\*](#).

#### 6. Reflection

- Ask tamariki to share one thing they learned or one rule they remember about private parts.

#### Extension:

Send a simple note home to whānau explaining the importance of using correct terms for private parts and encouraging open, shame-free conversations at home.

## VOYAGE 10.2

### Planned Learning

### Experience: Learning about Private Body Parts

#### c) Our Amazing Bodies

|                   |                                                                                                                                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Empowerment   Whakamana                                                                                                                                                                                                                                             |
| <b>Strand:</b>    | Well-being   Mana Atua                                                                                                                                                                                                                                              |
| <b>Goal:</b>      | Tamariki experience an environment where they are kept safe from harm.                                                                                                                                                                                              |
| <b>Objective:</b> | Tamariki will identify private body parts, understand that these are private and should not be touched without permission, and respect everyone's right to keep their body private—empowering them to protect personal boundaries and uphold the dignity of others. |

#### Background:

Tamariki will learn to name and identify different parts of the body, including genitals, using correct and respectful language. This is supported by the *Keeping Ourselves Safe* programme from the New Zealand police.

#### Materials Needed:

- Puppets or dolls (with anatomically correct features if available)
- Large body outline posters (either drawn by kaiako or printed body outline). A Body outline can be downloaded from the [Keeping Ourselves Safe](#) - Focus Areas 2 'My body is my own' resource - see pages 9 or 10)
- Marker pens
- Sticky notes
- Body Parts labels - from [Keeping Ourselves Safe](#) - Focus Areas 2 'My body is my own' pages 7 and 8 for kaiako reference
- Picture cards of body parts (optional)

## Activity Steps:

### 1. Whānau Circle Time

Begin with a karakia or waiata to settle the group.

Introduce the topic: *"Today we're learning about our amazing bodies and all the parts that help us move, think, play, and feel."*

Use a puppet or doll to model curiosity: *"Fao, the puppet wants to know what this part is called!"*

### 2. Body Outline Poster – Group Naming

Display the large body outline poster.

Invite tamariki to name body parts they know. As they name them, write the words directly on the poster.

When genitals come up, gently introduce the correct terms:

*"Some people call this part different names. The correct word is 'penis' or 'vulva'. Let's add those to our poster too."*

If tamariki use pet names (e.g., "willy," "front bum"), write those on sticky notes beside the poster and discuss:

*"That's a name some people use at home. The name doctors and teachers use is 'penis' or 'vulva'. Can we find those on our list?"*

### 3. Matching Game – "Name That Part!" (10 mins)

- Use body part labels and ask tamariki to match them to the correct part on the poster.
- Encourage teamwork and discussion: *"Where do you think this goes?" "What does this part help us do?"*
- Use puppets to act out scenarios where the puppet is curious or confused about body parts.
- Let tamariki answer the puppet's questions and help it learn the correct names.

### 4. Puppet Role Play – "Fao's Questions"

- Use puppets to act out scenarios where the puppet is curious or confused about body parts.
- Let tamariki answer the puppet's questions and help it learn the correct names.

### 5. Reflection and Display (5 mins)

- Celebrate the learning: *"Look at all the parts we know now!"*
- Display the completed poster in a respectful and visible area of the classroom.
- Reinforce that all body parts are important and deserve respectful names.

## VOYAGE 10.3

### Planned Learning

Experience: Recognise consent and non-consent through words and body language

### a) Little Birdy on a Tree – Respecting My Bubble

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Relationships   Ngā Hononga                                                                       |
| <b>Strand:</b>    | Communication   Mana Reo                                                                          |
| <b>Goal:</b>      | Tamariki experience an environment where they develop verbal and non-verbal communication skills. |
| <b>Objective:</b> | Tamariki can identify and use words and body language that give and do not give consent.          |

#### Background:

To help tamariki recognise their personal space and the importance of consent using song, movement, and emotional awareness, framed through the imagery of a little bird and its tree.

#### Materials Needed:

- Device with internet access and speakers
- Song: [Punua manu tose i luga he akau](#) (Little Birdy on a Tree) from Plunket and Pasifika beats
- Feather props or bird puppets (optional)

#### Activity Steps:

##### 1. Welcome & Warm-Up

Gather tamariki in a circle and welcome them warmly. Introduce the character: *“This is Little Birdy. Little Birdy lives in its own tree. Just like Little Birdy has its own space, each of us has our own body and space that belongs just to us.”*

Say: *“Our bodies are special and belong to us. That means we get to say what feels okay and what doesn’t. That’s called **consent**.”*

Invite tamariki to flap their wings like Little Birdy and say “tweet tweet!” in:  
*English: “Tweet tweet!” and Vagahau Niue: “Tui tui!”*

##### 2. Sing & Move

Play or sing [Punua manu tose i luga he akau](#) (Little birdy on the tree). As you sing, model gentle, expressive movement: When the bird feels safe, it flaps or sings happily. When someone comes close without asking, it turns away or hides. Reinforce that the bird’s feelings matter—just like our own.

##### Interactive Role Play

Using props or imaginary play, encourage tamariki to act out birdy scenarios, some as birds, and others are trees:

One child asks, “Can I come near your tree?” or “*Fakatū mua?*”

The other responds using an image or gesture: a smile and wave for “yes”, a hand up or head shake for “no”. Emphasise that every answer is okay, and saying “no” is just as kind and important as saying “yes”.

### 3. Feelings and Reflection

Ask tamariki: *“How does the birdy feel when someone gets too close?” “What can we do if the birdy says no?”*

Support children to name feelings like *fia nofo tokotaha* (wants to be alone) and affirm their right to space.

### 4. Closing Circle

Gather tamariki back into a circle and invite them to sit quietly like Little Birdy resting in its nest.

Reflect together:

*“What did we learn about our bodies today?”*

*“How can we help others feel safe like Little Birdy?”*

*“What can we say if someone comes too close and we don’t feel ready?”*

Affirmation chant (repeat together):

*“My body belongs to me. I can say yes. I can say no. I can ask for help.”*

Closing movement:

Invite tamariki to gently flap their wings one last time and say:

*English: “Tweet tweet!” and Vagahau Niue: “Tui tui!”*

## VOYAGE 10.3

### Planned Learning

Experience: Recognise consent and non-consent through words and body language

### b) Understanding consent through storytelling

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Relationships   Ngā Hononga                                                                       |
| <b>Strand:</b>    | Communication   Mana Reo                                                                          |
| <b>Goal:</b>      | Tamariki experience an environment where they develop verbal and non-verbal communication skills. |
| <b>Objective:</b> | Tamariki can identify and use words and body language that give and do not give consent.          |

#### Background:

This experience helps tamariki understand the basics of asking for permission, respecting personal boundaries, and recognising when someone says “yes” or “no.”

#### Materials Needed:

- Device to play the YouTube clip
- [‘What is Consent? Explained for Kids’](#) A 2 minute clip by Little Justice Leaders.
- Puppets or dolls (representing Layla and Carlos)
- Large paper and markers for superhero shield drawings
- Space for movement and role play

#### Activity Steps:

##### 1. Welcome & Story Introduction

Gather tamariki in a circle. Say: *“Today we’re going to learn how to be kind and respectful superheroes by listening to each other’s feelings and boundaries.”*

##### 2. Watch the Clip

Play the first part of the video where Carlos is playing with a toy and Layla asks to play with it (up to 0.47)

Pause and ask:

*“What did Carlos say?”*

*“Did Layla listen to him?”*

*“What does it mean when someone says ‘no’?”*

Play second part: Personal Space and Feelings matter (0.47-1.10). Pause and ask:

*“What is personal space?”*

*“Why do feelings matter?”*

##### 3. Puppet Role Play – Layla & Carlos

- Use puppets to act out the scene:

Carlos is playing with a toy.

Layla asks, “Can I play with it?”

Carlos says, “No, thank you.”

Layla respects his answer and finds another toy.

Let tamariki take turns being Layla and Carlos, practicing asking and responding with their own words and gestures.

#### 4. Boundaries Are Superpowers!

Play clip from 1:11 - this explains boundaries:

*"Boundaries are like superhero shields. They help us feel safe and happy."*

Ask tamariki to draw their own superhero shield with things that help them feel safe (e.g., kind words, space, hugs with permission).

Encourage them to share what their shield protects them from (e.g., unwanted touch, loud noises, being too close).

#### 5. Movement & Personal Space Practice

Play a game where tamariki move around the room and practice asking:

*"Can I give you a hug?"*

*"Can I sit next to you?"*

Responses can be spoken or shown with body language (e.g., smile and open arms for yes, hand up or turning away for no).

Reinforce:

*"No means no—and that's okay. Respecting someone's 'no' is being a kind friend."*

#### 6. Reflection & Wrap-Up

Gather tamariki in a circle. Ask:

*"What did we learn about our bodies today?"*

*"How can we be respectful superheroes?"*

End with a group affirmation:

*"My body belongs to me. I can say yes or no. I respect others' boundaries."*

## VOYAGE 10.4

### Planned Learning Experience: Understanding Safe and Unsafe Touch

#### a) Understanding Our Feelings, Safety, and Body Clues

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Holistic Development   Kotahitanga Relationships   Ngā Hononga                                                            |
| <b>Strand:</b>    | Wellbeing   Mana Atua<br>Communication   Mana Reo                                                                         |
| <b>Goal:</b>      | To help tamariki differentiate and communicate safe and unsafe touch and know what to do if they experience unsafe touch. |
| <b>Objective:</b> | Tamariki will learn to recognise safe and unsafe situations, developing strategies to seek help and ensure their safety.  |

#### Background:

This two-part learning experience supports tamariki aged 4–5 in developing emotional awareness, recognising when they feel safe or unsafe, and noticing the physical signals their bodies give them in response to different feelings.

#### Materials Needed:

- Open space for movement
- Music player
- Music: Both upbeat and calming (note: you may wish to play [Pasifika Beatz Niuean Songs](#))
- Storytelling voice or props (optional: plush toy, blanket, thunder sound effect)
- Drawing paper and crayons
- Optional props: soft blanket, cuddly toy, or quiet corner setup, [‘Recognising my body cues’](#) image by the Daniel Morcombe foundation.

#### Part 1: Game – Recognising Our Feelings

##### Activity: “Emotions Freeze”

1. Play music and let tamariki dance freely.
2. Pause the music and call out a feeling (e.g., “excited!”, “scared!”, “angry!”, “shy!”). Tamariki freeze in a pose that shows that feeling.
3. Ask:  
*“How did you feel when the music was playing?”*  
*“How did you feel when you had to freeze?”*  
*“Was it easy or hard to show a feeling with your body?”*
4. Extend with questions:  
*“How might you feel if you were starting at a new school?”*  
*“How might you feel if you swung really high on a swing?”*

## Part 2: Story – Safe and Unsafe Feelings

### Story: “Peka and the Loud Thunder”

*Peka the flying fruit fox is playing outside when she hears loud thunder. She feels scared and flies to her nana for a cuddle. Her heart beats fast, her wings shake, and she wants to hide. But when she's with her nana, her body starts to feel calm again—her wings stop shaking, her heart slows down, and she feels warm and safe.*

### Activity Steps:

#### 1. Storytelling & Discussion

- Tell the story of Peka using expressive voice or props.

#### 2. Exploring Unsafe Feelings

- Ask tamariki:  
*“What do you think Peka felt when she heard the thunder?”*  
*“What did her body do when she felt scared?”*  
*“What helped Peka feel safe again?”*  
*“Can you think of a time you felt unsafe?”*  
*“What did your body feel like?”*  
*“Who helped you feel safe?”*
- Note: You may wish to show tamariki an example of different body clues from [‘Recognise my body clues’](#) by the Daniel Morcombe Child Safety Curriculum.

#### 3. Exploring Safe Feelings

- Ask tamariki:  
*“What does it feel like when you feel safe?”*  
*“Where do you feel safe?” (e.g., at home, with nana, in bed, at kindy)*  
*“What does your body feel like when you're safe?”*  
*(e.g., relaxed, warm, smiling, calm tummy)*
- **Optional calming moment:** Play soft music or nature sounds while tamariki sit quietly and think about a time they felt safe.

#### 4. Creative Expression

- Tamariki draw a picture of a time or place where they feel safe.
- Encourage them to include how their body feels in that moment (e.g., smiling face, calm hands, relaxed body).

#### 5. Wrap-Up Message:

*“Just like our bodies tell us when something feels wrong, they also tell us when we feel safe. When we feel safe, our bodies feel calm and happy. If we ever feel unsafe, we can talk to someone we trust and get help.”*

## VOYAGE 10.4

### Planned Learning Experience: Understanding Safe and Unsafe Touch

#### b) Safe and Unsafe Touch with Storytelling

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Holistic Development   Kotahitanga Relationships   Ngā Hononga                                                            |
| <b>Strand:</b>    | Wellbeing   Mana Atua<br>Communication   Mana Reo                                                                         |
| <b>Goal:</b>      | To help tamariki differentiate and communicate safe and unsafe touch and know what to do if they experience unsafe touch. |
| <b>Objective:</b> | Tamariki will learn to recognise safe and unsafe situations, developing strategies to seek help and ensure their safety.  |

#### Materials Needed:

- A printed copy or digital display of the social story booklet [“My Body Belongs to Me”](#).
- Puppets or dolls for role play and discussion.
- A device to play the YouTube song [‘That’s a Boundary’](#).
- Optional story: You may wish to read or play [‘My Early Warning Signs’](#) by author Jayneen Sanders.

#### Activity Steps:

##### 1. Welcome & Story Time

Gather tamariki in a circle and welcome them warmly.

Introduce the story:

*“Today we’re going to learn about our bodies and how we can keep them safe.”*

Read the story aloud, pausing to ask:

*“What does it mean when we say our body belongs to us?”*

*“What are private parts?”*

*“Who can we talk to if we feel uncomfortable?”*

##### 2. Puppet Role Play – Safe and Unsafe Touch

Use puppets to act out everyday scenarios:

A hug from a friend

A tickle that wasn’t asked for

Needing help in the bathroom

A stranger trying to touch

After each scenario, ask:

*“Was that a safe or unsafe touch?”*

*“What could the puppet say or do?”*

*“Who could they talk to?”*

### 3. Song & Movement

Play the song 'That's a boundary' and invite tamariki to sing along. Add simple movements to match the lyrics:

Point to themselves when singing "Please stop"  
(hands out)

I don't like that (crossing hands out)

I'm feeling uncomfortable

I need more space (both hands out)

Raise hand for "I can ask for help."

Encourage tamariki to express feelings through movement—e.g., stepping back when someone gets too close, standing tall when saying "No."

### 4. Wrap-Up Activity: Circle Reflection

- Gather tamariki in a circle and invite them to imagine they are the puppet from the role play, the character in the story, or the singer in the song. Use prompts like:  
*"If you were the puppet, what would you say if someone touched you and you didn't like it?"*  
*"If you were the character in the story, who would you talk to if you felt uncomfortable?"*  
*"If you were the singer in the song, what does it mean to be the boss of your body?"*

- Encourage tamariki to respond through movement, drawing, or simple phrases.

### 5. Movement Affirmation (3 mins)

- Lead tamariki in a gentle movement chant:
- Stand tall like superheroes and say or sing together:  
*"Please stop, I don't like that,  
I'm feeling uncomfortable, I need more space,  
Not around me, don't take it personally,  
That's just a boundary, that's a boundary."*

## VOYAGE 10.4

### Planned Learning Experience: Understanding Safe and Unsafe Touch

#### c) Respecting Personal Space and Safe Touch

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Holistic Development   Kotahitanga Relationships   Ngā Hononga                                                            |
| <b>Strand:</b>    | Wellbeing   Mana Atua<br>Communication   Mana Reo                                                                         |
| <b>Goal:</b>      | To help tamariki differentiate and communicate safe and unsafe touch and know what to do if they experience unsafe touch. |
| <b>Objective:</b> | Tamariki will learn to recognise safe and unsafe situations, developing strategies to seek help and ensure their safety.  |

#### Background:

To help tamariki understand personal space, recognise unsafe touch, and know how to respond and seek help.

#### Materials Needed:

- Video or book: [“Personal Space Invader”](#) by Harrison P. Spader
- Two puppets or dolls
- Hula hoops or mats to represent personal space
- Large paper and crayons/markers

#### Activity Steps:

##### 1. Welcome & Story Time

Gather tamariki in a circle. Introduce the story:  
*“Today we’re going to learn about personal space and how to keep our bodies safe.”*

Read or watch [“Harrison P. Spader, Personal Space Invader”](#).

Pause to ask:

*“What is personal space?”*

*“How did the other characters feel when Harrison P. Spader got too close?”*

*“How could you tell the other characters were uncomfortable?”*

##### Space Saver

What did Harrison’s dad teach him - How do we know what is good amount of space? (i.e., Space Saver, 2:09-2:31)

Have the children repeat and practice,  
*“Arms out front, then out real wide,  
now place your arms, back by your sides”*

##### What can we do?

*“What should we do if someone gets too close to us, touches us and we don’t like it?”*

## 2. Puppet Role Play – Safe and Unsafe Touch

Use puppets to act out scenarios:

A friend gives a high five (safe touch).

Someone tickles without asking (unsafe touch).

A stranger tries to hug (unsafe touch).

Ask tamariki:

*“Was that a safe or unsafe touch?”*

*“How did the puppet feel?”*

*“What could the puppet say or do?”*

*“Who could the puppet talk to?”*

## 3. Personal Space Game – “Space Bubbles”

Give each tamariki a hula hoop or mat to represent their own “space bubble”.

If a child wants to enter someone else’s space bubble, allow them to practice asking: *“Can I come into your space?”*

Tamariki can answer either “Yes” or “No”

Reinforce: We always listen and respect the answer given. If the answer is “No, thank you”, we must stay outside the bubble.

## 4. Creative Expression – “My Safe Space”

Invite tamariki to draw their own safe space or bubble.

Inside, they can draw things that help them feel safe.

Around the bubble, they can draw people they trust or ways to say “No.” For example, you may wish to show tamariki the [reaction activity sheet](#) by the Daniel Morcombe Foundation.

## 5. Wrap-Up Reflection

Gather tamariki in a circle and invite them to share their drawings if they want, or simply talk about what they learned. Ask a few simple questions:

*“What helps you feel safe?”*

*“Who can you talk to if you feel uncomfortable?”*

*“How can we show respect for each other’s space?”*

Affirm their learning:

*“You all did a wonderful job learning about personal space and safe touch.”*

*“Remember, your body belongs to you. It’s always okay to say ‘No, thank you’ if someone is too close or touches you in a way you don’t like.”*

*“And if you ever feel worried or unsure, you can always talk to a trusted adult.”*

End with a positive group activity:

Do a group “space saver” movement together:  
*“Arms out front, then out real wide, now place your arms back by your sides.”*

Finish with a group cheer:

*“We keep each other safe!”*

## VOYAGE 10.4

### Planned Learning Experience: Understanding Safe and Unsafe Touch

#### d) Fao and Tama teach us what's safe

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Principle:</b> | Holistic Development   Kotahitanga Relationships   Ngā Hononga                                                            |
| <b>Strand:</b>    | Wellbeing   Mana Atua<br>Communication   Mana Reo                                                                         |
| <b>Goal:</b>      | To help tamariki differentiate and communicate safe and unsafe touch and know what to do if they experience unsafe touch. |
| <b>Objective:</b> | Tamariki will learn to recognise safe and unsafe situations, developing strategies to seek help and ensure their safety.  |

#### Background:

Tamariki will learn to identify situations that are okay and those where they should talk to a trusted adult. Note: this scenario was adapted from the Alliance for Children [‘Talking to our children about private parts’](#) resource.

#### Materials Needed:

- Two puppets:
- **Tama** (child puppet who says “That’s okay!”)
- **Fao** (adult puppet who says “Let’s tell a trusted adult.”)
- Body movement choices:
- **Thumbs up** = “That’s okay.”
- **Hand up (stop sign)** = “I need to tell a trusted adult.”
- **Step forward** = “I feel safe.”
- **Step back** = “I feel uncomfortable.”
- Role play stations:
- **Safe Zone** (green mat or corner)
- **Tell Zone** (red mat or corner)
- Device to play YouTube clip: [‘That’s a Boundary’](#)

#### Activity Steps:

##### 1. Introduction

Gather tamariki in a circle and introduce the puppets:

*“This is Tama and Fao. They’re here to help us learn about what’s okay and what’s not okay when it comes to our bodies.”*

Explain: *“Sometimes things happen that feel okay, and sometimes they don’t. If something doesn’t feel right, we can talk to a trusted adult.”*

##### 2. Puppet-Guided Scenarios

Use **Tama and Fao** to act out each scenario. After each one, tamariki respond using **body movements** or by walking to the **Safe Zone** or **Tell Zone**.

##### Example Scenarios:

**Fao’s mum is changing his baby brother’s nappy.**  
Tama asks: “Is that okay?”  
→ Tamariki give a thumbs up or step forward to the Safe Zone.

**Tama is at the doctor, and the doctor checks his private parts with his parent in the room.**  
Tama asks: “Is that okay?”  
→ Tamariki give a thumbs up or step forward to the Safe Zone.

**A friend of Tama's parents asks him to touch their private parts and says not to tell anyone.**

Fao looks concerned: "Is that okay?"

→ Tamariki raise a hand or step back to the Tell Zone.

Fao says: "Let's tell a trusted adult."

**Fao's grandparents help his little brother with a bath.**

Tama asks: "Is that okay?"

→ Tamariki give a thumbs up or step forward to the Safe Zone.

**Tama's bottom is itchy, and his mum checks to make sure he's okay.**

Tama asks: "Is that okay?"

→ Tamariki give a thumbs up or step forward to the Safe Zone.

**Someone tells Fao he'll be in trouble if he tells anyone they touched her private parts.**

Fao says: "I feel scared. What should I do?"

→ Tamariki raise a hand or step back to the Tell Zone.

Fao says: "Let's tell a trusted adult."

**Tama's friend says his uncle touches his private parts and asks Tama not to tell anyone.**

Fao says: "I want to help my friend. What should I do?"

→ Tamariki raise a hand or step back to the Tell Zone.

Fao says: "Let's tell a trusted adult."

### 3. Discussion Time

Gather tamariki back in a circle. Ask:

*"What did Tama and Fao teach us today?"*

*"What can we do if something doesn't feel okay?"*

*"Who are some trusted adults we can talk to?"*

Close off the experience with the song ['That's a Boundary'](#)