



## Grade 1 Human Growth and Development

Lesson and Big Ideas	Outcomes	Resources
<p><b>Lesson 1</b></p> <p>Consent and Healthy Relationships &amp; Interpersonal Violence</p>	<ul style="list-style-type: none"> <li>• Discuss your family structure (e.g. find similarities) (CHR.2.CC.4)</li> <li>• Identify different kinds of family structures (HR.2.CC.1)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">3Rs Lesson: Many Kinds of Families</a></li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><i>We All Have Different Families</i> by Melissa Higgins</p> </div> </div>
<p><b>Lesson 2</b></p> <p>Gender Identity and Expression</p>	<ul style="list-style-type: none"> <li>• Understand gender role stereotypes and define gender (GI.2.CC.1)</li> <li>• Explain that gender doesn't limit opportunities. (eg. employment, sports, read certain books) (GI.2.CC.2)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">3Rs Lesson: Gender Roles</a></li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><i>I Love My Purse</i> by Belle Demont 2017</p> </div> </div>
<p><b>Lesson 3</b></p> <p>Anatomy and Physiology</p>	<ul style="list-style-type: none"> <li>• Identify the medically accurate names of external body parts including the genitals (AP.2.CC.1)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">3Rs Lesson: Understanding Our Bodies</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Our Bodies Powerpoint</a></li> </ul> </li> </ul>

<p><b>Lesson 4</b></p> <p>Consent and Healthy Relationships &amp; Interpersonal Violence</p>	<ul style="list-style-type: none"> <li>• 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 (CHR.2.CC.2)</li> <li>• Understand that it is okay to say "no" and the receiving student needs to stop the behavior. Be able to define the word consent (CHR.2.CC.3)</li> <li>• Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child* IV.2.DM.1)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">3Rs Lesson: My Space, Your Space</a></li> </ul>
<p><b>Lesson 5 (1 or 2 days)</b></p> <p>Consent and Healthy Relationships &amp; Interpersonal Violence</p>	<ul style="list-style-type: none"> <li>• Understand the difference between a safe/unsafe touch (comfortable/uncomfortable) touch (CHR.2.CC.2)</li> <li>• Define physical abuse and identify behaviors that would identify child physical abuse (CHR.2.CC.2)</li> <li>• Understand that there are different types of abuse (ex: verbal, sexual, physical) (IV.2.CC.1)</li> <li>• Define sexual abuse and identify behaviors that would be considered child sexual abuse (CHR.2.CC.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Pebble Go&gt;Health: <a href="#">Emotional Abuse</a>, <a href="#">Physical Abuse</a>, <a href="#">Verbal Abuse</a></li> <li>• <a href="#">Read Aloud</a></li> </ul> <div data-bbox="1268 1024 1451 1208" data-label="Image"> </div> <p><i>My Body Belongs to Me</i> by Jill Starishevsky</p>

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|  | <ul style="list-style-type: none"><li>• Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.A1.1</li><li>• Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)* IV.2.DM.1</li><li>• Identify trusted adults, including parents and caregivers, that students can talk to in an uncomfortable situation (CHR.5.A1.1, (IV.2.A1.2))</li></ul> |  |
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