

Grade: 2nd	Lesson Name: Body Image	Strand: Puberty & Adolescent Development
------------	-------------------------	--

Materials Needed:

- Body Image Handout

Other Notes:

Children are exposed to media, ranging from advertisements they see in their neighborhoods, to shows they see on television, to characters in video games they play with their friends. Media exposure influences body image on at least two distinct levels: Often, time spent engaged with media precludes being physically active and aware of the importance of our own bodies. At the same time, the media sends so many messages to children of all ages about how bodies “should” look, move, and be.

Lesson From: Teaching Tolerance

Glossary

media [ME-dee-uh] (*noun*) a way of communicating that reaches and affects a lot of people, including television, magazines, advertisements, movies, music videos, video games, and more

body image [BOD-ee IM-ij] (*noun*) how someone thinks about their own body, or how someone thinks other people look at their own body

Learning Objectives: #10

PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image

Lesson Plan:

1. Write the word “media” on the board and explain its definition to students. Ask students to brainstorm aloud what kinds of media they use most often. Chart their responses. If students are stuck, prompt them by asking what they do after school or on weekends. Do they watch television? Play video games? Encourage students to share with each other and talk about what they like and don’t like about different kinds of media.
2. Explain to students that today they will be talking about how the time they spend with media affects their bodies and their body images. Project an image of the grade level appropriate handout and go over the categories with them. Ask students to follow along as you talk through the example. For each type of media on the list, students should think about how much time they spend engaged with it, what they ARE and are NOT doing with their body during that time, and how that type of media impacts their body image.
3. *Break students up into pairs or small groups to work on the handout (see 2nd Grade Folder - Body Image Handout). As students work, circulate and make note of common themes that are coming up. If students are stuck, encourage them to talk openly with their partners for help. You can also prompt them with questions like: “When was the last time you used that type of media? What did most of the people look like? What do you like or not like about that?”*
4. *When students are finished, bring them back together and allow each pair of students to share 1 or 2 rows from their chart. Keep track of common themes that come up and ask students for their own observations. As a class, discuss any conclusions about how the time we spend with media affects our bodies and our body images.*
5. *Break students up into different partnerships and ask them to imagine that one person in the partnership is spending a lot of time engaged with a particular type of media. (Note: You may want to focus on the media your students named in step 1 to keep the exercise relevant.) Choose one student to help you model a role-play conversation in which you convince the student to use her time differently. Use arguments that focus on physical health as well as body image. Chart some possible ideas about physical health based on students’ prior knowledge—the importance of being active, for example, or of taking care of eyesight. Then, break students into partnerships to try similar role-plays on their own. Once they have role-played one way, have them switch roles. If time permits, allow each pair to share their role-plays with one other partnership.*

6. *Bring students together and ask what they learned from those role-plays, including what was challenging about the exercise. To close the lessons, ask students what they might realistically do to lessen the negative impact of media on their bodies and body images.*

Closure/Reflection:

7. *Ask each student to set a personal goal for resisting the negative impact of media. They may write down their goals or share them with partners. Be sure to check in with students periodically to see if they are working on these goals.*

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

EARLY GRADES ACTIVITY

PRE-K TO K 1 2 3 4 5 6 7 8 9 10 11 12

OUR BODIES AND THE MEDIA

Observation Chart

Type of Media	How much time per week?	What are you doing with your body?	How does it make you feel about your body, and why?
<i>Example:</i> Television	About 6 hours	Sitting on the couch	It makes me feel tired because I'm just sitting around. I also feel like I wish I could be as strong as the superheroes in my favorite shows with big muscles.
Movies			
Toys with characters (ex. Superhero action figures, princess dolls)			
Video Games			
Music and Music videos			

Grade: 2

Lesson Name: Understanding Our Bodies

Strand: Anatomy and Physiology

Materials Needed:

- Teacher's Resource: "Body Parts and Functions" (Bottom of lesson plan)
- 6 Post-Its – one each labeled with vulva, nipples, anus, shoulder, foot, and belly button
- 6 Post-Its – one each labeled with penis, nipples, anus, shoulder, foot, and belly button
- PowerPoint "Our Bodies"
- LCD projector and screen
- Computer with PowerPoint on it (See "Our Bodies" PPT in folder)

Other Notes:

A NOTE ON LANGUAGE:

You will notice that this lesson refers to "girls" and "boys" and "male" and "female" when identifying body parts. Lessons in higher grades use more precise language and begin to introduce a broader concept of gender. This lesson does, however, acknowledge that "there are some body parts that mostly just girls have and some parts that mostly just boys have. Being a boy or a girl doesn't have to mean you have those parts, but for most people this is how their bodies are." And, "Most people have a vulva and a vagina or a penis and testicles but some people's bodies can be different. Your body is exactly what is right for you."

This lesson was recommended by the WI DPI and created by Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum

Option: Teacher can separate students into sex for this lesson.

Learning Objectives: #1

AP.2.CC.1 Use proper names for body parts, including male and female anatomy

Lesson Plan:

STEP 1: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy. (1 minute)

STEP 2: Ask the students to name body parts that most people have in common.

Note to the Teacher: *Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.*

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies. (3 minutes)

STEP 3: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Direct students' attention to the PowerPoint where you have displayed the the first slide. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their genitals. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what our body parts are and how to keep them healthy. Display the next slide saying, "Our bodies have lots of different parts like the head, chest, belly button, hand and leg. Let's look at some parts we don't often learn as much about." Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. Often girls wear a bathing suit that also covers their nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how some people feed their babies." (8 minutes)

STEP 4: Advance to the third slide and tell the class that you need their help to review the names of these body parts. Ask for six volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher's Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 5: Next, advance to slide 4 and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.' Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both boys and girls have nipples, a boy's chest does not grow into breasts when he goes through puberty." (8 minutes)

STEP 6: Advance to slide 5 and tell the class that you need their help to review the names of these body parts. Ask for six new volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher's Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 7: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

Note to the Teacher: *If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.*

Explain that even if they use these names in their families, it is important to use the words just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

Note to the Teacher: *Some answers may include that people will know what you are talking about or that a lot of the slang words might not be nice. If students don't say it, explain that if a person's penis, vulva or anus began to hurt or a person was worried that something was wrong with their body they should tell a trusted adult or the school nurse.*

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called." (4 minutes)

STEP 8: Conclude the lesson by asking students “Can anyone tell me a body part that most girls have but not boys?” (vulva). “Can anyone tell me a body part that most boys have but not girls?” (penis). “Can anyone tell me a body part we learned about today that both boys and girls usually have?” (anus, nipples). Explain “Most people have a vulva or a penis but some people’s bodies can be different. Your body is exactly what is right for you.” (4 minutes)

Teacher’s Resource – Body Parts and Functions

***Note:** It is up to each teacher to determine the amount and detail of information to share with their students in ways that are age appropriate. This sheet is for the teacher’s use only, and is not to be distributed to students.*

FEMALE:

VULVA

The external female genitals.

VAGINA

The vagina is the canal leading from the vulva to the uterus. The average vaginal canal is three to five inches long, and resembles a flattened tube with its walls touching each other.

MALE:

PENIS

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It does NOT have any bones in it.

BOTH:

NIPPLES

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

ANUS

A hole between a person's legs where a bowel movement, or poop, comes out.

Adapted from handout by Elizabeth Schroeder, Ed.D., MSW & Eva Goldfarb, Ph.D.

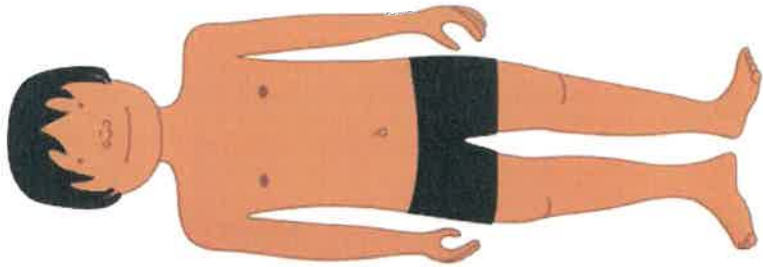
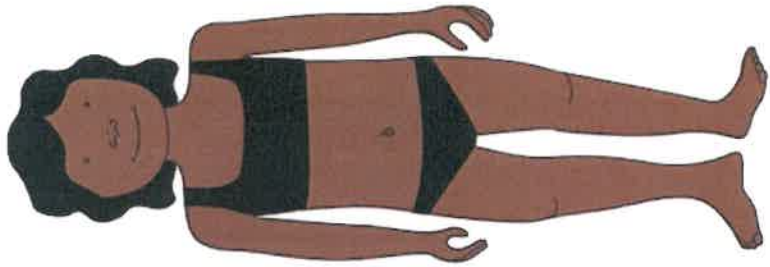
Closure/Reflection:

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

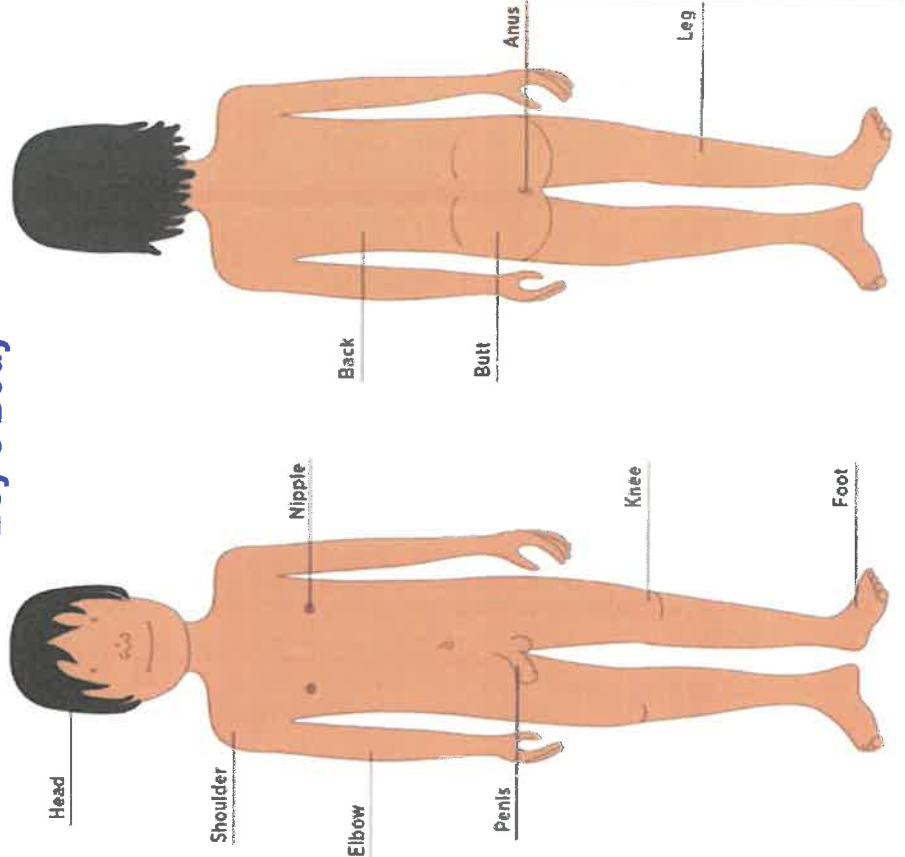
The assessment is built into the lesson. By asking the class which body parts only girls have, only boys have and both have, the teacher can assess the knowledge of the class. An alternative assessment strategy if students are not likely to come up with the names themselves (especially for non-readers), is for the teacher to ask, "Who has a vulva? Girls, boys or both? Who has a penis?" etc. and have the class respond. By asking students why it might be important to know the correct names for these body parts, the teacher can gauge student understanding by their responses.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input type="checkbox"/> Video <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

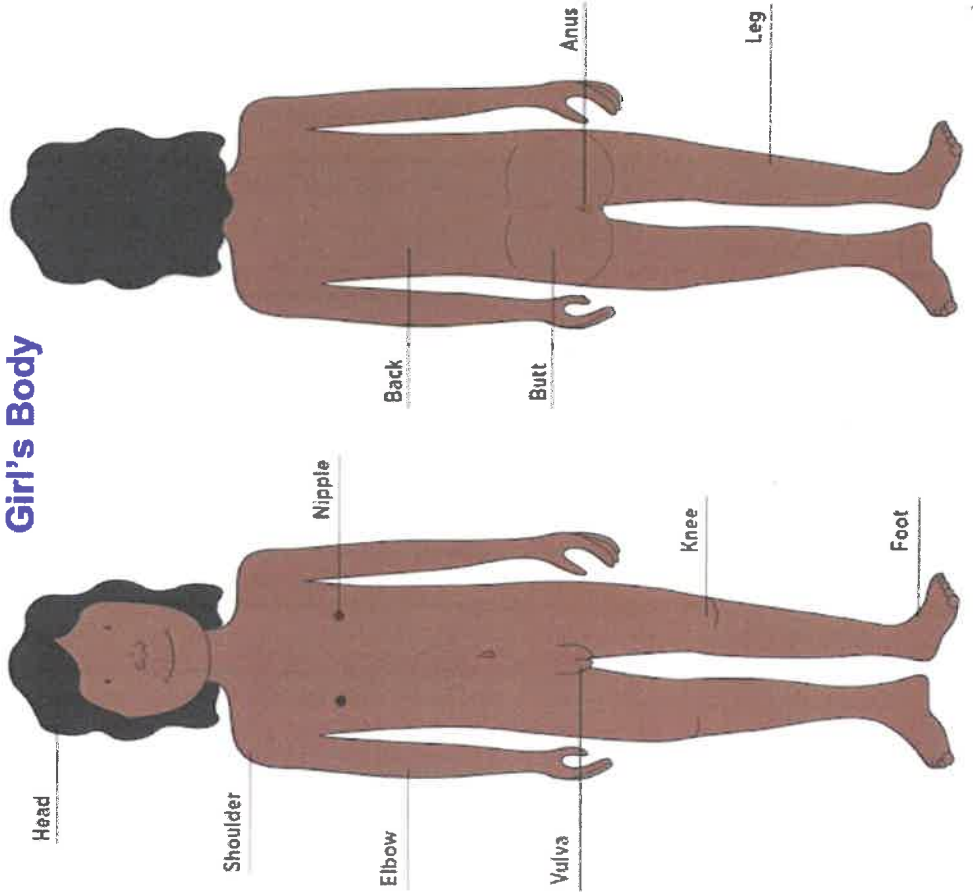
Girl and Boy



Boy's Body



Girl's Body



Grade: 2nd	Lesson Name: Be Kind	Strand: Personal Safety
------------	----------------------	-------------------------

Materials Needed: <ul style="list-style-type: none"> • <i>One</i> by Kathryn Otoshi • <u>Howard B. Wigglebottom Video--Bullying</u> https://www.youtube.com/watch?v=QfYdShEdUTA&feature=youtu.be • <i>or Howard B. Wigglebottom Learns About Bullies (optional day 2)</i> 	Other Notes:
--	---------------------

Learning Objectives: #124,125,126,127 <ul style="list-style-type: none"> •PS.2.IC.2: Demonstrate how to respond if someone is bullying or teasing them •PS.2.AI.2: Identify parents and other trusted adults they can tell if they are being bullied or teased •PS.2.IC.2 Demonstrate how to respond if someone is bullying or teasing them •PS.2.SM.1 Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable <ul style="list-style-type: none"> • Students will be able to share their understanding of what harmful words or actions can do to others. • Students will be able to come up with strategies to stand up for someone who has been treated unkindly. • Students will be able to see the importance of kind words and actions.

Lesson Plan:

1. Gather students on the carpet and introduce the topic of how to treat others.
 - a. What makes you feel welcome, happy, and important?
 - b. What makes you feel lonely, sad, or unimportant?
2. Students should pay attention to the colors in the book *One* and what they mean. Also, pay attention to the word count.
3. After each page, pause and reflect on the book.
 - a. For example, red says, "Red is hot. Blue is not." What do you think blue feels?
 - b. Did you see how red picked on all of the colors and got bigger and bigger?
4. Have a mini role-play with the students.
 - a. Discuss ways to help someone being teased or bullied.
 - b. Ask who was it that stood up to red? What did One do to let Red know that picking on the other colors was not okay?
 - c. What number would you be in this book?
 - d. Who else would want to be number one? (Have students raise hands) Who would want to be number two, three, or four?
 - e. If students raised their hands, have them stand up.
 - f. Talk about how all of these students are standing up. If all of these students stood straight up like an arrow and said, "No," would we have as many kids getting teased or bullied?
5. Optional day 2:
 - a. Watch the video (or read the book) and discuss what happened to Howard. How did that make him feel?
 - b. Discuss what it means to be brave, be bold, a teacher must be told.

Closure/Reflection:

1. Discuss with the students how it would feel to be the one that's being teased or bullied and to see people standing up for you.
2. Discuss with students how they would feel if they saw someone else standing up for someone who is being teased or bullied.

Extension Assessment:

- Have students write kind words and actions on a piece of paper. Share and place on the wall in the classroom for everyone to see.

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input checked="" type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input checked="" type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
--	--	---	---

Grade: 2nd	Lesson Name: Being a Good Friend	Strand: Healthy Relationships
------------	----------------------------------	-------------------------------

Materials Needed: <ul style="list-style-type: none"> • <i>Chrysanthemum</i> by Kevin Henkes • Large paper heart cut-out 	Other Notes:
--	---------------------

Learning Objectives: #90,91,92,95

HR.2.CC.2: Describe the characteristics of a friend

HR.2.IC.2 Identify healthy ways for a friend to express feelings to each other

HR.5.CC.1: Describe the characteristics of healthy relationships

HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

- **Students will be able to demonstrate kindness, treat others with respect, and develop strategies for problem-solving**

Lesson Plan:

1. Read *Chrysanthemum* (or any other book that has to do with problems with friendship) aloud to the class.
2. Every time there is someone in the story that is unkind to the main character, have a student come up and crinkle part of the heart.
3. After the story is finished, try to smooth out the wrinkles.
4. Have a class discussion about the words, actions, and feelings from the book. (Think, pair, share) You may write these words, actions, and feelings on the wrinkled paper heart. Discuss how someone's heart may stay wrinkled after you say or do something that is unkind.

Closure/Reflection:

- **Students make a list of ways to make someone's heart feel happy.**
- **Discuss conflict resolution-- "I feel...when you...because...I'd like for you to stop... statements"**

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input checked="" type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
--	---	---	---

Grade: 2nd	Subject: Dignity and Respect	Topic: Healthy Relationships
------------	------------------------------	------------------------------

Materials Needed: <ul style="list-style-type: none"> ● <i>Do Unto Others</i> ● Internet-- Watch preview of the book 	Other Notes:
--	---------------------

Learning Objectives: #90,91,92,95,96

- HR.2.CC.2: Describe the characteristics of a friend
- HR.2.IC.2 Identify healthy ways for a friend to express feelings to each other
- HR.5.CC.1: Describe the characteristics of healthy relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect
- HR.5.IC.1 Demonstrate positive ways to communicate differences of opinion while maintaining relationships

- **Students will be able to determine how they want to be treated and how they should treat others.**
- **Students will learn about the “golden rule.”**

Lesson Plan:

1. Show the cover and read the title of the book. Watch a preview of the book ([Do Unto Others Trailer](#))
2. Predict what the book will be about. Talk about the saying “Do unto others as you would have others do unto you.” <https://www.youtube.com/watch?v=PR5acrEjIXs>
3. Discuss what is happening while reading the story. Discuss how the characters are treating others.
4. Students answer the comprehension questions.
 - a. Comprehension Questions

Closure/Reflection:

- Go over the answers to the comprehension questions
- Have a discussion of how we should treat others based on how we want to be treated

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<p><input checked="" type="checkbox"/> Check and correct homework</p> <p><input type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Test</p> <p><input type="checkbox"/> Presentation</p> <p><input type="checkbox"/> Project</p> <p><input type="checkbox"/> Writing Assignment</p> <p><input type="checkbox"/> Individual</p> <p><input type="checkbox"/> Conference</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Walk around</p> <p><input type="checkbox"/> Signaling</p> <p><input checked="" type="checkbox"/> Class work</p> <p><input type="checkbox"/> Oral questioning</p> <p><input checked="" type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Conferencing</p> <p><input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> Text</p> <p><input checked="" type="checkbox"/> Video</p> <p><input type="checkbox"/> PowerPoint</p> <p><input checked="" type="checkbox"/> Internet</p> <p><input type="checkbox"/> Reference Materials</p> <p><input type="checkbox"/> Chromebooks</p> <p><input type="checkbox"/> iPads</p> <p><input type="checkbox"/> Computer Lab</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> Cooperative learning</p> <p><input type="checkbox"/> Varied grouping</p> <p><input type="checkbox"/> Adjusting questions</p> <p><input checked="" type="checkbox"/> Choice provided</p> <p><input type="checkbox"/> Movement</p> <p><input type="checkbox"/> Contract</p> <p><input type="checkbox"/> Peer editing/helping</p> <p><input type="checkbox"/> Stations</p> <p><input checked="" type="checkbox"/> Think/Pair/Share</p> <p><input type="checkbox"/> Other:</p>

Taught By Guidance and REACH Counselors

Grade: 2nd Grade	Lesson Name: Being Safe	Strand: Personal Safety
------------------	-------------------------	-------------------------

Materials Needed:

-Grade 2 Personal Safety Keynote

-What Tadoo With Secrets (Video)

<https://drive.google.com/file/d/1YRvU-DSWB97I-nyCj2DdEHX0FLVWrdxX/view?ts=5ad223e0>

Other Notes: Taught by School Counselors/REACH Counseling during classroom guidance

Learning Objectives: #121,124,126,127,128

PS.2.CC.1: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.

PS.2.SM.1: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them uncomfortable

PS.2.AI.1: Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched

PS.2.AI.2 Identify parents and other trusted adults they can tell if they are being bullied or teased

PS.2.IC.1 Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable

Lesson Plan:

Share Keynote Presentation

- Review Max & Molly from kindergarten and first grade
- Review 3 kinds of touches: good, bad, and confusing
- Discuss Oh! Oh! Signs, early warning signs, our bodies way of telling us something is not right
- Review Safety Rules:
 - Say No
 - Get Away
 - Tell a Trusted Adult
- Identify trusted adults that students could tell
- Discuss good and bad secrets

Share Video: *What To Do About Secrets*. The video is about a little girl who is being touched inappropriately by her uncle, and with the advice from some magical friends, gains the courage to tell her bad secret to her mom.

Discuss what lessons from the presentation the students noticed in the video.

Closure/Reflection:

1. Review safety rules: say no, get away, tell a trusted adult
2. Identify at least five trusted adults students can go to if they are feeling uncomfortable about being touched

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
---	---	--	---

IT'S YOUR BODY! You're in charge!

Reach Counseling
Protective Behaviors

Max & Molly



What do you remember?

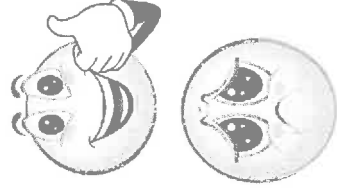
“Safe Touches”



What do you remember?

“Safe Touches”

“Unsafe Touches”



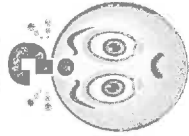
What do you remember?



“Safe Touches”



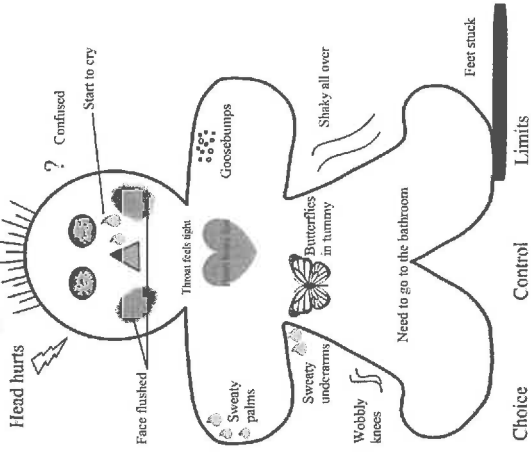
“Unsafe Touches”



“Confusing Touches”

My OH OH Signs

Hair feels like it is standing



NO ONE has the right to touch your private parts

without a good

STOP

reason!!!

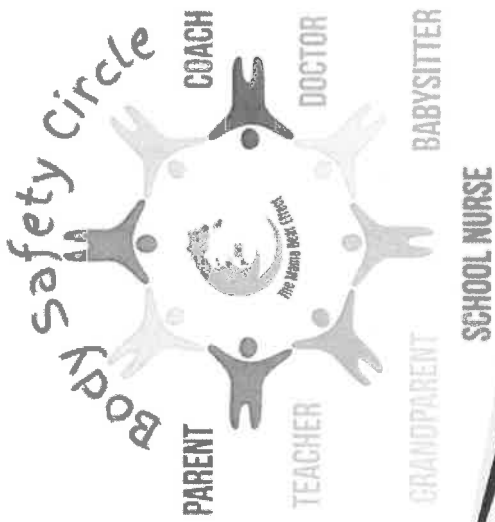
STOP

Safety Rules

1. Say NO!
2. Get away
3. Tell a trusted adult



Our Network Circle



Should I keep a secret?

Good secrets

are okay to keep



Bad secrets

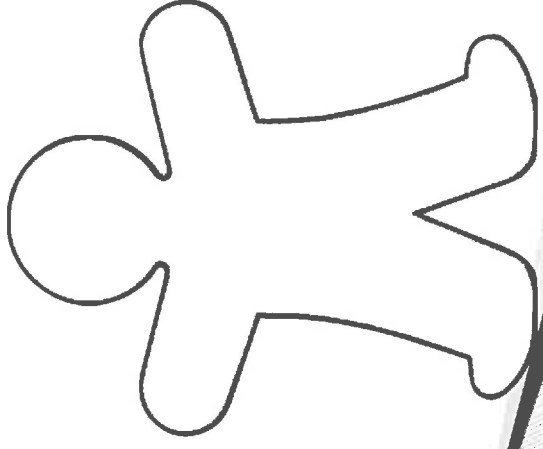
are NOI okay to keep



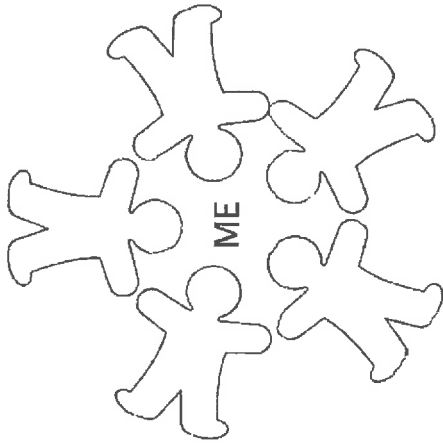
Video: What To Do With Secrets

No matter what,
it is NEVER
your fault!

What are some of your OH OH signs?



My Network Circle



Taught By Guidance Counselor

Grade: 2nd Grade	Lesson Name: Bullying/Teasing	Strand: Healthy Relationships and Personal Safety
------------------	-------------------------------	---

Materials Needed:

Act Now! E-Learning classroom model
Smart Board

Other Notes:

Taught by School Counselors during classroom guidance
Takes two lessons to complete

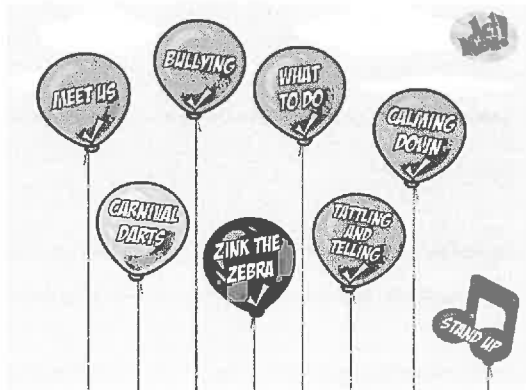
Learning Objectives: #93,94,122,123,125

- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- HR.5.INF.1 Compare positive and negative ways friends and peers can influence relationships
- PS.2.CC.2: Explain what bullying and teasing are
- PS.2.CC.3: Explain why bullying and teasing are wrong
- PS.2.IC.2: Demonstrate how to respond if someone is bullying or teasing them
- PS.2.AI.2: Identify parents and other trusted adults they can tell if they are being bullied or teased

Lesson Plan:

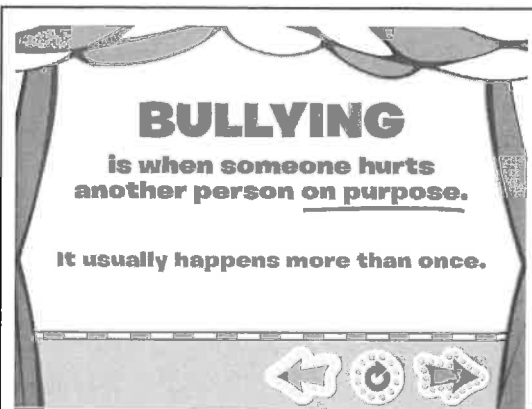
- Before the lesson, review lessons learned from Kindergarten Act Now and 1st grade: healthy friendships, how to talk about feelings with friends, tattling vs. telling, and trusted adult relationships.
- Explain that they will be discussing bullying and appropriate responses to bullying (tattling versus telling).
- Present the Act Now E-Learning presentation through the Children's Hospital of Wisconsin on the Smart Board.
- Select Act Now! courses (Meet Us) from the course outline menu

1. Click on "Meet us"



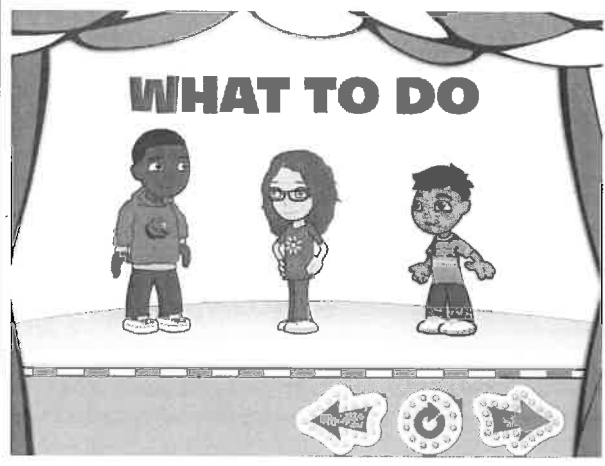
2. Bullying

Discuss what bullying is and is not. Reminder is this is not an accident this is some causing intentional harm.



3. What to do

Review all of the trusted adults that students can go to if they are being bullied. This is at home and at school.



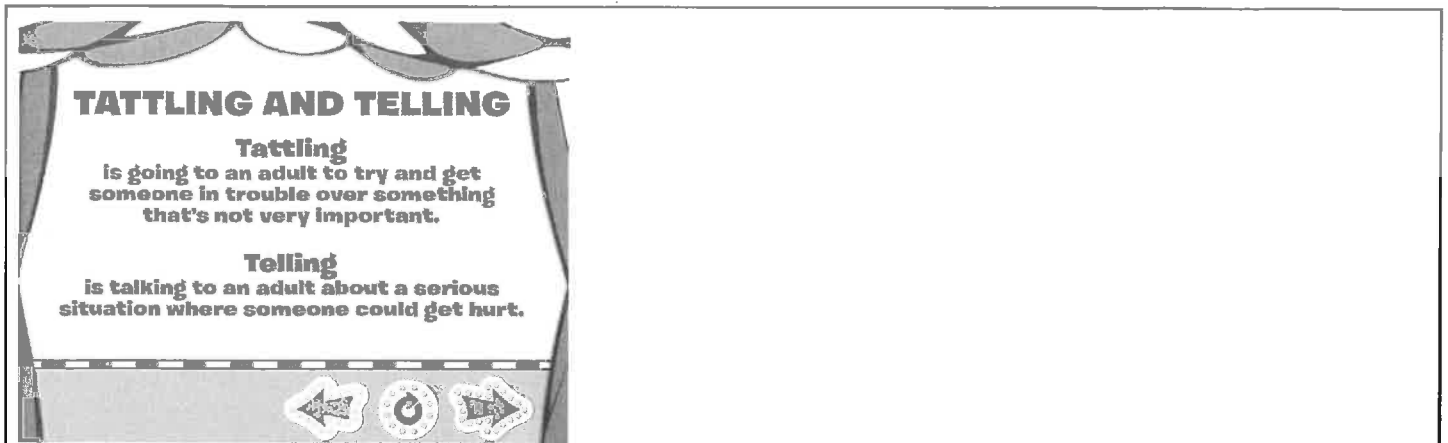
4. Calming Down

Think about all of the feelings you have throughout the day. Identify what you are feeling and how to calm your body.



5. Tattling vs. Telling

Watch the videos and decide if the video clip is tattling or telling. Are they trying to get someone into trouble or out of trouble?

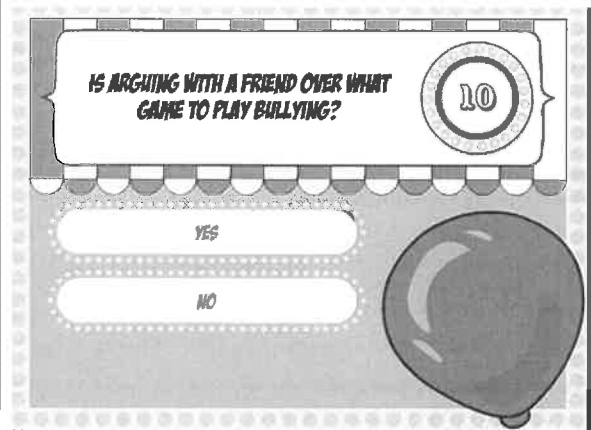


6. Zink the Zebra/Stand Up

Discuss with students that this story was based on a true story about a little girl who had cancer. She just wanted to be treated like other kids but often times felt left out because she was a little different. She helped write the story of Zink the Zebra. The stand up song can be listened to at any point during the 2 lessons.

7. Closure/Reflection: Carnival Darts

Have students take turns answering the review questions and review the answers



<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input checked="" type="checkbox"/> Choice provided <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
--	--	--	---

Grade: 2	Lesson Name: Pathogens	Strand: STIs and HIV
----------	------------------------	----------------------

Materials Needed: LCD Projector/Computer Slideshow - link below	Other Notes:
--	---------------------

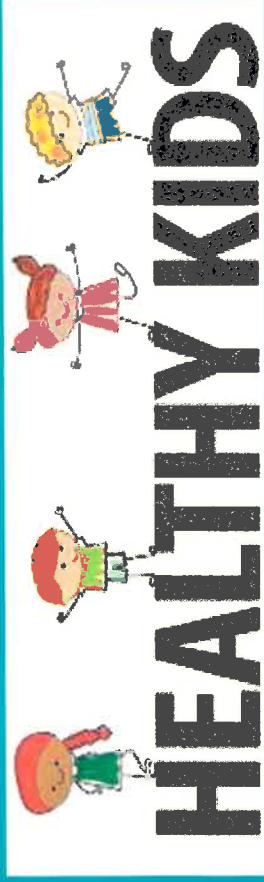
Learning Objectives: #68
SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission

Lesson Plan:
Go through and discuss this google slideshow with your class.
[BBP - Grade 2 Slideshow](#)

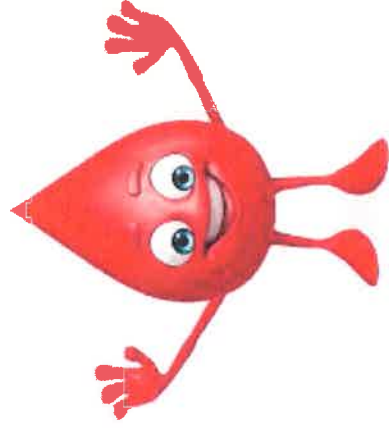
Closure/Reflection:

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
---	--	--	--

BE HEALTHY:
KNOW ABOUT BLOOD BORNE
PATHOGENS



WHAT'S A BLOOD BORNE PATHOGEN?



- Is a virus or bacteria



- Found in human blood and can cause diseases



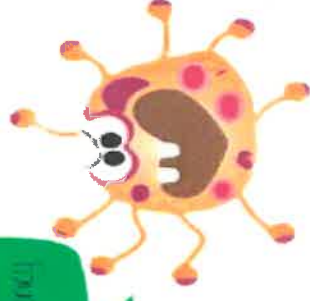
SOME OF THESE
DISEASES ARE CALLED:
HEPATITIS B,
HEPATITIS C AND HIV



HEPATITIS



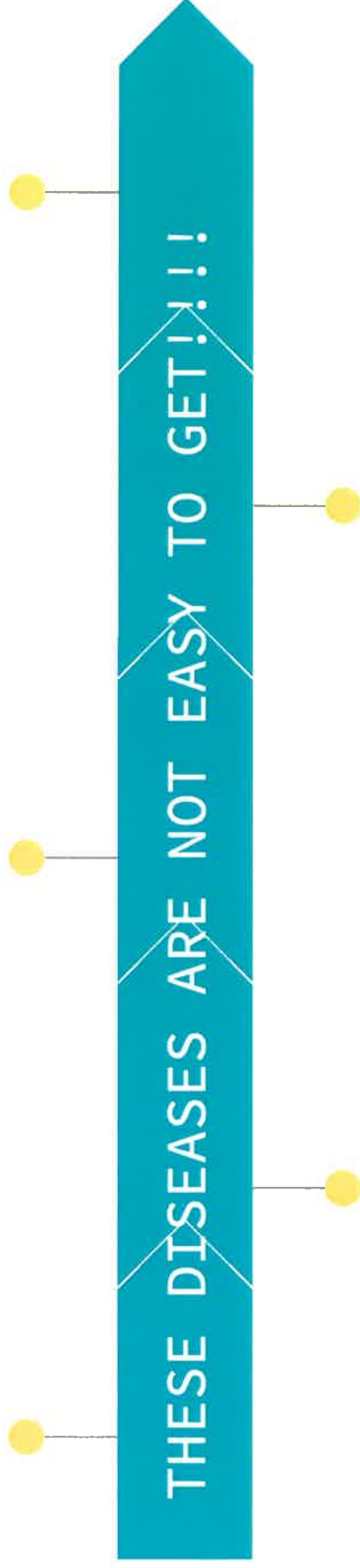
MULTIPLE
HUMAN
IMMUNODEFICIENCY
VIRUS



They can cause some adults to get very sick

They do not commonly affect children.

These diseases are very hard to get.



You can not get these diseased by just being near or touching someone who has one of these diseases

Scientist all over the world are working hard to find a way to stop the spread of these diseases and find a cure.

WAYS BLOOD BORNE PATHOGENS CANNOT BE CAUGHT:



- Sneezing
- Sharing utensils
- Playing with someone with the disease
- Holding hand
- Sitting next to someone with the disease

SO, HOW CAN YOU CATCH A BLOOD BORNE DISEASE?

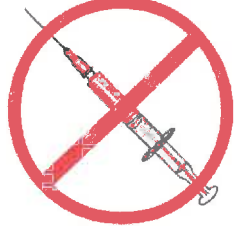
You can get a blood borne disease by coming in contact or touching someone's blood and other bodily fluids.



DON'T TOUCH

HOW CAN YOU KEEP OR PREVENT YOURSELF FROM GETTING A BLOOD BORNE DISEASE?

- Don't touch blood, including bloody sores or noses
- No Blood Brothers/Blood Sisters
- Don't do drugs
- Don't pick up needles



LET'S REVIEW! TRUE OR FALSE?

1. People can give each other diseases.
2. Blood borne diseases are caused by viruses.
3. Your body's immune system can protect you from many infections.
4. HIV, Hepatitis B and C can be cured.
5. Children who attend school with someone who has a blood borne disease can catch the disease by sitting next to them.



Grade: 2nd	Lesson Name: Respect and Friendship	Strand: Healthy Relationships
------------	-------------------------------------	-------------------------------

Materials Needed: <ul style="list-style-type: none"> • <i>Hey, Little Ant</i> by Phillip M. Hoose • Ant cutout 	Other Notes:
---	---------------------

Learning Objectives: #90,91,92,95,96

HR.2.CC.2: Describe the characteristics of a friend
 HR.2.IC.2 Identify healthy ways for a friend to express feelings to each other
 HR.5.CC.1: Describe the characteristics of healthy relationships
 HR.5.SM.1: Demonstrate ways to treat others with dignity and respect
 HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships

- **Students will be able to identify what respect is**
- **Students will be able to discuss the differences amongst one another**
- **Students will be able to see things from someone else's point of view**

Lesson Plan:

1. Begin by introducing the book, *Hey, Little Ant*. Ask students to make predictions based on the picture on front cover. Tell students that they'll be making their own ants to display in the classroom/hallway.
2. Have a discussion/make predictions while reading.
<https://www.youtube.com/watch?v=3RXGa1MKq9E>
 - a. Many kids think it's ok to step on ants and squash their homes. What if a giant kicked over your home?
 - b. Discuss respect: What does it mean to you? Would it be respectful to ruin someone's home?
 - c. Are we still important even if we are small?
 - d. What is the boy's point of view? What is the ant's point of view? Should the boy squish the ant?
 - e. Discuss how people and animals are unique/different in their own ways.

Closure/Reflection:

- Students will make a poster to show their differences. Using the ant pattern, students will color their ant in any way that they wish. Since we are all different, our ants will be different. Students will tape their finished ants on a pre-made ant hill.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: Wordle.net	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

Grade: 2	Lesson Name: Reproduction	Strand: Pregnancy & Reproduction
----------	---------------------------	-------------------------------------

Materials Needed: Picture of a potted flower, dog and a rock (see below)	Other Notes:
--	---------------------

Learning Objectives:
PR.2.CC.1 Explain that all living things reproduce

Lesson Plan:

To introduce the topic to your students bring a picture of a potted flower, an animal (dog), and a rock. Show the pictures to the class and ask them to think about which ones are living and which are not living. Tape the three pictures across the top of a large piece of bulletin board paper. Tell the students that living things have certain needs. Down the side of the paper/board write:

1. Living things eat.
2. Living things grow and change.
3. Living things move.
4. Living things reproduce.

Reproduce: To *produce* is "to make something," and *re* means "again," so *reproduce* literally means to "produce again." When animals and plants make more of their own kind, they reproduce. Plants reproduce asexually, and people reproduce through childbirth. Reproducing always creates more of something.

Discuss each one and what it means then look at your three pictures and put an 'X' under the ones that meet each requirement. You'll have four x's under the flower and the animal and none under the rock. You may need to talk about how flowers can turn to face the sun and how they reproduce by making seeds. Explain that the flower and the animal are living things, but that the rock is not living.

Now discuss a human. Go through the four statements. Let students know it takes a sperm from an adult male and an egg from an adult women to reproduce or create a baby.



Closure/Reflection:

Have the students think of a few more examples and check them with your chart. For a quick assessment have each student draw a picture of something that is living.

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activites:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
---	--	--	---

Grade: 2nd	Lesson Name: Friend Characteristics	Strand: Healthy Relationships
------------	-------------------------------------	-------------------------------

Materials Needed: <ul style="list-style-type: none"> ● <i>Enemy Pie</i> by Derek Munson ● iPad/Computer--word cloud (wordle.net) ● Chart paper 	Other Notes:
--	---------------------

Learning Objectives: #90,91,92,96

- HR.2.CC.2: Describe the characteristics of a friend
- HR.2.IC.2 Identify healthy ways for a friend to express feelings to each other
- HR.5.CC.1: Describe the characteristics of healthy relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

- **Students will learn about acceptance, choices, friendship, conflict resolution, differences, perspectives, and relationships**
- **Students will be able to identify qualities of a friend**
- **Students will create a word cloud using words and phrases that describe a friend**

Lesson Plan:

1. Before reading the book

- a. Discuss qualities of a best friend.
 - i. Create a list about friends
 1. A friend is _____.
 2. Another name for a friend is _____.
 3. Friends always _____.
 4. A friend never _____.
- b. Discuss what the opposite of a friend is
- c. Show the front cover--Talk about the note that's on the front: "For my best enemy"
 - i. Is there such a thing as a "best enemy?"
 - ii. Do you think you'd like enemy pie?

2. During/After Reading:

- Why didn't the main character like Jeremy Ross?
- Why did his father suggest enemy pie?
- Did the pie work?
- What else could the character have used instead of pie?

Closure/Reflection:

- **Students create a word cloud on wordle.net using words and phrases to describe a friend**

--

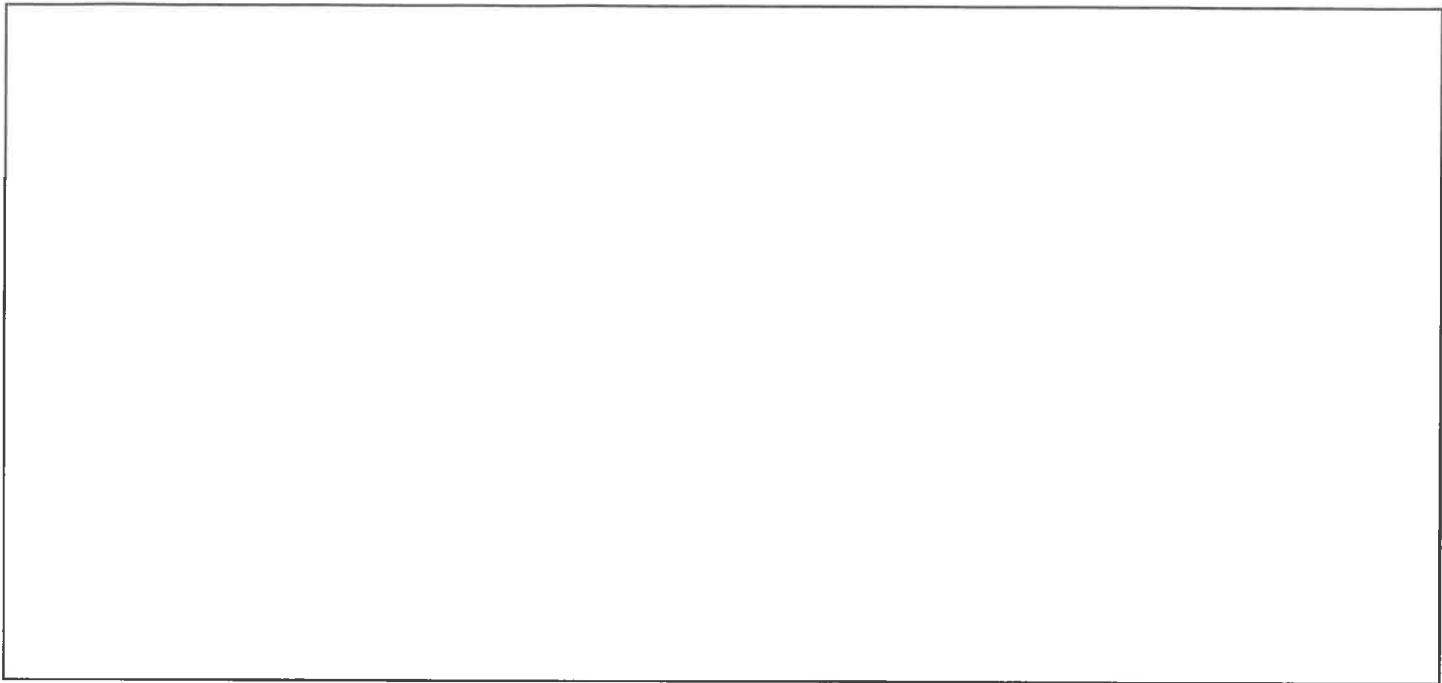
Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: Wordle.net	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

Grade: 2nd	Lesson Name: Friends and Feelings	Strand: Healthy Relationships
-------------------	--	--------------------------------------

Materials Needed: <ul style="list-style-type: none">● <i>My Many Colored Days</i> by Dr. Seuss● Chart paper or feeling journals	Other Notes:
---	---------------------

Learning Objectives: #90,91,92,96 HR.2.CC.2: Describe the characteristics of a friend HR.2.IC.2: Identify healthy ways for a friend to express feelings to each other HR.5.CC.1: Describe the characteristics of healthy relationships HR.5.SM.1: Demonstrate ways to treat others with dignity and respect ● Students will be able to identify and talk about feelings
--

Lesson Plan: 1. While reading <i>My Many Colored Days</i> , pause after each animal and discuss the animal's color. Have students share a time when they were in that mood. https://www.youtube.com/watch?v=q_HesHZInSU 2. When finished, discuss the spectrum of colors in comparison to moods and feelings. Closure/Reflection: <ul style="list-style-type: none">● Extend the lesson by discussing the different colors and their association with emotions.<ul style="list-style-type: none">○ Sometimes feelings are described in colors.○ Make a chart with different colors on the top. Students will pick a color that represents how they are feeling at the moment. Some colors can have more than one emotion.○ Have a discussion about why you are feeling that color.● Have students choose a color from a crayon box. Students write down why they chose that color and what type of mood it makes them feel.



Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input checked="" type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

Grade: 2nd	Lesson Name: Gender Roles	Strand: Identity
------------	---------------------------	------------------

Materials Needed:

- *Whoever You Are* by Mem Fox
- Chart paper
- Writing paper with illustration box
- pencils, colored pencils, markers, crayons

Other Notes:**Learning Objectives: #20,21,23,24,25,26**

ID.2.CC.1: Describe differences and similarities in how boys and girls may be expected to act (gender roles)

ID.2.INF.1: Provide examples of how friends, family, media, society, and culture influence ways in which boys and girls think they should act (gender roles)

ID.5.CC.2: Define gender identity as a person's deeply held sense or psychological knowledge of their own gender

ID.5.AI.1: Identify parents or other trust adults to whom they can ask questions about gender identity and sexual orientation.

ID.5.SM.1: Demonstrate ways to treat others with dignity and respect

ID.5.ADV.1: Demonstrate ways that students can work together to promote dignity and respect for all people

- **Students will be able to name many things that all people have in common.**
- **Students will be able to define and identify stereotypes.**
- **Students will start to develop an appreciation for human diversity.**

Lesson Plan:

1. Start by reading the book, *Whoever You Are*, by Mem Fox. (Day 1)
2. No matter our race, family style, religion, age, gender, etc., we all have a lot in common. Make a list of as many things that we can think of that are true about all human beings.
 - a. Some examples include: Creativity, perspective, feelings, bodies, dreams, voices, fears, tears, bravery, beating hearts, bones, etc. We all make mistakes, we need love, we all laugh, we all love.
3. Play the game, "True, Not True"--A game about stereotypes (Day 2)
 - a. Have the students sit in a circle. The teacher says a statement.
 - b. If the statement is true (about all human beings) or because you used a qualifier like, "some girls like..." or "some boys like..."---The students stay seated and raise their hands.
 - c. If the statement is a stereotype, the students stand up and cross their arms.
 - i. All girls like playing kickball
 - ii. All boys like tag.
 - iii. All human beings like to eat chicken.
 - iv. All girls like dolls.
 - v. All boys like to play with toy cars.
 - vi. All boys like football.
4. Make a list of truths and possible stereotypes with your class.

Closure/Reflection (Day 3):

1. Students will choose one of the truths to make a poster. They will write the truth they chose and illustrate it. Students should use detail and rich colors in order for everyone to understand their ideas.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input checked="" type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other: