

4. Keep the game noncompetitive. If a child moves when you did not say “Simon says,” simply point out that Simon did not tell them to do the action, laugh together, and continue with the game—no one is ever “out.” Paying attention well is the focus, rather than winning.

## **DISCUSSION: SIMILARITIES AND DIFFERENCES** 10 minutes

1. Tell the children, “Some things about our bodies are probably the same, and some things are different. What are some things that are the same about everyone in this room? Do we all have [a universal body part such as head]?” Affirm or clarify their responses. Then continue with “Now let’s talk about some things that can be different about bodies.” Have the children raise their hand or tap a foot or roll back and forth in their wheelchair if they know someone who is very tall, and again if they know someone who is very short. Say, “Some people’s skin is a dark brown color. Some people have skin that’s more tan or light brown. Some people have skin that’s pinker or light almond-colored. Skin comes in so many colors! Bodies with all colors of skin can still *do* things.”

2. Talk about people with different abilities and disabilities. Say something like, “People’s bodies work differently. For instance, some people get around by walking. Some people get around by using a wheelchair. Some people use a cane or a guide dog to help them know where things are. Some use their eyes.” Name family members and community leaders with disabilities, as well as famous people the children may know, such as the character Zoe on Sesame Street, who is autistic. Talk positively about how people do some things in different ways. Give some examples from your own community if possible. Let the children know that real people have bodies and brains that work differently.

3. Say, “Now I want to show you some toys, and some characters, so we can look at their bodies. Sometimes toys and videos and cartoons on TV have very interesting bodies!” One at a time, hold up a popular toy or tape up a picture of a well-known character. Ask the children, “What do you notice about this character’s body that is different from your body?” (Her feet don’t go flat, her middle is so small she probably can’t breathe, his feet are huge, he has giant muscles, etc.) “Do real people’s bodies look like this toy/drawing?” (No!) “What would happen if our bodies really looked like this?” (We would fall over, we wouldn’t be able to eat, etc.)

4. Conclude by saying you are glad the children know that those toys’ and characters’ bodies are not realistic. Tell them all of our bodies are wonderful and can do many things, just the way they are. Depending on the size of the group, you may choose to ask each child to share something wonderful about their body or something it can do. [Modified from an activity by the Our Whole Lives facilitators of the Unitarian Universalist Church of Tucson.]

## **DRAWING BODIES** 5 minutes

1. If the children have not already made or decorated covers for their journals in the Child Workshop during the Orientation, distribute blank journals to them. Ask them to write their names on their journals (or ask grown-ups to help them) and invite them to draw something that they would like to have on the cover

page. If they need help, invite them to ask for it. When the children have finished drawing, collect the journals.

2. Give each child a copy of Facilitator Resource 5, My Body Outline. Tell the children they can draw a picture of their own wonderful body, showing as many parts of the body as they can remember. If they need help, an adult can help them draw and can label the body parts as the children name them. When they finish, add the drawings to their journals; if you are not using binders, tape or staple the page in. If time is short, you may choose to send this sheet home and ask children to draw their picture at home and bring it back at the next workshop. Tell them that when they bring the pictures back you will put them in their Our Whole Lives journals.

## CLOSING

5 minutes

1. Sing the song “Head, Shoulders, Knees, and Toes” from Facilitator Resource 3. Model using two hands to touch each body part named as you sing. Consider making up more verses naming more body parts for the children to touch, using some of the ones you’ve been discussing: “Shoulder and elbow, and leg and ankle...” If children are present who have mobility aids or devices, facilitators should include them in the song, e.g., “head, wheelchair, brace, and toes, brace and toes.” If time allows, you can try singing the song slowly, then at medium speed, and then very fast.
2. Briefly summarize the workshop activities and highlight the fact that each person has an amazing body capable of doing many different things. Lead the group in singing the closing song, “Until We Meet Again,” from Facilitator Resource 3.
3. Distribute the Workshop 1 HomeLink to the parents/caregivers as they pick up the children. Say goodbye to each child and parent/caregiver individually.

## FACILITATOR REFLECTION AND PLANNING

Reflect on these questions and discuss them with your co-facilitator:

1. How do I feel about today’s workshop? What worked best, and why?
2. If I were to facilitate this workshop again, what would I do differently? Why?
3. Do any of the children in the group need special attention from me? If so, who, and what kind of attention?
4. What preparations do I need to make for the next workshop?