

2nd Grade Health

MP 2

Objectives:

SWBAT understand....

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.





2nd Grade Standards:

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

- Old standard closest comparison: 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders

Procedures:

1. Students complete student pre-survey
2. Read aloud, Pink is for Girls. Teacher follow up discussion
 - Girls AND boys can like the color pink.
 - Boys AND girls can wear blue and play together.
 - Everyone is allowed to like or wear any color they want.
3. Class share about worksheet "All About Me"
4. Student complete student post- survey

	something I can do that might surprise you is...
	someone who encourages me is...
	ACCEPTANCE means...
	what makes me special is...

Student pre-survey
Read each of the questions and bubble the answer that sounds most like you.

1) I believe I can do anything I set my mind to.
 Never Sometimes Most of the time Always

2) You can tell who someone is just by looking at them.
 Agree Disagree

3) I can only like certain things.
 Agree Disagree

Student post-survey
Read each of the questions and bubble the answer that sounds most like you.

1) I believe I can do anything I set my mind to.
 Never Sometimes Most of the time Always

2) You can tell who someone is just by looking at them.
 Agree Disagree

3) I can only like certain things.
 Agree Disagree

2nd Grade Health

MP 3

Objectives:

SWBAT understand....Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2nd Grade Standards:

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

- Old standard closest comparison: 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness

Erin's Law (2019): incorporate age-appropriate sexual abuse prevention and awareness education

Procedures:

Teachers will ask students to think about their different body parts and have students share what they already know.

Teacher will model how to play Simon Says. Students will play to show they are able to identify the different parts of the body.

Students will play The Great Body Shop (GBS) Body Parts game and demonstrate ability to use correct terminology to identify body parts.

As a whole group, the class will read and discuss The Great Body Shop Magazine 205: "When I Feel Afraid". Review the Word Wise (Vocabulary) - private, safe touch, unsafe touch, stressed, imagine, distraction.

Discuss GBS Article 205 topics - Safe/Unsafe Touches & Our Bodies Are Private.

Resources/Materials:

Great Body Shop: Article 205 - Safe/Unsafe Touches & Our Bodies Are Private

Safe and Unsafe Touches

Some touches feel good to our bodies and our feelings. We call these kinds of touches **safe touches**. Willie's teacher and Cool Dude patted him on the back when he did not win the race. Tito's mom gives him a hug. These types of safe touches made Willie and Tito feel better.

Look at Tito. Does he look happy? What is happening in the picture? What kind of touch is this? If a touch feels bad or makes you feel afraid, we call these touches **unsafe touches**.

If someone touches you in an unsafe way, you can use your "Saying 'NO!' Steps to keep your great body safe.

Step 1: Say "NO!" with your words and body. Give an excuse if you want to.

Step 2: Go to a safe place.

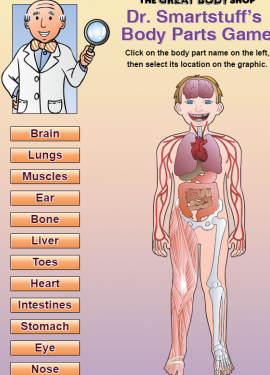
Step 3: Tell a trusted adult. Keep telling until someone helps you.

Your body is private. It belongs just to you. No one should touch it without your permission.



THE GREAT BODYSHOP
Dr. Smartstuff's Body Parts Game

Click on the body part name on the left, then select its location on the graphic.



- Brain
- Lungs
- Muscles
- Ear
- Bone
- Liver
- Toes
- Heart
- Intestines
- Stomach
- Eye
- Nose

Word Wise

private—something that is personal; a private thing is just for you

safe touch—a touch that feels good inside and outside

unsafe touch—a touch that makes you feel uncomfortable, hurt, or scared inside or outside


stressed—a feeling in the body caused by strong emotions

imagine—to form a picture in your mind

distraction—something that takes your mind away from a problem

Our Bodies Are Private

Your body is **private**. It is special and belongs just to you. No one should touch it without your permission.



My body belongs to just me!

Mine, too!

MP 4

Objectives:

SWBAT understand...All living things may have the capacity to reproduce.

2nd Grade Standards:

2.1.2.PP.1: Define reproduction.

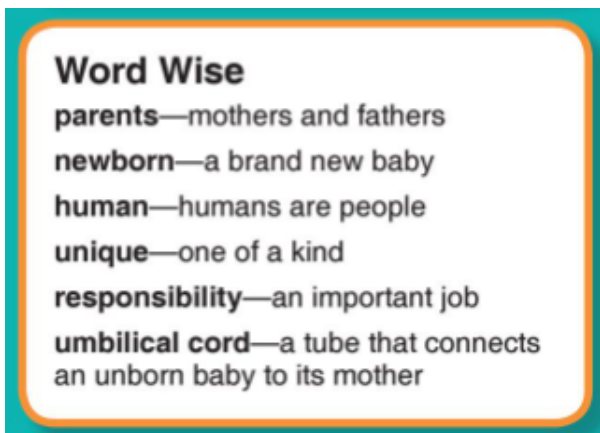
- Old standard closest comparison: 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby

Procedures:

1. What is a Life Cycle? Introduce plant life cycle using Brainpop Jr.
2. Ask students to think about how the life cycle relates to humans. The teacher will ask students to think about the word “reproduction”. What do you think it means?
3. Students will watch a video to understand the word Reproduction.
4. As a class, read the Great Body Shop Magazine 206: “Babies and How You Grew”.
5. Review the Word Wise (Vocabulary) from the GBS Magazine 206 - parents, newborn, human, unique, responsibility, umbilical cord.
6. Students will create a venn diagram to compare and contrast the way humans and animals care for their offspring.

Resources/Materials:

Great Body Shop: Article 206 - Babies and How You Grew



Word Wise
parents—mothers and fathers
newborn—a brand new baby
human—humans are people
unique—one of a kind
responsibility—an important job
umbilical cord—a tube that connects an unborn baby to its mother