

Grade 2 Personal Health and Safety Education Unit Plan

Unit Rationale:

It is natural for children and adults to experience conflict in their lives, yet certain conflicts, like those created by bullying behaviors, can be stopped. Students will be able to explore examples of bullying behavior as well as how teasing can also be harmful while having opportunities to practice treating others with dignity and respect. Children become aware of similarities and differences between their own and other people's bodies; this is part of their natural curiosity. This unit will teach students to identify body parts that are the same for all people as well as differences between people. Lessons also define terms such as "consent" and "bodily autonomy," and have students identify uncomfortable feelings and the adults they can tell if they are feeling uncomfortable. 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.

Enduring Understandings:

- Knowing the names of body parts can help you feel safe.
- No one has the right to touch your body in a way that makes you feel unsafe or uncomfortable.
- Trusted adults can help young people put an end to harmful situations.
- Teasing can easily turn into bullying if people do not respect each other's boundaries.
- Everyone has the right to have their identity respected.

Essential Questions:

- How can we have a healthy and happy classroom community?
- What are the names of our body parts?
- Why is it important to set and respect personal boundaries?
- Who are my trusted adults?
- What is bullying and how do we respond to it?
- How do gender stereotypes affect our decisions?
- What is an identity and how do we respect other identities?

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 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	<p>Our Healthy and Happy Classroom Community</p> <p>(45 minutes)</p> <p><i>CHR.2.SM.1</i></p>	<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. • Demonstrate the use of “I feel” statements. • Understand the difference between healthy and unhealthy classroom community behaviors. 	<p>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. Students will also review common feelings words and practice using I feel statements to express feelings and wants/needs in a healthy way.</p>
2	<p>Understanding Our Bodies</p> <p>(40 minutes)</p> <p><i>AP.2.CC.1</i></p> <p><i>This lesson supports Erin’s Law requirements.</i></p>	<ul style="list-style-type: none"> • Correctly identify body parts typically considered private (genitals), including nipples, anus, vulva, vagina, clitoris, and penis, scrotum, and testicles. • Describe why it is important for them to know the correct names for the genitals. 	<p>In this lesson, students learn about the private body parts through a PowerPoint presentation introducing basic anatomy via age-appropriate images and descriptions. This lesson will allow students to identify the private body parts of most people and why it is important to understand the correct names for those parts.</p>

<p>3</p>	<p>Feeling SAFE! (45 minutes)</p> <p><i>CHR.2.CC.2</i> <i>CHR.2.CC.3</i> <i>CHR.2.IC.1</i></p> <p><i>This lesson supports Erin's Law requirements.</i></p>	<ul style="list-style-type: none"> ● Define the terms consent, bodily autonomy, and personal boundary. ● Explain the four steps of the SAFE model. ● Apply the SAFE model correctly to scenarios on a worksheet. ● Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable. 	<p>In this lesson, students will discuss the importance of setting and respecting personal boundaries. Students will learn the SAFE model (Stop, Get Away, Find an adult, Explain) and how to handle uncomfortable situations where their boundaries may be crossed. Students will practice the SAFE model through scenarios where they can demonstrate what they should do if someone is ever touching them in a way that makes them feel uncomfortable, how to seek help from a trusted adult regarding the situation, and how to clearly say NO to potentially prevent the uncomfortable touching from occurring.</p>
<p>4</p>	<p>Seeking Help (40-45 minutes)</p> <p><i>IV.2.AI.2,</i> <i>IV.2.DM.1</i> <i>IV.2.AI.1</i></p> <p><i>This lesson supports Erin's Law requirements.</i></p>	<ul style="list-style-type: none"> ● Explain that being touched or being forced to touch someone else is never a child's fault. ● Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased. 	<p>This lesson reinforces the concept that teasing, touching, bullying, or being forced to touch someone else is never ok and is an important sign that help is needed right away. By the end of this lesson, students will be able to explain that being touched or being forced to touch someone else is never a child's fault. Students will read a poem to help them identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.</p>
<p>5</p>	<p>What to Do When Words or Actions Hurt (50 minutes)</p> <p><i>IV.2.AI.1,</i> <i>IV.2.DM.1</i> <i>IV.2.AI.2</i></p>	<ul style="list-style-type: none"> ● Define the terms "bullying" and "teasing." ● Demonstrate how to respond effectively if they are being bullied or teased in a manner they do not like. ● Identify adults they can go to if they are being bullied. 	<p>In this lesson, students will be guided through scenarios to help identify and understand the similarities and differences between bullying and teasing. Students will also be introduced to the "NO! Go, Tell" technique for dealing with bullying and will identify trusted adults they can report bullying to.</p>

6	<p>That's a (Gender) Stereotype!</p> <p>(45 minutes + 30 minutes for optional extension activity)</p> <p><i>GI.2.CC.1</i> <i>GI.2.CC.2</i></p>	<ul style="list-style-type: none"> ● Define stereotypes and explore how they relate to gender. ● Explore the concept of gender-neutral toys. ● List examples of gender stereotypes and discuss their limitations. 	<p>In this lesson, students will explore the concept of gender stereotypes. They will identify different stereotypes and discuss why gender stereotypes can be harmful. Students will learn about how young people can advocate for change and will have an opportunity to apply what they learn to create gender neutral packaging for common children's toys.</p>
7	<p>R-E-S-P-E-C-T</p> <p>(45 minutes)</p> <p><i>IV.2.IC.1</i> <i>GI.2.IC.1</i></p>	<ul style="list-style-type: none"> ● Define the term "identity." ● Name at least two identities they have. ● Explain that no matter a person's identities and life circumstances, everyone has the right to be treated with dignity and respect. ● Demonstrate at least one way they can respond if someone is being treated disrespectfully. 	<p>In this lesson, students learn about various components of a person's identity, such as race, ethnicity, gender, age, religion, etc. Students practice treating others with dignity and respect. Using a short video and scenarios, this lesson helps students understand that all students should be treated respectfully. Intended to showcase how each person is unique and how we need to treat others with kindness, this lesson provides an important foundation in affirming our differences in order to prevent bullying and teasing later in life.</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 2 Unit:

- Lesson 1:** Students share the "I feel" statements they wrote during class with an adult at home.
- Lesson 2:** Students who complete diagram worksheets 1 & 2 share them with an adult at home. For students who do not do the worksheet in class, they will complete it at home with an adult.
- Lesson 3:** "Feeling Safe." Complete the worksheet about setting personal boundaries.

Lesson 4: “Who Would You Tell.” Students share their responses to the in class activity with an adult at home.

Lesson 5: “Who Can I Tell If I’m Being Bullied?” Students work with an adult to identify trusted adults they could talk to in different settings.

Lesson 6: Students share the gender neutral toy packaging they created during class with an adult at home.

Lesson 7: “R-E-S-P-E-C-T.” Students identify 3 different people in their lives and list ways to show them respect.