

# Lesson 2 – Growing up



Comisiynydd  
Plant Cymru  
Children's  
Commissioner  
for Wales

## Development

Grade Level:

Lesson Title: Growing up

### Learning Objective:

- Develop an understanding of growing up to be happy and healthy
- Develop an understanding for living and maintaining a healthy lifestyle
- Identify something we need to grow

For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.

**Some Learners:** Will be able to independently identify the children's rights needed to grow up happy and healthy.

**Most Learners:** Will be able to choose a right that they feel is important to grow up to be happy and healthy – with support if needed.

**All Learners:** Will experience the appropriate children's rights needed to grow and to be happy and healthy.

### Key Questions:

- Who can remember what we learnt about in our last rights lesson?
- What are children's rights?
- Who is the Children's Commissioner for Wales?
- Can anyone remember a right?
- What do we need to grow?
- What do we need to be healthy?

### Materials/ Resources needed:

- Social Story – "Growing up"
- Picture pack – "Development"
- Symbols Cards
- Objects of reference

- My Rights Booklet for each child
- Pictures of things that support growth and development e.g. healthy food, healthcare

### **Introduction:**

Recap the previous lesson, highlighting the key aspects for the pupils.

Introduce the word development and show the "Picture Pack - Development" to the class. Discuss what the illustrations show and ask the learners for their interpretations. Talk about each article that the illustrations represent.

Explain that "development" is the same as growing up happy and healthy and that all children have a right to grow and live.

As a group, read the "Growing up" Social Story.

### **Main Activity:**

As a class, discuss what we need to grow up to be happy and healthy.

Highlight the importance of staying healthy, going to school to learn, seeking medical care when needed, and link explicitly to the appropriate articles – use the objects of reference/ symbols cards to support pupils understanding.

Ask pupils to choose the rights that they feel are most important to them to help them grow up happy and healthy. Some pupils may be able to offer their reasons or opinions as to why.

Draw the outline of a body on a large piece of paper. As a class, fill the body with pictures of things that support our growth and development. You could put pictures of things that can stop us from developing healthily outside of the body. Some pupils may be able to offer their reasons or opinions as to why. Take photos to evidence.

**Ongoing:** Complete page 7 of the My Rights Booklet (What food do you need to keep healthy?)

### **Plenary:**

Recap of lesson:

What have we learned today?

Can anyone tell me a right?

What does growing up mean to you?

What do we need to grow up to be healthy?

What do we need to grow up to be happy?

**AFL:**

Revert back to the lesson objectives, have the pupils achieved the targets set out? Depending on ability, this may be ongoing.

**Differentiation:**

- Support hearing impaired learners with appropriate sign language
- Support ASD/ low level learners with PECS/ pictures of reference
- PMLD learners – can be supported with the use of a sensory Tac-Pac to support the social story. For the main activity, they can explore their body parts by making messy art work and creating a collaborative/ individual piece of art using prints of their body parts. This could be used within other lessons by the rest of the class and form a part of a class/ school display.

Lessons and activities created by Jonathan Whitchurch of Heronsbridge School in collaboration with the Children's Commissioner for Wales. Tell the Children's Commissioner about your work on rights by tweeting @childcomwales or e-mail [post@childcomwales.org.uk](mailto:post@childcomwales.org.uk)