

# A Glowing Me, A Growing Me

## *Lesson Plan*

**Resource:** H&PE Elementary Resources

**Unit:** Human Development and Sexual Health

**Grade(s):** 2

**Lesson:** 5 of 5

## H&PE Curriculum Expectations

**2019 H&PE Curriculum Expectations:** A1.1, A1.2, A1.3, A1.5, D1.4, D1.5, D1.6, D2.3, D2.4, D2.5

## Materials

- 'A Glowing Me' student self-portraits from Lesson 1
- Student-generated responses to Consent scenarios from Lesson 3
- Student-generated self-portraits and teacher-generated T-Chart from Lesson 2
- Student-generated Stages of Human Development images and family/character pictures from Lesson 1
- [Teacher Resource: Anecdotal Recording Chart \(PDF\)](#)

## 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 what we can do 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.
- We are learning about the importance of consent and how to stand up for ourselves and others for our well-being.

## Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe students and provide verbal and written feedback on their ability to identify the stages of human development and bodily changes, the important factors for healthy growth and active living, body and brain responses to challenges, consent and how to stand up for themselves and others.

## Minds-On

Review the learning goals with the class and the co-construct success criteria that was generated with students throughout the unit. Consider posting the success criteria in the learning space for reference throughout the lesson.

Post the teacher- and student-generated materials from Lesson 1 (student-generated stages of human development images and family/character pictures), Lesson 2 (student-generated self-portraits and teacher-generated T-Chart) and Lesson 3 (consent responses). Use a [Gallery Walk](#) strategy and the following teacher prompt for students to recall what they have learned in the prior lessons.

**Teacher prompt:** “The words and images show what we have learned so far. As you pause at each station, talk with your group about what you notice about the words and images that you might not have noticed before, how the words and images show what you have learned about your body and communicating your thoughts and feelings, and questions you might still have.”

## Action

Have students remain in their group. Use the following questions to have groups engage in a small-group discussion.

**Questions:**

- “What are some ways you show appreciation for what your body can do now and as you grow?”
- “What can you do to make sure you are supporting your healthy growth and development?”
- “How does your body and brain signal to you that you are worried or uncomfortable with a situation? What are some healthy ways to cope with the feelings you are having? What can you do to get help if you need it?”
- “What can you do to help your teeth and gums stay healthy as you grow to maintain your oral health?”
- “When do we need to ask for consent? What can you do or say if you don’t want to give your consent to something? How can you stand up for yourself?”

After each question is posed and groups have had sufficient time to formulate a response, use a [Popcorn](#) strategy for groups to share their answers with the class. Encourage different group members to share their group responses. Consider posting the questions for groups to reference. Remind groups to refer to the teacher- and student-generated materials posted in the learning space during their discussion to help formulate their answers.

## Consolidation

Have students revisit their ‘A Glowing Me’ self-portrait that they created in Lesson 1 and add to their title to include the phrase ‘A Growing Me’. Using the group-generated responses as a guide, have students add to their self-portrait by including ways they have learned to care for their body, cope with uncomfortable feelings, and stand up for themselves as they grow and develop.

Have students share their completed self-portraits with an [Elbow Partner](#). Consider having students share their self-portraits with a trusted adult to share their learning.