Factors that Affect Physical and Social-emotional Development and a Healthy Body Image

Lesson Plan

Resource: H&PE Elementary Resources   **Unit:** Human Development and Sexual Health

Grade(s): 3   **Lesson:** 3 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.5, D1.5, D3.3

Materials

- 5-6 hula hoops, cones or rope for groups to create their circle

- Access to a shared document (chart paper and markers or online interactive tool)

- Sticky notes (paper or online interactive tool)

- **Teacher Resource: Anecdotal Recording Chart (PDF)**

Learning Goals

- We are learning about factors that affect our physical and social-emotional development.

- We are learning ways to develop a healthy body image.

- We are learning to identify ways of showing respect for differences in others.

Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe and provide verbal and written feedback on students' ability to identify factors that affect physical and emotional development and ways to develop a healthy body image.

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.

Use the following prompt to lead a large group discussion:

Teacher prompt: "Our body image is the way we think and feel about our physical appearance. What does it mean to have a healthy body image and what are some things that you can do to help you maintain a healthy body image?"

Student responses:

- "When you have a healthy body image, you feel good about your body and like your appearance. You feel comfortable with your body, and you accept and appreciate it."
- "I can have a healthy body image by focusing on caring for my body and what it does for me."
- "I can take time to enjoy how my body helps me be physically active and do the things I enjoy like dancing and swimming."
- "I can focus on eating well and getting enough sleep to care for my body and respect it."
- "It's important to remember that everyone's body is unique, so it's not helpful to compare my body to anyone else's."
- "I can appreciate my skills."

Consider recording student responses using a Word Web, with the words positive body image at the centre of the web, and the things that they can do to develop a positive body image in circles branching out from the centre web location.

Action

Using Direct Instruction, explain to students that there are factors that affect their physical development (for example, how their body grows and the skills they learn such as standing, crawling, walking, skipping). There are also factors that affect their social-emotional development – learning about their feelings, how to interact positively with others, how to deal with challenging situations, and building their self-awareness. There are factors they can control (e.g., foods they choose most often from what is available, choosing their friends) and other factors that they cannot control (e.g., heredity that affects body size and shape, type of hair).

Draw two large circles for students to view. Label one circle, "Factors I Can Control" and one circle, "Factors I Can't Control". Write the following factors on sticky notes (one per sticky note, to post in each circle throughout the next activity):

- sleep

- food

- physical activity

- heredity

- environment

- body image

- support from a caring adult

- sense of belonging

- peer influence

- family situation

- cultural background

- where they grew up

- the kind of activities they do

- who their friends are

Divide students into small groups of 3-4. Assign groups a designated space and provide materials to delineate a circle on the floor in their space (e.g., hula hoop, cones, rope, or lines that exist on the floor). Tell groups that you will call out a variety of factors that influence their physical or social-emotional development. After you call out each factor, groups will decide if the factor is one they can control or one they cannot control. If they decide that the factor is one they can control, they each put one foot into their circle. If they decide the factor is one they cannot control, they do not place their foot in the circle. Once groups have made their selection, place the sticky note that lists the factor in the appropriate larger circle, clarifying why the factor can or cannot be controlled. Once all factors have been placed in the two larger circles, remind students that all of these factors affect their physical and social-emotional development. Focusing on the factors they control helps them develop a healthy body image.

Write the word "acceptance" for students to view. Have students generate ideas about what acceptance looks like, feels like, or sounds like (e.g., "everyone is invited to be part of a group, feeling included, everyone helps each other with tasks").

Post the following script for students to view and read it aloud to the class:

"Having acceptance of ourselves and others means that we understand our own physical or emotional development, no matter what this might involve, and that we consider the physical and emotional needs of others too. Acceptance also means being welcoming to everyone and creating a sense of belonging, no matter their physical or emotional development. Putting yourself in someone else's shoes, considering other people's points of view and feelings, and taking part in activities, reading stories, and learning more about other cultures and abilities are all great ways to understand, appreciate, and celebrate each other. Just as you must be willing to accept what makes you unique, you must also be willing to accept the uniqueness of others. Everyone is unique and that is what makes this class, school, and community exciting."

Consolidation

Have students rejoin their groups from the Action activity. Explain to students that having a sense of belonging is important for their emotional development. Give each group an image of a burger (a bun on top and bottom with a patty in the middle) or have students draw their own burger. Explain that this is a burger feedback bun (meat or vegetarian – up to you!). Have groups discuss what they think the class is doing pretty well to help all students and adults feel included/accepted. Remind groups to refer to the Read Aloud for ideas if needed. Groups decide on the two things they think the class is best at and write one in the top part of the bun and the other in the bottom part of the bun. Groups then discuss ways they think the class could improve on making sure people feel included and record their most important/helpful/useful way on the patty. Groups then identify one or two things that the class could do to get better at this, recording their ideas around the outside of the burger. Post the complete burger buns on the wall and summarize them for the class: "Some of the things we are good at are... Things we want to get better at are... Some ways we can do this are..." (*The burger feedback bun was extracted from: Erasmus+ (2020). In scool Activities booklet: Practical classroom approaches to rights-based learning*)

Notes to Teachers

The language of "boys" and "girls" is gender interpreted. Gender-neutral language is used throughout this unit to remove gendered words. Although a sex may be assigned at birth this does not equal gender identity, nor gender expression or sexual orientation. Gender-neutral language eliminates assumptions about someone's gender identity or sexual orientation based on their appearance. It avoids reinforcing gender binaries and it respects diverse identities. The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances. The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities. For students who identify as trans or intersex, constant reminders about gender binaries can be stressful and reinforce traditional gender roles and expectations.