Grade 2 Human Growth and Development

**Lessons were reformatted during the 2023-2024 school year to improve readability of the lessons. No content has been changed.

Lesson and Big Ideas	Student Outcomes & Standards	Resources
Lesson 1 Gender Identity & Expression	By the end of this lesson students will be able to: ● Describe an example of a gender role stereotype. ● Explain that stereotypes can limit opportunities for people. Standards Alignment: ● Explain gender role stereotypes may limit behaviors and therefore opportunities. (GI.2.CC.2)	● [Gender Role Stereotypes lesson](#)
Lesson 2 Anatomy and Physiology	By the end of this lesson students will be able to: ● Correctly identify at least 3 body parts of a female. ● Correctly identify at least three body parts of a male. ● Describe why it is important for them to know the correct names for genitals. ● Identify at least 1 trusted adult they can talk to if they have questions. Standards Alignment: ● Identify the medically accurate names of external body parts including the genitals (AP.2.CC.1)	● [3Rs Lesson: Understanding Our Bodies](#) 　○ [Our Bodies Powerpoint](#)

| Lesson 3

Consent and Healthy Relationships &

Interpersonal Violence | By the end of this lesson students will be able to:
● Describe what the word "consent" means.
● Demonstrate ways to say "no" and how to respond when someone else says "no".
● Identify at least 1 trusted adult they can talk to if they have questions.

Standards Alignment:
● Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing) (IV.2.AI.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 (CHR.2.CC.2)

● 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)

● 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 | ● [Lesson 3: "Consent"](#)
● [Review definition of consent](#)

● Pebble Go "Saying No" [Link](#) |
| Lesson 4
(1 or 2 days)

Consent and Healthy Relationships & | By the end of this lesson students will be able to:
● Describe the difference between a safe and unsafe touch.
● Recognize behaviors that would be considered abuse. | ● [Lesson 4: "Some Secrets Hurt"](#)
● Pebble Go>Health:
  ○ [Emotional abuse](#), [Physical abuse](#), [Verbal abuse](#) (Password Protected)
  ○ Note to teachers: Use this [LINK](#)
  ○ Substance abuse NOT covered |

Interpersonal Violence	● Understand the importance of telling a trusted adult if they or someone they know have experienced abuse. ● Identify at least 1 trusted adult you can talk to if you have questions. Standards Alignment: ● Understand the difference between a safe/unsafe touch (comfortable/uncomfortable) touch (which may include external genitalia) CHR.2.CC.2 ● Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.AI.1 ● Understand that there are different types of abuse (ex: verbal, physical) (IV.2.CC.1) ● Define sexual abuse and identify behaviors that would be considered child sexual abuse (CHR.2.CC.2) ● 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 ● Identify trusted adults, including parents and caregivers, that students can talk to in an uncomfortable situation (CHR.5.AI.1, IV.2.AI.2)	○ If you are unable to log in, use these steps: **ClassLink Launchpad>Library>PebbleGo>Health>If You Need Help>Abuse** *Some Secrets Hurt: A Story of Healing* by Linda Kay Garner