

Grade 1 Personal Health and Safety Education Unit Plan

Unit Rationale:

To support feeling safe and protected, students will establish clear ways to support themselves and their peers in a group setting. In this unit, students will go through the basics of what friends are and how to share feelings with friends while emphasizing that students should be respectful of all types of people. This unit will also introduce the concept of reproduction and the differences between things in the world that can and cannot reproduce. Because [most children begin to recognize gender around age 3](#), students will learn language to understand gender and gender role stereotypes. This unit meets the requirements of Erin's Law (erinslaw.org), an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. Students will learn to define sexual abuse and identify behaviors that they would want to bring to the attention of a trusted adult in order to get help.

Enduring Understandings:

- When faced with big problems, young people can get help from trusted adults.
- Families can change over time in many different ways.
- Treating friends with respect is important and there are many ways to be a good friend.
- Living things have the ability to reproduce.
- It is important to be yourself and do the things that you like to do.

Essential Questions:

- How can we have a healthy and happy classroom community?
- What makes a good friend?
- Who can you talk with about a change that is happening in your family?
- What can and cannot reproduce?
- How can we make sure our bodies are safe?
- What are gender stereotypes?

Standards:

All lessons are aligned with the National Sex Education Standards (NSES), Second Edition. By the end of each grade band, students will have received instruction addressing all standards in each topic strand for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

Unit Outline:

	Lesson NSES	Objectives <i>By the end of this lesson, students will be able to...</i>	Lesson Overview and Key Content
1	Our Healthy and Happy Classroom Community (25 minutes) CHR.2.SM.1	<ul style="list-style-type: none"> • Create/strengthen classroom expectations for everyone to know what behaviors are expected. • Identify that every person in the room is part of the Healthy and Happy Classroom Community. 	In this lesson, students will be introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.
2	Friendships (35 minutes) CHR.2.CC.1 CHR.2.SM.1	<ul style="list-style-type: none"> • Describe at least three characteristics of a good friend. • Identify at least two healthy ways for friends to express feelings with each other. 	In this lesson, students will discuss the importance of friendships and what it takes to be a good friend, as well as why friends count on us and how we can show our friends that we care about them. Students will participate in an activity comparing qualities of healthy friendships to ingredients in a cake. Students will have an opportunity to practice communicating about feelings through role plays with their peers.
3	Families Change (40 minutes) CHR.2.CC.4 CHR.2.SM.1	<ul style="list-style-type: none"> • Explain that it's natural for families to change. • Identify trusted adults and family members they can turn to when they need help coping with changes in their families. • Practice effective communication through the creation and stating of an "I feel" statement. 	In this lesson, students will discuss different types of family structures and identify the ways in which families may change (birth, death, divorce, marriage, adoption, etc). Students will also discuss how changes in families might make someone feel. Students will practice sharing their feelings using "I feel" statements and identify trusted adults at home and at school who they could talk to about changes in their family.
4	The Circle of Life	<ul style="list-style-type: none"> • Define the term 	In this lesson, students will learn about

	(30 minutes) SH.2.CC.1	<p>“reproduction.”</p> <ul style="list-style-type: none"> • Differentiate between things in the world that do and do not reproduce. 	<p>reproduction. During this lesson, students will group pictures into categories, differentiating between living things and nonliving things. By the end of the lesson, students will understand that all living things can reproduce. In this lesson, reproduction is defined as the ability to make something again, or to make a copy of it. Students will discuss in very simple terms that there are different ways for living things to reproduce and will learn that human babies grow in the uterus.</p>
5	<p>My Body is MY Body</p> <p>(45 minutes)</p> <p>IV.2.CC.1 IV.2.AI.1</p> <p><i>This lesson supports Erin’s Law requirements.</i></p>	<ul style="list-style-type: none"> • Define “sexual abuse.” • Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult’s attention. • Identify at least one trusted adult they can go to with questions or concerns about sexual abuse. • Demonstate ways to start a conversation when seeking help from a trusted adult about sexual abuse. 	<p>In this lesson, students will learn about sexual abuse and behaviors that a child would want to bring to the attention of a trusted adult in order to get help. Sexual abuse is defined to students as: “When someone looks at or touches your private body parts, like your chest, genitals, or buttocks without your consent.” Students will watch a short animated video to learn about behaviors considered sexual abuse. Students will review that private parts of the body are the parts covered by a swimming suit. They will also practice how to identify and communicate with trusted adults if they need help.</p>
6	<p>Pink, Blue, and Purple</p> <p>(30 minutes)</p> <p>GI.2.CC.1 GI.2.CC.2</p>	<ul style="list-style-type: none"> • Define gender, gender identity and gender role stereotypes. • Name at least two things they’ve been taught about gender role stereotypes, and how those things may limit people of all genders. 	<p>In this lesson, students will discuss the concept of gender so that students can then understand gender identity and gender role stereotypes. In this lesson, students reflect on things like colors, toys, and careers. By the end of this lesson students will recognize that gender should not be a limiting factor in being themselves.</p>

School to Home Connection:

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take home assignments to support the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School-to-Home Connection Component in the Grade 1 Unit:

Lesson 2: Family Member Interview. Interview an adult family member about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

Lesson 3: Students can share with their families about one type of family change they learned about in the lesson.

Lesson 4: “Circle of Life” worksheet. Working with an adult, list 3 things that can reproduce (such as plants and animals) and 3 things that cannot (such as rocks or household objects).

Lesson 5: “Who Can You Trust” worksheet. Identify and draw a picture of an adult at home and someone from school or the community who you can turn to if you need to tell them something important.

Lesson 6: “Who Can Be This?” worksheet. Color the pictures of the different jobs an adult might have and decide who can do the job - a man, a woman, or anyone.