



Mango Hill State School
Growing, learning, achieving together

PARENT GUIDE

TERM 4 -HEALTH UNIT

Year 2- Knowing me, knowing you

Curriculum intent: Health (Australian curriculum)

The curriculum for Year 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

Mango Hill State School

Year 2 Term 4 Health- Knowing me, Knowing you?

Term overview

Term 4 Year 2 Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson 1: Safe and unsafe	L1 – explore what safe and unsafe means L2 – explore how to 'look, listen, smell' safety clues		Page 1 Page 2 Page 3 Page 4
Lesson 2: Same and different		2.2 This learning sequence helps students to further develop self-awareness through Identifying their personal likes and dislikes. It helps students to identify what they have in common with one another, and perhaps with students they may not have yet connected. It is also a chance for the teacher to reinforce that the existence of difference among them is not bad or inferior, just different.	Page 5
Lesson 3: Naming the boys and girls body parts/ body ownership	L4 – identify the parts of the body L5- body ownership		Page 6 Page 7
Lesson 4: how to be a good friend		2.2 In this learning sequence, students learn that there are explicit skills that contribute to making and keeping friends. Opportunities to talk about friendships in class help students to develop these important skills. This learning sequence focuses on the important skill of saying 'hello'.	Page 8
Lesson 5: How do we care for one another		2.3 This learning sequence is a first step in identifying students' support networks. Students learn more about who they are by identifying the people close to them. It also begins the work of identifying the elements of positive, respectful relationships.	Page 9
Lesson 6: identify what we need to grow and be healthy		2.4 In this learning sequence, students play a game to promote thinking about caring for themselves and to promote discussion about what is good for their health.	Page 9
Lesson 7: feelings		2.2– feelings This learning sequence also takes the opportunity to help the students identify feelings when talking about the body.	Page 9

Week 1- Safe and unsafe

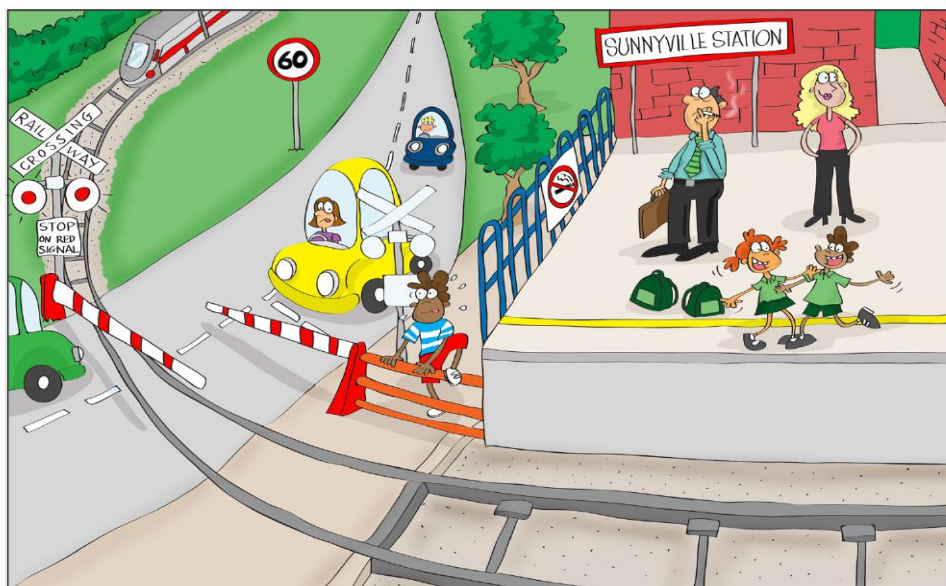
Strategies and experiences

- Introduce to students what feeling safe and unsafe might look like. (e.g. When I'm standing on a really high building and I look down. How might this make me feel? Nervous, shaky, scared)
 - Read the (Lost at the show) or a book similar and talk to students about how you might feel if you were lost?
 - Discuss and take notes about feelings and the actions you would need to take if in this situation
 - Have explore the following sentence:
 - I am SAFE when...
-
- Discuss places that may be safe or unsafe
 - Put up a scene depicting unsafe situations (beach, park, storm)– IWB
 - Look at signs we might see at these places and discuss how signs might keep us safe.
 - Discuss how looking, listening and smelling can help keep us safe. (Recognise and React)



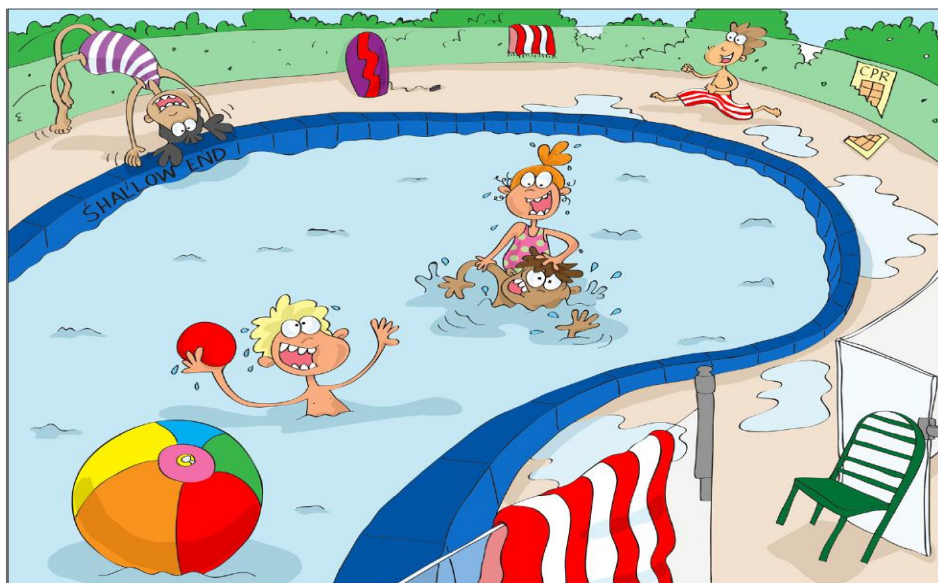
Davidillo roombe Child Safety Centre lim
P-2 12 BlackCards

Department of Education and Training

David Morcombe Child Safety Campaign
P-2 L2: PlayCards

Department of Education and Training

 Queensland Government



Copyright © 2010 by Queensland Government
All Rights Reserved

Department of Education and Training

Queensland Government

Name: _____





Unfinished sentences

An example of a LOOK  clue is





An example of a SOUND  clue is

An example of a SMELL  clue is

Signs: What does the sign mean?

	
	
 <small>Courtesy www.pdolparto.org</small>	
 <small>Courtesy www.okeer.com</small>	




Signs: What does the sign mean?

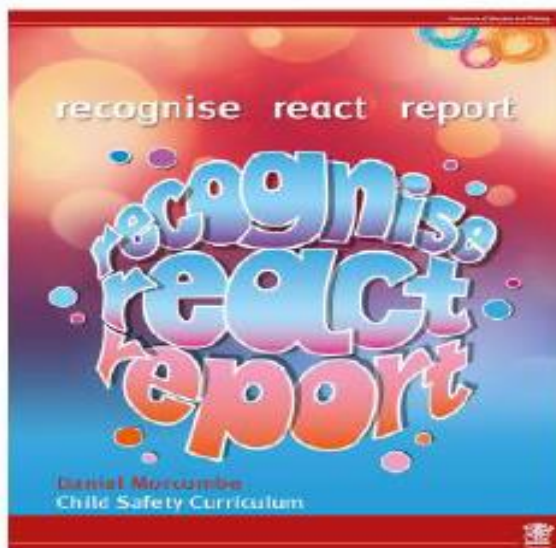
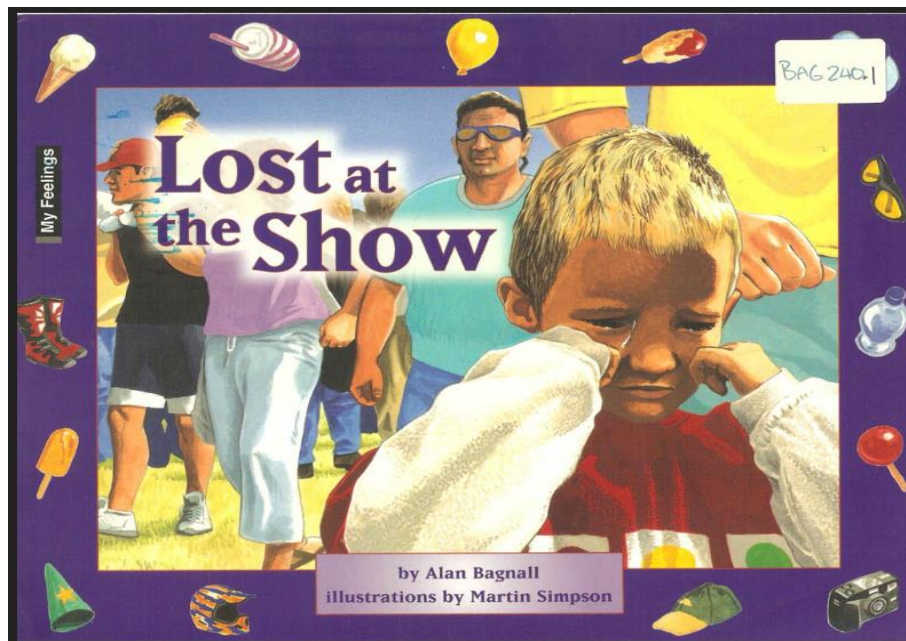
	
 <small>Courtesy www.okeer.com</small>	
	
 <small>Courtesy www.freeclipartnow.com</small>	

Signs: What does the sign mean?

	
 <small>Courtesy www.openclipart.org</small>	
 <small>Courtesy www.pdolparto.org</small>	
	

Signs: What does the sign mean?

 <small>Courtesy www.pixlio-donata-image.com</small>	
 <small>Courtesy www.openclipart.org</small>	
 <small>Courtesy www.okeer.com</small>	
 <small>Courtesy www.openclipart.org</small>	



Week 2- Same and different

Strategies and experiences

Possible activities ideas:

Pair share

- Invite the students to form pairs.
- Ask them to find out two things they have in common and two things that are different and tell the rest of the group about them. For example, we both have blue eyes but I am right-handed and you are left handed.
- Mix pairs up so that boys and girls have turns at being together and identifying that they have things in common as well as things that are different.

Two ends

Using an open space, place a large blue sheet of paper at one end of the room and a yellow piece of paper at the opposite end. Explain to the students you want to get to know them better and that there is no right answer to what you will Ask them.

Ask them to listen carefully and then say:

- All those who like peas, please go to the blue end of the room and all those who like carrots please to go to the yellow end of the room. Those who are not sure or prefer neither can remain in the middle.
- Allow time for the different groups to talk about why they chose to go where they did.
- Ask the students from each end why they prefer one to the other. When a reason has been given, say to the others:
- Now that you have heard (Rachel's) reason, is there anyone who would like to change his or her mind?

Reassure the students that it is all right to change your mind.

- When the students have settled on their groups, draw a quick sketch on the whiteboard or a poster to represent the groups.

After three or four choice activities, use the sketches to support discussion about the similarities and differences you have noticed in the students' choices and in the composition of the groups. In some ways, the students are different and in some ways, they are the same! This discussion provides opportunities for the teacher to gather evidence related to the success criteria.

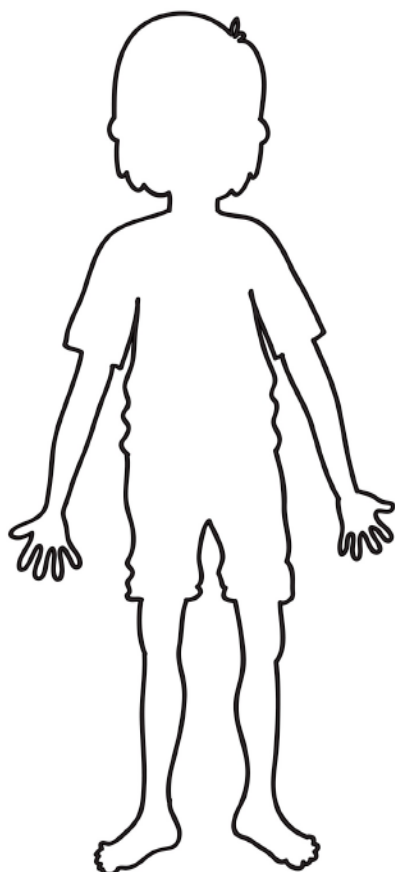
Week 3- Naming the boys and girls body parts/ body ownership

Strategies and experiences

- Revise lesson about feeling safe and unsafe.
- Use IWB and access identifying different body cues activity (Daniel Morcombe see below)
- Explain what body cues means.
- The point of this activity is to reinforce the correct names for sexual body parts and to highlight that both girls and boys have many body parts the same.
- Have a student's identify the body parts (both Boy and Girl)
- (activity attached)
- **Language to use:**
- **Private, bottom, penis, vagina, breasts, nipples, mouth, naked,** recognise, react, report

Body clues

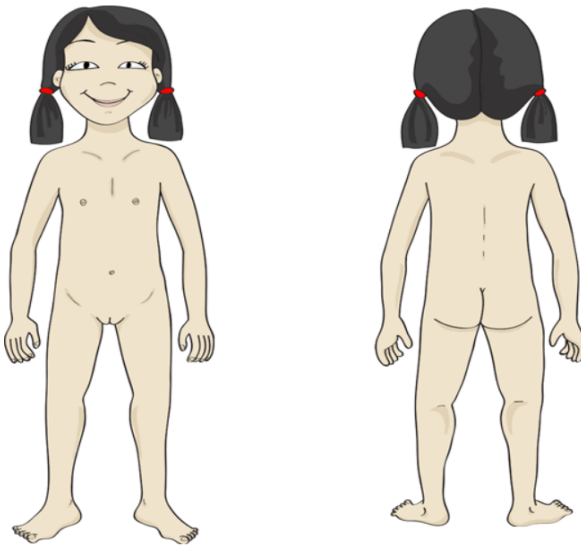
Name: _____



butterflies	crying
goosebumps	heart racing
jelly knees	shaking hands
sweating	teeth chattering
can't move	

Naming the private body parts

Female



Select the names of the private parts of a girl's body.

breasts

nipples

vagina

mouth

penis

bottom

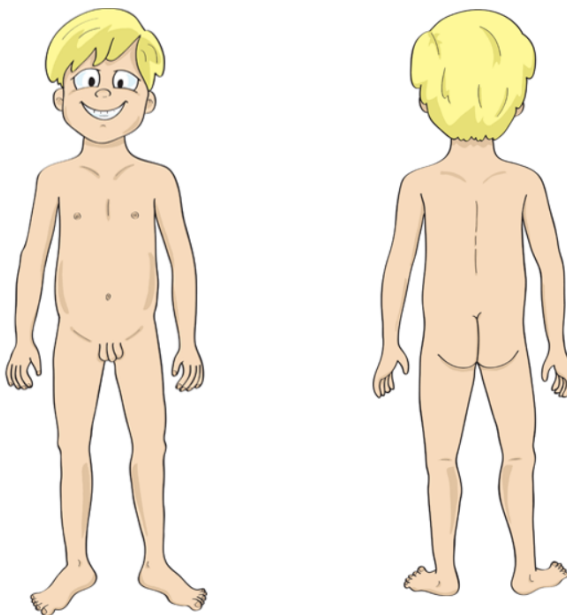
reset

back | next

© State of Queensland (Department of Education and Training) 2016.

Naming the private body parts

Male



Select the names of the private parts of a boy's body.

nipples

mouth

penis

bottom

vagina

breasts

reset

back | next

© State of Queensland (Department of Education and Training) 2016.

Week 4- How to be a good friend

Strategies and experiences

- In this learning sequence, students learn that there are explicit skills that contribute to making and keeping friends. Opportunities to talk about friendships in class help students to develop these important skills. This learning sequence focuses on the important skill of saying 'hello'.

Possible activity ideas:

Say 'hello'

- Try to make sure you greet every child by name when they arrive in class each morning. It helps students feel welcomed and safe. You could use the roll call as an opportunity to greet each child by name each day.
- Ask the students, in turn, to greet the person on their left, then their right, using their name.
- Ask the students to role-play scenarios related to saying 'hello'.
- Discuss each role-play after it has finished.
- Key message: It feels good to be greeted and to make other people feel good too.

Say 'hello'

Date _____

Dear Parent(s)/Carer(s)

We are learning about how to make friends. One of the things we can do to act in a friendly way to other people is to say 'hello'. In the space below, can you help your child identify ways of showing someone that they would like to play with them? Perhaps you can suggest ways that worked for you when you were a child.

Thank you for your help.

Regards



Week 5 - How do we care for one another?

Strategies and experiences

Students identify the importance of caring for one another

Discuss what we can do to care for someone or something.

Sunflower – ways we care for one another

Prepare a large cut out of yellow circles and separate paper petals.

Ask the students:

- Who are the people in our family and the people who love and care for us?

The students must identify real people that they have a close relationship with, and not, for example, TV characters.

- Record all the students' answers in the centre of the sunflower.

Ask the students:

- How do our special people show they love and care for us? (For example, 'Nana cooks me a nice dinner' or 'My little brother hugs me'.)
- Write the responses on separate petals and stick them around the yellow circle.

Alternatively, you could use pictures and magazine cut-outs that students can select and stick around the yellow circle.

I can help

List the kinds of jobs students can do at home or at school to help. For example, set the table, make the bed, tidy their bedroom and get the mail.

- Sharing work at home is one way we can show we care.

Is there one job you could do at home to help? What would that be?

Week 6 - Identify what we need to grow and be healthy

Strategies and experiences

- Ask the students to brainstorm a list of how they have grown and changed.
For example, height, weight, size of feet.

In the body

- Make full-sized body outlines of each student using the butcher's paper.
- Fill up each body outline with all the things they need to be happy and healthy.
- Encourage the students to write, draw or find magazine pictures that suit their responses. Place these inside the outline of their body.
- Discuss the importance of making sure we keep healthy and happy.

Week 7 - Feelings

Strategies and experiences

- Discuss that we may experience many different feelings in our day-to-day life.
- Explain that it is common to express more than one type of feeling in a day and that there is nothing wrong with this.
- Create a feelings sort or some feelings charades to explore the different types of feelings we experience. Discuss why we might experience the feelings.
- Talk about some strategies we can do to help us when we might be angry, sad or happy