

# Embracing Changes While Growing Up

## *Lesson Plan*

**Resource:** H&PE Elementary Resources

**Unit:** Human Development and Sexual Health

**Grade(s):** 2

**Lesson:** 1 of 5

## H&PE Curriculum Expectations

**2019 H&PE Curriculum Expectations:** A1.3, A1.5, D1.4, D1.5

## Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- Images of a diverse range of people to represent different races, cultures, body types, body sizes, gender, ability and disability
- Populated sticky notes (paper or online interactive tool)
- **Teacher Resource: Checkbric**

## Learning Goals

- We are learning about the stages of human development and the factors that are important to help us grow and be healthy.
- We are learning to appreciate how our bodies work and how to continue appreciating our body as we grow and change.

# Overall Assessment

Using the Teacher Resource: Checkbric, observe students and provide verbal and written feedback on their ability to understand the basic stages of human development and factors that are important for healthy growth and development.

## Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Write the following words for students to reference: infant, child, adolescent, adult, older adult. Show students the diverse images of people. Using a [Popcorn Strategy](#), have students guess the stage of development of the individual and why they identified them in that stage (e.g., they look like a baby, they look like my caregiver who is an adult, they look old). Add the following age ranges to the stages of human development for students to reference: Infant, 0-1 year; Child, 2-10 years; Adolescent, 11-18 years; Adult, 19-64 years; Older adult, 65+. Explain that these are the five basic stages of human development that make up the human life cycle. Ask students to identify and call out their current stage of development.

*(The age ranges to the stages of human development were adapted from: Annenberg Learner (n.d).*

**Discovering Psychology: Life Span Development**)

## Action

Divide students into five small groups and assign each group one of the five stages of human development. Provide groups access to a shared document. Have groups create their own image of someone who is in their assigned stage of development. Have groups identify people they know who are also in that stage of development (e.g., relative, friend, coach, community members). Have students share their image with the class.

Prior to the next activity, write the following developmental milestones on sticky notes, one note per milestone (note: omit the developmental stage identified in brackets):

- learning to walk (infant)

- learning to climb downstairs (infant)
- learning to talk/communicate (child)
- learning how/when to use a toilet (child)
- learning right and wrong (child)
- learning to ride a bike (child)
- learning to read (child)
- friends become increasingly important (child or adolescent)
- relationships with friends can be both positive and negative (child or adolescent)
- going to high school (adolescent)
- going to post-secondary school (adolescent or adult)
- getting a job (adolescent or adult)
- being able to vote (adolescent)
- living away from family (adolescent or adult)
- working and taking care of family (adult)
- grey hair and wrinkles begin to develop (adult)
- retiring from work (older adult)
- memory may not be as good (older adult)

Post the sticky notes for students to view. Review the milestones with students and explain any unfamiliar words. Have groups identify the developmental milestones that they think occur at their assigned stage of development (e.g., infants learn to walk and climb stairs, adolescents go to high school, adults get a job, older adults retire from work). Invite groups to share their choices with the class, clarifying student understanding of the milestones that occur at each stage of development. As students correctly identify each milestone, place the sticky note on the group-created images that represents the corresponding stage of development.

Inform students that while these developmental milestones generally occur in one specific phase of development, sometimes they happen in other stages. Provide an opportunity for students to share which milestones they think might occur in other stages of development.

Use the following teacher prompts to engage students in a large-group discussion about the physical changes that occur through each stage of development and the importance of appreciating their body as they grow.

**Teacher prompt:** “Think about each stage of development you will go through in your life. How does our body physically change as we grow through each stage? Describe what may stay the same, and what may change as we grow up.”

*Student responses:*

- “As you grow, you get taller and bigger. Your bones and muscles grow.”
- “My sibling is in high school, and they got very tall in a short amount of time.”
- “My grandparents stopped growing, and I noticed that their skin is getting wrinkly and their hair is turning grey.”

**Teacher prompt:** “Sometimes milestones happen at different times for different people. Sometimes adults retire before age 65. Sometimes people go to post-secondary school later in life. Sometimes children learn to walk at age two or three. Some milestones are culturally based and can be different for each person. Every person’s body is unique, and it’s important to recognize and appreciate what our body can do as we grow up. How can we show appreciation for the things we do, and what our bodies can do as we grow up?”

*Student responses:*

- “It’s okay if we reach milestones at different times than other people around us. We are all different in unique ways and develop at our own time. For example, my parents told me that I learned how to walk when I was 1 year old, and my younger sister learned how to walk when they were 3 years old.”
- “In my culture, when someone reaches a certain age, we celebrate with family and close friends. It is a big deal when we grow up, and the celebration is a way to remember this special time in our life.”

- “My aunt decided to go back to school to learn how to become a teacher when they were an adult because they wanted to change their job. I think it’s neat when adults go back to school to learn something new.”
- “I am proud that I can walk, run, and even ride a 2-wheeler bike.”
- “I use a wheelchair and enjoy going to my community playground because it has an accessible swing.”
- “Having friends is important to me because I share the same hobbies and activities as them. I like playing with my friends because they make me laugh.”

**Teacher prompt:** “Part of appreciating our body is knowing the factors that help it grow and be healthy. What are some things that you can do that show appreciation for your body and help it grow and be healthy?”

*Student responses:*

- “I know that when I am physically active, I am happier and ready to learn. I like to be outdoors, so I always find a way to play tag games with my friends at recess time.”
- “I make sure I go to bed early every night to get enough sleep.”
- “My teeth are part of my body, and I take care of them by brushing them every morning and at night.”
- “I make sure I follow rules, so I stay safe and avoid getting hurt.”
- “I know the supportive adults in my family who can help me when I need it.”
- “I show appreciation for my body by finding time to move and play and go on a nature walk with my family.”
- “Eating healthy foods is like giving fuel for my body to be at its best. I enjoy eating the fruits and vegetables in the snack program at my school. I know that these foods are good for my body and eating them at school allows me to enjoy these foods with my friends.”

Reinforce with students that eating well, being active, getting enough sleep, having people who care about you and following rules and procedures to stay safe are important for healthy growth and living at any stage of life.

## Consolidation

Have students create a picture of their family or a family from their favourite book, TV show or movie, including each person's name and their stage of development. Have students identify two factors that are important for healthy growth and living throughout life. Invite students to share their picture with others.