

The Wonders and Worries of Growing Up

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 2

Lesson: 2 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.1, A1.3, A1.5, D1.5, D1.6

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- Paper and appropriate writing, drawing and colouring utensils
- [Teacher Resource: Checklist](#)

Learning Goals

- We are learning how to identify and appreciate how our bodies work and how to continue appreciating our body as we grow and change.
- We are learning how our body and brain respond to challenging or uncomfortable situations and what we can do to feel better.

Overall Assessment

Using the Teacher Resource: Checklist, observe students and provide verbal and written feedback on their ability to identify and appreciate how their bodies work, how their body and brain respond to challenges, and what can be done to feel better.

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.

Have students draw a self-portrait to represent 'A Glowing Me'. Instruct students to draw a full body version of themselves on a piece of paper. Encourage students to include details that represent themselves (e.g., colour of their hair, skin, eyes, etc.).

Ask students to list all the 'glowing' things their body helps them do on the outside of their self-portrait. For example: "My legs help me run and play tag with my friends." "My eyes help me see the beautiful flowers and trees outside." "I have strong arms to help me wheel my wheelchair." "My hands help me paint and express how I feel through art."

Invite students to share their self-portraits and 'glowing' features with their classmates. Reinforce with students that their bodies' job is to work a certain way, not to look a certain way.

Action

Review the five stages of human development from Lesson 1 and some of the developmental milestones that occur at each stage. Remind students that developmental milestones generally occur in one specific phase of development but can sometimes happen in other stages.

Using Direct Instruction, remind students that as they grow, their body changes. Explain that their body and brain respond to these changes in various ways. For example, they may have uncomfortable feelings as they get taller or bigger, or feel nervous knowing that they are going to have more responsibilities as they become more independent. These feelings are normal and their body may let them know about these feelings in different ways.

Create a **T-Chart** with four quadrants for students to reference. Label the upper left quadrant 'Wonders' and the upper right quadrant 'Worries'. Label the lower left quadrant 'Body/Brain Responses' and the lower right quadrant 'Things I can do'. Using a **Think, Pair, Share** strategy and the following teacher prompts, lead a large-group discussion about the changes that occur at the students' current stage of development, and their body and brain's responses to these changes (record student responses in the 'Wonders' and 'Worries' quadrants on the T-Chart).

- **Teacher prompt:** "Think about the stage of development you are in right now. In the child stage, there are many things that change as you enter this stage of human development. Think about how your responsibilities and the things you like to do are changing. What are some changes that happen in this stage that you are cheerful and happy about? What are some changes that happen in this stage that you are worried about?" *Student responses:*
 - "Wonder – I noticed that I am growing. My bones and muscles are growing and I am getting taller and bigger. I am happy to be able to grow up because now I can move across the climbing station at the playground."
 - "Wonder – Now that I am older, I can help out around my home with different chores. My parents let me pack my own lunch. I like to make my own sandwich because I get to choose what goes in it."
 - "Wonder and Worry – As I am growing up, I am making new friends each year. This is exciting and scary for me because sometimes I get nervous when I meet new people. I'm learning that once I get to know them, there are a lot of neat things I have in common with them."
 - "Worry – Learning new things in school can be a challenge for me. I am still learning how to read and I try my best to read more books at my level to help me build my reading skills."
 - "Worry – I want to try out new activities at my community centre, but I worry that I won't be able to do them or that I might get hurt. I follow the safety rules to help me cope with my worries."
 - "Worry – I know that when I grow up to be an adolescent and adult, I will have more responsibilities such as getting a job, paying for my own food and even a home to live in. It can be scary to have all these responsibilities."

- Use the following teacher prompts for students to generate ideas about how their body and brain might respond to challenges and what they can do to feel better (record student response in the 'Body/Brain Responses' and 'Things I can do' quadrants on the T-Chart).
- **Teacher prompt:** "When you are worried or feel uncomfortable about something, your body and your brain may let you know about it in different ways. This is something everyone experiences in different ways. What are some of the ways your body and brain might respond to these changes?" *Student responses:*
 - "I get tired and don't want to be around anyone. I feel like I want to cry."
 - "Sometimes I get confused or feel overwhelmed with everything."
 - "Sometimes I get a headache or don't feel well."
 - "I get scared or worried and I don't know what to do."
 - "Sometimes I get angry when I am confused."
- **Teacher prompt:** "It's helpful to recognize what you are feeling. What are some things that you can do to help you feel better?" *Student responses:*
 - "Sometimes I feel better after I cry or when I talk to my friends about how I am feeling."
 - "I like being on my own because it helps me calm down."
 - "When I am feeling overwhelmed at home, I play with my dog."
 - "When I'm sad, I like to play with my cat."
 - "When I'm at school, it helps me to talk to my teacher about how I'm feeling."
 - "When I have these feelings, I can draw. I noticed that when I do an activity I enjoy, I am calmer."
 - "Going for a walk with someone to get some fresh air also helps me clear my mind. I noticed that physical activity helps me feel better when I am feeling down."
- **Teacher prompt:** "How do you know if someone else might be feeling worried or uncomfortable about something? How would you help them?" *Student response:* "Sometimes you can tell by looking at someone's face but sometimes it's hard to tell how another person is feeling, so it's good to ask. If someone doesn't want to talk or play, I can give them space, but I could also check on them in case

they want to join later – or maybe ask if they want to talk.”

Consolidation

Remind students that every person’s body is unique. It is normal to experience different emotions as their body changes. It is important to focus on appreciating what their body helps them do rather than how it looks.

Have students revisit their ‘A Glowing Me’ self-portraits from the Minds-On activity. Ask them to identify and record what they can do to focus on the things their body can do, and ways they can help themselves feel better when facing challenges as they grow and change (e.g., “I can remind myself that my body is unique and appreciate what it can do”, “I can respect that we are all different and that is normal”, “I can talk to my family or friends when I am sad or go on a walk to relax”).