

Personal Timeline

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.*

TARGET GRADE: Grade 3
Supplemental Lesson

TIME: 40 Minutes

MATERIALS NEEDED:

- Legal-size paper – one piece per student
- Chalk or whiteboard
- Chalk or dry erase markers
- Crayons/markers – enough so that each students can have 2-3

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Recognize at least two stages of normal human development.
2. Identify at least two significant events in their lives at earlier stages of development.

PROCEDURE:

STEP 1: Introduce lesson by explaining to students that today's topic is human growth and development. Remind students that babies are born after nine months of development inside a uterus and that everyone started out as an infant.

STEP 2: Create a timeline on the board by drawing a long line along the bottom. Put the following stages of human development on the timeline and as you write each, ask the class to describe each stage briefly including what people look like and what they typically do during this stage. Stages include:

- Infancy/Babies
- Toddlers
- Big children (elementary school age)
- Adolescents/Teenagers
- Young Adults
- Middle Age Adults
- Older Adults

STEP 3: Brainstorm some common events that have happened to most people and write these on a section of the board. The list might include:

- Learning to walk
- Learning to talk
- Starting school
- Childhood diseases
- Trips
- Learning to ride a bike/swim
- Any injuries (broken bones, etc.)
- Getting or losing a pet
- Losing baby teeth
- New brother or sisters

STEP 4: Next distribute one piece of legal-sized paper and a few crayons/markers to each student. Have them draw a line on the long

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edge of the paper and write “birth” on the side all the way to the left and their current age on the side all the way to the right. Tell students that they are to write down events – both positive and negative – that have happened in their lives from birth to present. Tell students not to worry about remembering the exact age they were when everything happened or getting things in the exact right order. Instead they can write words or draw pictures of themselves to indicate the personal milestones. Give students about 10 minutes to complete their personal timelines.

STEP 5: Once ten minutes have passed, gather class’s attention and have them stop their work. Ask them to find two or three people they are seated near and share their timelines in a small group. Give groups about five minutes to gather and share their timelines.

STEP 6: Ask students to return their focus to the large group and lead a discussion based on the following questions:

- What do you think about the events in your life so far?
- What is one that you are looking forward to happening in the next few years?

STEP 7: Close the activity by saying, “Most of you are big children who are approaching adolescence. You have already experienced a lot of important things in your life, but you are just about to begin a time of incredible change. Puberty is a time in our lives when we grow taller and our bodies mature. In 4th and 5th grade you will start to learn about puberty in greater detail as it is another significant event on your personal timeline.”

Source: *When I’m Grown: Life Planning Education for Grades 3 & 4*, Washington DC, Advocates for Youth, updated 2009.