

## Grade 2 Human Growth and Development

Lesson and Big Ideas	Outcomes	Resources
<p><b>Lesson 1</b></p> <p>Gender Identity &amp; Expression</p>	<ul style="list-style-type: none"> <li>Explain gender role stereotypes may limit behaviors and therefore opportunities. (GI.2.CC.2)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gender Role Stereotypes lesson</a></li> </ul>
<p><b>Lesson 2</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 3</b></p> <p>Consent and Healthy Relationships &amp; Interpersonal Violence</p>	<ul style="list-style-type: none"> <li>Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing) (IV.2.AI.1)</li> <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> </ul>	<ul style="list-style-type: none"> <li><a href="#">Review definition of consent</a></li> <li>Pebble Go "Saying No" <a href="#">Link</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing)* IV.2.DM.1</li> </ul>	
<p><b>Lesson 4 (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 (which may include external genitalia) CHR.2.CC.2</li> <li>• Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.AI.1</li> <li>• Understand that there are different types of abuse (ex: verbal, 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> <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.AI.1, IV.2.AI.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Pebble Go&gt;Health: <ul style="list-style-type: none"> <li>◦ <a href="#">Emotional abuse</a>, <a href="#">Physical abuse</a>, <a href="#">Verbal abuse</a></li> </ul> </li> <li>• <a href="#">Read Aloud</a></li> </ul> <div data-bbox="1268 626 1472 829" data-label="Image"> </div> <p><i>Some Secrets Hurt: A Story of Healing</i> by Linda Kay Garner</p>