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| **HEALTH** | | |
| **Grade: 2** | **Unit: Personal Health** | |
| **Lesson: 2** | **Activity: What I like about me** | **Duration: 30 minutes** |
| **Essential Question: What makes you, you?** | | |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** |
| **General Learning Outcome 1:** Students will make responsible and informed choices to maintain health and to promote safety for self and others.  **Specific Learning Outcome 1:** Describe personal body image |
| **Learning Objectives** |
| *Students will:*   1. *Have a better understanding of self-esteem* 2. *Learn about making mistakes* 3. *Complete the form “what I like about you”* |

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| **ASSESSMENTS** | | | |
| **Observations:**   * Student’s ability to answer questions * Student’s ability to recall knowledge from last class | | **Key Questions:**   * What is self-esteem? * What are mistakes? * What do we like about our friends? | |
| **MATERIALS AND EQUIPMENT** | | | |
| * Beautiful oops book * “What I like about you sheet” | | | |
| **PRE-LEARNING CONSIDERATIONS** | | | |
| * The reading carpet is available * Students remember what self-esteem is * Time of day: right after Science class (is the table all cleaned up?) | | | |
| **TEACHER RESOURCES** | | | |
| * Lesson plan * Books * 24 friendship sheets | | | |
| **PROCEDURE** | | | |
| **Introduction** **and Review** (1 min.): | **Teacher**  *Assessments of Prior Knowledge:* teacher will review what we did last Health class. (We learned about self-esteem, what does self-esteem mean? We did our friendship hands. Does anyone remember what we can do to be a good friend?)  We are going to read another book about self-esteem!  *Expectations for Learning and Behaviour:*  students are being respectful and sitting in their desks | | **Student**  Reviewing what we did in Health last week |
| **Teacher/Student Transition**  (1 min.)**:** | **Teacher**  Teacher will ask the students to move to the reading carpet | | **Student**  Students are moving to the reading carpet |
| **Learning Activity #1**  (5 min.)**:** | **Teacher**  Teacher will read the book and ask questions about it as we go.   What do you think we can make out of this mistake?  Sometimes we may make a mistake and it gets us down but we have to look at the positives in every situation.  Sometimes we may even look at our selves and see flaws (ask what flaws are) but really these are what make us beautiful and unique!  ***Key Question:*** *what do you think we could make out of this mistake? What does smudge and smear mean? What is a mistake that you made but it turned out to be beautiful? (Refer to soap carvings).* | | **Student**  Listening to the book |
| **Teacher/Student Transition**  (1 min.): | **Teacher**  Teacher will ask the students to move back to their desks | | **Student**  Students are moving back to their desks |
| **Learning Activity #2**  (2 min.)**:** | **Teacher**  Teacher will tell the students that it is important to have high self-esteem in ourselves and we should help others build theirs instead of lowering their self-esteem (just like in the book Giraffes cant dance).  We are going to work on building everyone’s confidence by filling out a couple of things that you like about EVERYONE in the class!  Without saying someone’s name, what is one thing that we could say about to our friends that would raise their confidence? (Write this on the board). | | **Student**  Students are listening to the teacher  Students are brainstorming |
| **Transition**  (1 min.): | **Teacher**  Teacher will hand out the sheets to each group | | **Student**  Waiting for the paper |
| **Learning Activity #3**  (8 min.)**:** | **Teacher**  Can you please write 1-2 positive things about each person in the class, maybe this person is a great friend, they make you laugh, or they are always helping out.  Give the students time to work  ***Key Question:*** | | **Student**  Students are filling out sheet |
| **Closure** (1 min.): | Tell the students to hand in their worksheets  *Feedback to Students:* Thank you for working hard today and respecting each other and the expectations in class.  *Transition to Next Lesson: next class we will be sharing our kind words with everyone and begin our project, what I like about me* | | **Student**  Listening to and talking with the teacher |
| **Extra Time Activity:** Play the video about the upcoming project (if class finishes fast)  Individuals can read or finish any “catch up” work | | | |