

Lesson 1: Individual Differences
Grade 4- Health and Puberty Education Alternative Lesson
Davidson County Schools

Note: The following two lessons are alternatives for Grade 4 Lessons 1-2 (Standards 4.ICR.2.1 and 4.ICR.2.2).

Essential Standard	Clarifying Objective
4.ICR.1- Understand healthy and effective interpersonal communication and relationships	4. ICR.1.1- Explain the importance of showing respect for self and respect and empathy for others.
ELA Common Core Standard for 4th Grade W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). • Provide a concluding statement or section related to the opinion presented.	

Materials Needed:

- A variety of pencils (used, unused, different colors, etc.)
- Parent letter sent home prior to the lesson
- Student List Template “Pencils” (optional)
- Writing Prompt Sheet
- Blank paper for writing

Focus:

- Place pencils on the table in the front of the room.
- Ask the students to come by them and make two lists.
- On one list they should put how the pencils are the same and on the second list describe how the pencils are different.
- After everyone has made their own personal lists, make a group list.
- Explain that even though they are all pencils, they still each have their own unique features.

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Teacher Input:

Say the following to the group:

- No two people are alike and that we all have different shapes and sizes.
- Sometimes we are very different even though we may be the same age. We all grow up and change at different rates.
- There is no correct size and that all sizes and shapes of individual are different and unique to that individual.
- It is never okay to make fun of someone because of their size or shape.
- Discuss with the students some of the things that make us unique individuals. These may include hair color, eye color, size, hobbies, preferences in movies, TV, and books as well as many other characteristics.

Practice and Assessment:

- As a group, discuss the scenarios about growing up using the following questions:
 - 1) How does the main character feel about growing up?
 - 2) What steps can you take to be a respectful friend to him or her?
- Scenarios:
 - Scenario 1: Jeanne is the last person chosen for teams in physical education. She is not athletic and very short. Her nickname is "Shorty."
 - Scenario 2: Drew is the smallest boy in the 4th grade. Two guys picked Drew up and put him in the trashcan.
 - Scenario 3: Anthony has grown two shoe sizes since Christmas. As a result, he is clumsy and the kids laugh whenever he falls down.
 - Scenario 4: Jayden is very popular and has lots of friends. Recently girls have started texting him and sending him pictures. They are always asking Jayden's friends if he likes them. Jayden loves basketball and doesn't think about girls in 4th grade.
 - Scenario 5: Kate gets to talk on the phone with boys but Mya's parents do not let her. Mya thinks that Kate is more popular than she is.
- Ask students to choose one of the characters they feel needs the most cheering up. Ask the student to write a letter exhibiting the characteristics of a respectful friend.

Practice & Assessment:

- Students should write an informative text describing what they believe makes them most unique.

Pencils

Similarities

Differences

Writing, Grade 4, Opinion Piece

4.ICR.1- Understand healthy and effective interpersonal communication and relationships.

I am a unique individual because...

As you write your story, remember to

- Focus your text on reasons that make you a unique individual.
- Use details to support the topic/subject of your text.
- Make sure your text has a logical sequence.
- Use your best grammar, spelling, punctuation, and capitalization.

Use the paper given to you by your teacher to plan your text.

Lesson 2: Growing Up
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Note: The following lesson is an alternative for the Fourth Grade Health and Puberty Education Lesson 2

Essential Standard	Clarifying Objective
4.ICR.1- Understand healthy and effective interpersonal communication and relationships	4. ICR.1.1- Explain the importance of showing respect for self and respect and empathy for others.
ELA Common Core Standard for 4th Grade W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). • Provide a concluding statement or section related to the opinion presented.	

Materials Needed:

- Chart paper
- Markers
- Writing Prompt Handout
- Blank paper

Focus:

- On a piece of chart paper, create a T-chart and write the following headings:
 - The great things about growing up
 - The difficult things about growing up
- As a group, come up with an example or two for each heading. An example of a difficult change could be teasing from classmates. A great change could be more independence. Discuss that some changes may fit in both categories. For example, "more responsibility" can be seen as both great (*I get to baby-sit!*) or difficult (*I have to baby-sit.*).

Teacher Input:

Tell students the following:

- People react to change differently. Some changes may be listed as being both great and difficult. Feelings about change are personal.

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- A difficult change (as identified by the students) doesn't have to be a problem. There are different ways to cope with change. One of them is to think about the things you are good at.

Ask the students the following:

- What are some things you are already good at?

Tell the students the following:

- There are also people who can help you feel better about changes you are going through. Those people can be your parents, your teacher, or the guidance counselor at school.

Practice and Assessment:

- Give the student the writing prompt handout and tell students the following:
 - With all the advances today in space exploration, imagine you had the chance to travel forward four years in time. You can look at yourself and your friends four years from now.
 - What changes do you expect to see in yourself and your friends in four years?
 - How will your relationships with your family and friends change and why?
 - What new relationships do you expect to develop?
 - What are other ways that your life will be different four years from now?

Writing, Grade 4, Opinion Piece

4.ICR.1- Understand healthy and effective interpersonal communication and relationships.

With all the advances today in space exploration, imagine you had the chance to travel forward four years in time.

You can look at yourself and your friends four years from now.

What changes do you expect to see in yourself and your friends in four years?

As you write your piece, remember to

- Focus your writing on the following ideas
 - What changes do you expect to see in yourself and your friends in four years?
 - How will your relationships with your family and friends change and why?
 - What new relationships do you expect to develop?
 - What are other ways that your life will be different four years from now?
- Use reasons and details to support the topic/subject of your text.
- Make sure your text has a logical sequence.
- Use your best grammar, spelling, punctuation, and capitalization.

Use the paper given to you by your teacher to plan your text.