

TOPIC: Acceptance and Support  
SOL:

- 2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.
- 2.2 The student will realize that adults other than parents also provide care and support for children.

Performance Objectives:

Materials:

Students will be able to:

Recognize that all human beings are worthwhile and need to be accepted and appreciated as they are.

Discuss how strengths can be used to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed.

Discuss persons with a physical or mental disability as unique individuals with many strengths.

Discuss that adults, other than parents, provide care and support for children which include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

Scenarios 2.1-2

Personal Inventory 2.3

Disability Activities 2.4-9

Who cares for children? 2.10-2.11

2.3 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.

2.4 The student will demonstrate appropriate ways of dealing with feelings.

Performance Objectives:	Materials:
Students will be able to:	
Describe pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure).	Kids Health: Feelings 2.12-13
Understand the characteristics of appropriate and inappropriate behavior as it relates to relationships.	Kids Health: Feelings 2.12-13
Demonstrate appropriate behavior, in response to pleasant and unpleasant feelings.	Kids Health: Feelings 2.12-13

TOPIC: Affection and Touch

SOL:

2.5 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

2.6 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.

Performance Objectives:	Materials:
Students will be able to:	
Understand that appropriate expressions of affection are healthy for the individual and for the family.	Personal Body Safety Scenarios 2.14 Safe Places 2.15 Personal Body Safety 2.16
Recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.	Personal Body Safety Scenarios 2.14 Safe Places 2.15 Personal Body Safety 2.16
Review the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches.	Personal Body Safety Scenarios 2.14 Safe Places 2.15 Personal Body Safety 2.16
Understand the differences between appropriate and inappropriate expressions of affection and behavior.	Review of Safety Strategies 2.17

2.7 The student will be conscious of how commercials use our emotions to make us want products.

Performance Objectives:	Materials:
<p>Students will be able to:</p> <p>Discuss the concept of media influences, which is developed further at higher grade levels.</p> <p>Understand techniques used by the media to create excitement and a desire to purchase products.</p> <p>Understand how the media affects mental health issues such as self- esteem or body image.</p>	<p>Media 2.18</p> <p>Techniques in advertising 2.19-20</p> <p>Body image and the media 2.21</p>

TOPIC: Reproduction

SOL:

2.8 The student will become aware that babies grow inside the mother's body in a special place called the uterus.

Performance Objectives:	Materials:
<p>Students will be able to:</p> <p>Describe basic, age-appropriate, medically-accurate information.</p> <p>Demonstrate ease or comfort in talking about reproduction-related topics and to correct misinformation.</p>	<p>Reproduction 2.22-23</p> <p>Reproduction 2.22-23</p>

Read the following scenarios and answer the questions that follow.

1. A new student came to school who was twice the size of everyone in the class, yet he was the same age as everyone else. What should you do to show an attitude of acceptance?

- a. Ignore him.
- b. Point at him and begin laughing.
- c. Treat him like everybody else.
- d. Call him names.

2. Your cousin's friend is from Puerto Rico and has a strong accent. For him to be accepted he should:

- a. Lose the accent and speak like an American.
- b. Stop talking altogether and learn sign language.
- c. Just continue to be himself and stop worrying about what others may say or do.
- d. None of the above.



3. Sally is unable to afford the latest fashions. To be accepted she should not have to:

- a. Steal
- b. Borrow outfits from her friends.
- c. Stay home, after all she shouldn't be seen without brand name clothes.
- d. All of the above.

4. Pete has really big ears and so many freckles that his face is covered with them. To be accepted by his classmates, he should:

- a. Wear a paper bag over his head.
- b. Consider plastic surgery.
- c. Just be himself, knowing it's what is on the inside that really counts.
- d. Quit school.

5. Jim is really small for his age. Even though he tries hard he just can't play basketball.



What could Jim do to be accepted by the other boys in his gym class?

- a. Keep trying his best.
- b. Get extra coaching after school.
- c. Be patient, he is continuing to grow and develop.
- d. All of the above.

6. Because of an illness, Regina is very overweight and does not participate in sports. What should the other students in the class do to show acceptance of her condition?

- a. Pick on her and call her names.
- b. Allow her the opportunity to be valued for her strengths.
- c. Avoid interactions with her completely.
- d. Tease her about her weight.

7. Sam is confined to a wheelchair and can have difficulty moving around school. Other students could show acceptance of his circumstances by:

- a. Opening the door for him.
- b. Clearing pathways when he needs to get through.
- c. Treating him like everyone else.
- d. All of the above.



Listen to the following poem then discuss it.



## *Personal Inventory*

### *School Subjects*

1. I like \_\_\_\_\_.
2. I do not like \_\_\_\_\_.
3. I am good at \_\_\_\_\_.
4. I am not good at \_\_\_\_\_.
5. I am good at this subject, but I do not like it: \_\_\_\_\_.
6. I am not good at this subject, but I like it: \_\_\_\_\_.

### *Activities*

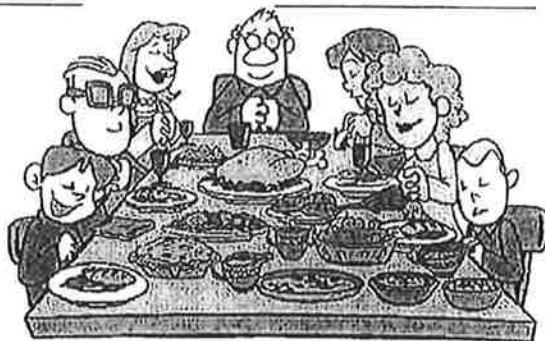
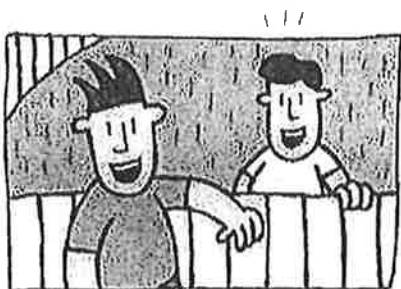
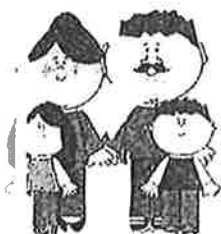
1. I like \_\_\_\_\_.
2. I do not like \_\_\_\_\_.
3. I am good at \_\_\_\_\_.
4. I am not good at \_\_\_\_\_.
5. I am good at this activity, but I do not like it: \_\_\_\_\_.
6. I am not good at this activity, but I like it: \_\_\_\_\_.
7. I prefer being involved in individual activities \_\_\_\_\_ or group activities \_\_\_\_\_. (Check one.)

### *Relationships with Friends and Adults (Yes or No)*

1. I am generally well liked: \_\_\_\_\_.
2. I am generally not well liked: \_\_\_\_\_.
3. I have a group of friends: \_\_\_\_\_.
4. I prefer having one or two friends: \_\_\_\_\_.
5. I am a leader: \_\_\_\_\_.
6. I am a follower: \_\_\_\_\_.
7. I prefer people who like the same things I like: \_\_\_\_\_.
8. I prefer people who like different things: \_\_\_\_\_.
9. I have the support of significant adults in my life: \_\_\_\_\_.
10. I have the support of a group of peers: \_\_\_\_\_.

# Who cares for children?

Label the pictures





# Who cares for children?

Label the pictures



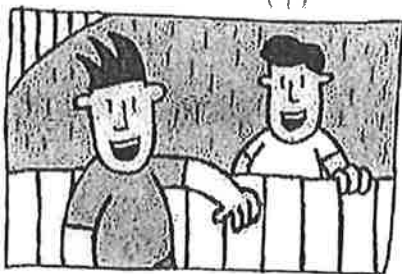
Daycare



Parents



Family Friends



Neighbors



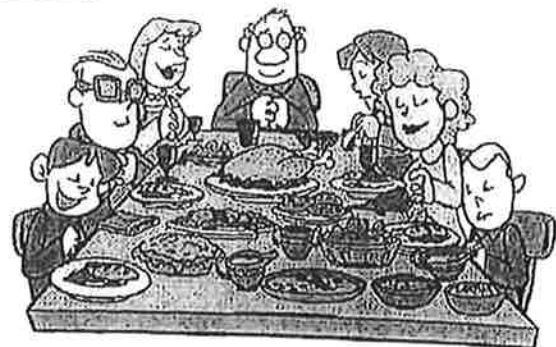
Police/  
community workers



religious organizations



Teachers



Family Members



## Feelings and Faces

**Teacher's note:** Give each student a card or piece of paper with his or her name on it. Tape the six faces in this handout to a wall. Then read each of these situations to your students. After reading each situation, let the students tape their name card under the face that describes their feelings related to each situation. Ask the kids to explain why they feel that way.

### Situation 1

It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used.

How do you feel?

### Situation 2

It's the end of the school day. Parents have already picked up all your classmates, but your mom or dad isn't there yet.

How do you feel?

### Situation 3

You and your friends are playing a board game. All of a sudden your dog runs through the living room and over your game. Game pieces go flying and you lose your spot on the board.

How do you feel?

### Situation 4

You're at an amusement park, next in line to get an autographed picture with your favorite superhero or princess.

How do you feel?

### Situation 5

You're at an amusement park waiting in line to go on a new roller coaster that goes really fast and high.

How do you feel?

### Situation 6

Your parents are going to go out to dinner and a babysitter is coming to watch you while your parents are gone.

How do you feel?

### Situation 7

You painted a really pretty picture in art class and the teacher holds it up to show everyone.

How do you feel?

### Situation 8

Your best friend invited you to a play date Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is canceled.

How do you feel?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Good Feelings Journal

Instructions: Draw a picture of something that makes you feel good, then write a sentence at the bottom of the page describing your picture or tell your teacher what to write for you. You and your classmates can put all the pages together to create a Good Feelings Journal for the class.




---

---

---

---



## **Personal Body Safety Scenarios**

### **Scenario 1**

You are walking in your neighborhood, and a car drives up alongside of you. Two strangers from the car begin asking you question such as your name, where you live, what school you attend, and your phone number. What should you do?

### **Scenario 2**

You are walking home from the bus stop when a person in your neighborhood who you recognize but do not know tells you that your parents have asked them to come pick you up. What should you do?

### **Scenario 3**

Your parents go out to dinner, and you are at home with a new babysitter. The babysitter wants to give you a bath and help wash your body. You are old enough to take a bath or shower by yourself. What should you do?

### **Scenario 4**

A friend in your class always goofs around and playfully punches you in the arm. You don't like it because it hurts. You want your friend to stop, but you don't want your friend to think you are a "baby." What should you do?

### **Scenario 5**

Your best friend tells you that he or she has a lighter and that he or she is going to start a fire in the bathroom during lunch time. Is this a good or bad secret? What should you do?

### **Scenario 6**

You are on the computer and someone asks you for your name and wants to meet you in person. The person says not to tell anyone about the plan to meet up. Is this a good secret or bad secret? What should you do?

## **Safe Places**

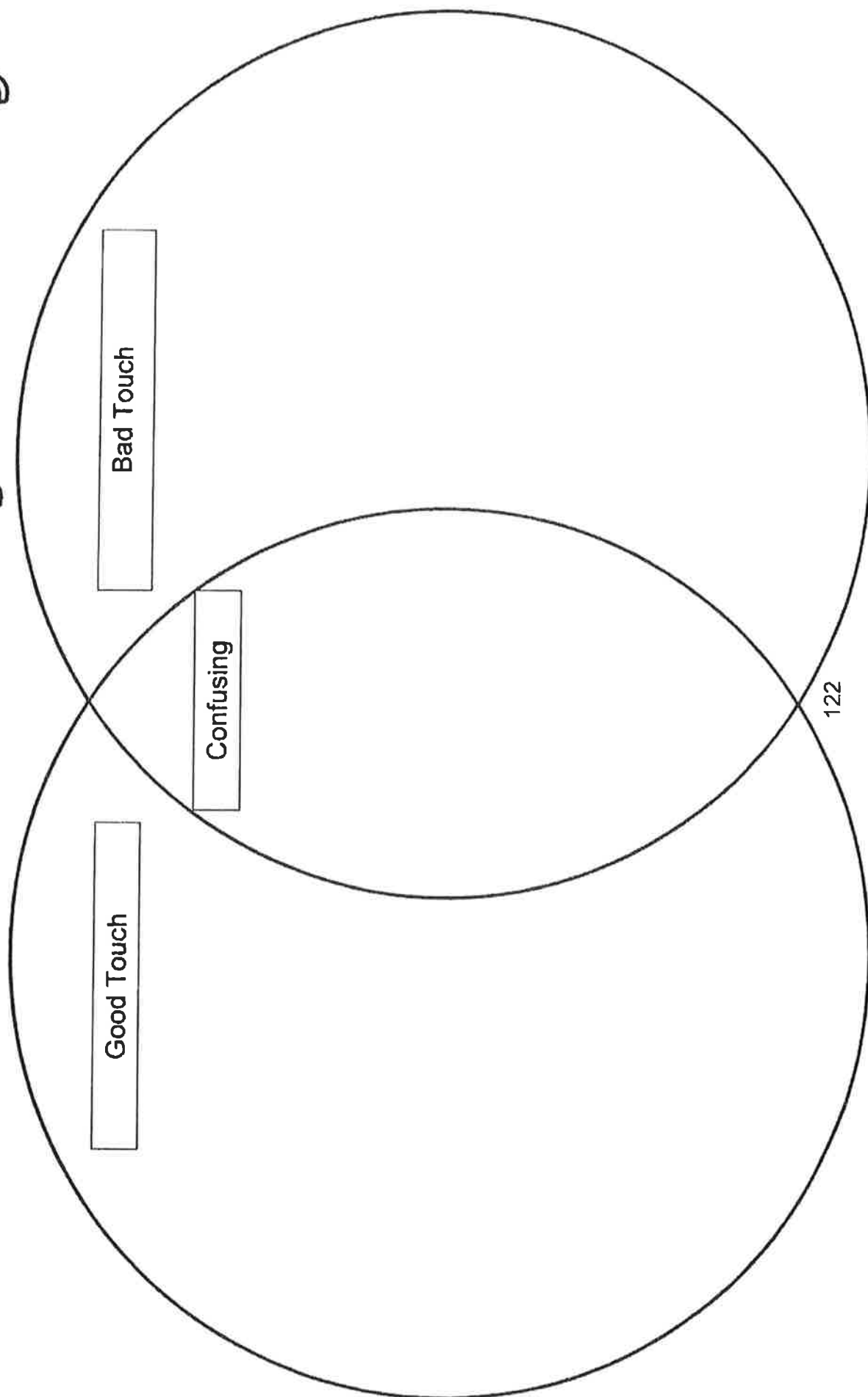
### Worksheet 3D

**Name** \_\_\_\_\_

**Directions:** If a stranger approaches you in any of the places listed below, where could you go or who could you ask for help? List your ideas under each box.

<b>Neighborhood/playground</b>	<b>Store</b>
<b>School</b>	<b>Other</b>

# Personal Body Safety

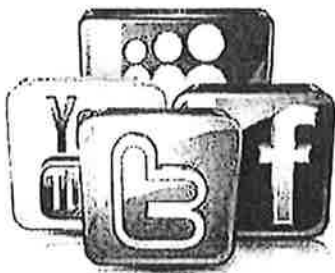
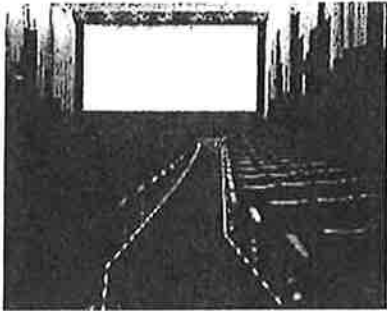


## **SAFETY STRATEGIES**

- Keep a safe distance from strangers.
- Never get into a car with strangers.
- Don't take gifts from strangers.
- Do not give strangers any information about yourself.
- Run to a safe place such as a neighbor's house, store, school, or police station.
- Yell loudly if a stranger comes close and tries to grab you.
- Use a family code word.
- If you or someone you know has a bad secret, always tell an adult you can trust.
- Use the buddy system and go places in groups.
- Walk with confidence and stay alert.
- Use your body safety rules: Say, "No," in a strong voice. Get away to a safe place. Tell an adult you can trust.
- Never take unfamiliar short cuts.
- Tell your parents/guardians where you are at all times.
- If in danger, call your parents/guardian on their cell phone if they have them.
- Never arrange to meet in person with anyone you've met on the computer.
- Don't open e-mails from strangers.
- If you read something that makes you feel unsure or uncomfortable, go tell an adult you trust right away.

# Media

Label and discuss how they influence you?





# Techniques in Advertising

Technique	How It Is Used	Example
Bandwagon	Tells you that everyone is doing it	
Celebrity Spokesperson	Uses a celebrity or famous person to endorse a product	
Emotional Appeals	Make viewers feel certain emotions, such as excitement, sadness, or fear	
Humor	Used to make audiences laugh	
Individuality	Makes you feel like you are different than everyone else	
Plain Folk	Shows ordinary people using or supporting a product or candidate	
Product Comparison	Compares products to another one	

# Techniques in Advertising

<b>Technique</b>	<b>How It Is Used</b>	<b>Example</b>
Bandwagon	Tells you that everyone is doing it	<b>McDonalds (over 99 billion served)</b> <b>Proactive</b> <b>Pepsi</b> <b>Coke</b>
Celebrity Spokesperson	Uses a celebrity or famous person to endorse a product	<b>Shaq</b> <b>Beyonce</b> <b>Kobe</b> <b>Wade</b> <b>Manning</b> <b>(Etc)</b>
Emotional Appeals	Make viewers feel certain emotions, such as excitement, sadness, or fear	<b>Aspca</b> <b>Kleenex</b> <b>Insurance</b> <b>Diapers</b>
Humor	Used to make audiences laugh	<b>Doritos</b> <b>AT&amp;T</b> <b>Orbit gun</b>
Individuality	Makes you feel like you are different than everyone else	<b>Wranglers</b> <b>Lee Jeans</b> <b>Mountain Dew</b>
Plain Folk	Shows ordinary people using or supporting a product or candidate	<b>Household goods</b> <b>Food Items</b>
Product Comparison	Compares products to another one	<b>Dental Care</b> <b>Medical Items</b>

## **BODY IMAGE AND THE MEDIA**

- Using the magazines provided in class, complete the resource analysis by answering the questions below.

Magazine Name: \_\_\_\_\_ Genre: \_\_\_\_\_ Date: \_\_\_\_\_

1. Observe the following points:

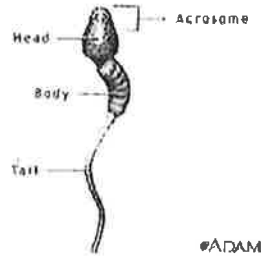
- a) the number of ads in the magazine \_\_\_\_\_
- b) the number of ads which use women/men to sell the product \_\_\_\_\_
- c) the number of ads with parts of a woman's/man's body \_\_\_\_\_

2. Each group presents its findings to the class, answering the following questions:

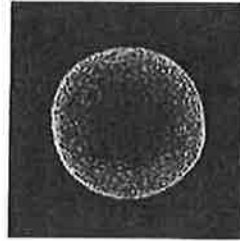
- a) Are these ads realistic? Why? Why Not? Explain.
- b) Is this a positive representation of women in general?
- c) Is this a positive representation of men in general?
- d) How might women feel if they do not look like those in the ads?
- e) How might men feel if they do not look like the men shown in the ads?
- f) How might these ads affect perceptions of body image?
- g) Why is it important for people to set their own standards instead of being influenced by the advertisements?
- h) Is this a realistic reflection of males and females?

# Reproduction

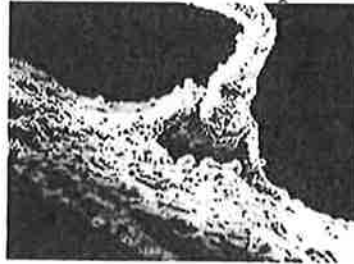
1. Males provide a cell called sperm.



2. Female provide a cell called an egg.



3. A baby is created when the sperm enters the egg.



4. The both cells create a new cell. This cell divides over and over again.



5. These cells develop into a tiny baby. The baby will continue to develop for 40 weeks.

**Fetal Growth From 8 to 40 Weeks**



6. The baby grows in the mother's uterus also known as the womb.



7. Once the baby is fully developed the mother will deliver the baby.

