

Lesson 2 – Physical and Inherited Attributes

Subject: Health

Grade: 1

Content: Physical and Inherited Attributes		Instructional Strategies: Direct instruction, Indirect instruction, and experiential learning.
Outcomes: USC 1.5 – Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.	Indicators: (b) Recognize self as an individual who has particular physical and inherited attributes (height, freckles) and particular experiences that may or may not be similar to those of others (traditions).	
Prerequisite Learning: - Students should have a basic understanding of certain characteristics that they have. - Students should be able to draw and color.		
Differentiated Learning/Adaptive Dimension: - More time can be given to students who need it. - Less detail can be required for some students who are taking a long time to complete their worksheet. - Some students can draw the pictures, but not be required to color them in. - Provide prompts to students if they do not understand what to draw. “I would draw myself with freckles because I have freckles on my face.” - Have the students try to label their attributes the best they can. Keep “stretch spelling” in mind. -- -The teacher can walk around and help label the pictures for those students who need it.		
Preparation: (Materials, resources, equipment) <ul style="list-style-type: none">• Cards of people with different physical characteristics (Cards from the game “Guess Who?” work well for this)• Pencil• Eraser• Pencil crayons/crayons• My Attributes Worksheet (See Below)		

Set (15 min)

Have a review from the last class, and discuss positive self-talk and the importance of having positive self-talk towards ourselves, as well as using positive words towards others. Discuss what characteristics and attributes are and explain to the class that everyone has different attributes and characteristics, and that is what makes everyone special. Tell the class that cards will be handed out with different people on them. The student's job is to talk about the different characteristics and attributes that the people on the cards have. Remind the class that it is important to use positive talk when describing the people on the cards. Put the students in groups of 2 or 3, and hand the cards out and allow them to get started.

Development (20 mins)

Students will be asked to go back to their seats. Once they are all seated and listening, explain to the students that they will be doing a worksheet that showcases their own personal attributes, and remind them that these attributes are what make them special. Go through the worksheet with the students to make sure all students understand. Explain to the students that they should try to label the attributes that they draw. Tell them to try their best, and to try to sound out the words the best they can.

Closure (5 min)

Students will pack up their belongings, hand in their worksheets, and get ready for the next class.

**Student
Engagement/Classroom
Management
Strategies**

- Make sure students are engaged and participating in the discussion when they are looking at the cards and describing the people on the cards.
- Scan the room to make sure students are listening.
- Make sure the noise level remains appropriate.
- Walk around while students are filling in their worksheets to make sure everyone is staying on track, and to make sure everyone is understanding what they should be doing.

MY ATTRIBUTES

... Name: _____

Draw and label 3 physical and/or inherited attributes that you have.

My Attributes:

