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Lesson Plan: The Best Part of Me (Grade 2)

NoteThis activity is also in alignment with the specific (learning) expectations for Grade 3!

Grade 2 Learning Expectations (Specific Expectations):

Specific Expectations (1998)

Distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender)

Specific Expectations (2015)

Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related bodily changes, and identify factors that are important for healthy growth and living throughout life

Multiple Intelligences

- | | |
|---|--|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily/Kinaesthetic |
| Logical/Mathematical | <input checked="" type="checkbox"/> Interpersonal |
| Spatial | <input checked="" type="checkbox"/> Intrapersonal |
| Musical | Naturalistic |

Assessment:

Create a class book; each student contributes an image and written text about a visible or invisible difference of which they are proud

Cross Curricular Connection:

Visual Arts (image they draw); Language Arts (written communication; vocabulary, spelling and grammar)

Materials and Resources

- Scrap paper (draft write-up and images)
- Coloured construction paper
- Lined paper
- Markers, crayons, pencil crayons, glue
- Stapler or binding spines (to bind the pages into a large book)
- **Optional** Computer and printer (students can type their write-up)

Lesson

Minds-On

- Lead a class discussion on the difference in growth and development that your students have observed since they were infants/since the beginning of grade 2
- Probing questions: What makes you unique and special on the outside? On the inside?
- Remind students to be respectful of everyone's answer (mutual respect)
- Ask students to get into pairs and brainstorm a bunch of visible and invisible differences. Additionally, you can play a line-up game:
 - Ask students to line up from shortest to tallest; oldest to youngest, etc.
- Ask students to choose an (in)visible difference they want to share about themselves

Action

- Give students a few periods to draft a one paragraph write-up on their (in)visible difference. Edit with a buddy
- Give students a couple periods to draft an image they would like to accompany their written component

Consolidation

- Presentation: Each student will read their paragraph to the class and explain what the picture they drew represents
- Discussion: After each student presents, facilitate a conversation about the similarities and differences they shared. Discuss the concept of mutual respect/respecting differences and similarities with friends and family!