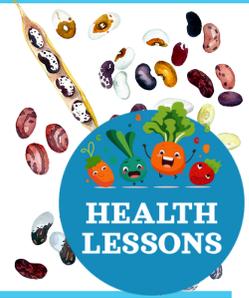


WE ARE BEANS, HELP US POD

Grades 1-3 | 1 Class Period



OVERVIEW

In this lesson, students will explore the concept of belonging and boundaries by dissecting and eating bean pods, such as edamame, string beans or peas. They will use the anatomy of beans in a pod as a metaphor to develop vocabulary for self advocacy, particularly around setting personal boundaries. They will consider what helps them succeed alone and with others.

ESSENTIAL QUESTIONS

- Why do beans grow in pods?
- When do people need other people and when do people need personal space?
- What words can you use when you need space or help?
- How can working collaboratively on a team help you thrive?

MA STATE FRAMEWORKS

Healthy Relationships [PK.3.HRI]

2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome).

MATERIALS

- Two diagrams of beans in a pod
- Construction paper
- Glue
- Writing utensils

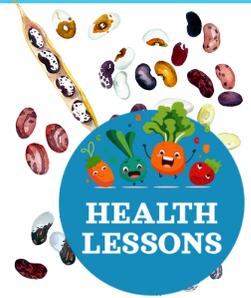
PROCEDURE

Warm Up

Pass a bean to each student and tell them to examine it closely. How would they describe the bean? How many seeds do they think are inside? Remind students that a bean is a pod that holds and protects the seeds inside. Instruct them to carefully open their pod, then have a discussion to compare what they discover. How many seeds did they find? Do they look crowded or do they have space? Are they all the same size? What if there were no pod at all? What if the beans were too crowded or too far apart? Ask students to consider why beans grow in pods, what helps them live together successfully, and what happens when there's too much or too little space in the pod.

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PROCEDURE, CONT.

Main Activity

Begin the activity by showing the class two different bean pod diagrams. Ask students to brainstorm words to describe how the beans might feel in each image. For younger students, provide a list of words or phrases and have them sort and categorize them based on the diagrams. Suggested words/phrases include: too squished together, uncomfortable, lonely, scared, nervous, needing support, angry, unfair, tight. The goal of this warm up is to help students build language to express when they need connection and support—or when they need space and boundaries.

Part 2

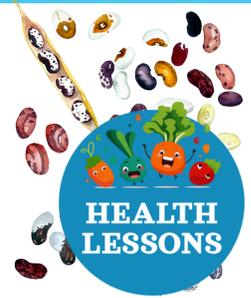
Ask students to create their own examples of beans in a pod that feel “just right” with drawing or collage. What does balance look like? If they were a bean in a pod, what would feel like the right amount of space?

- Students who are reading and writing, can use collage to design their own beans and pod, labeling the emotions or qualities that describe a balanced, supportive group.
- For early or emerging readers, guide students in a group activity, using discussion to help students identify and label words that reflect harmony. Relevant words might include: happy, peaceful, fair, easy, loving, etc.

EXTENSIONS & VARIATIONS

Three sets of illustrated beans and a pod -- too far, too close, just right -- with their accompanying vocabulary can be laminated and added to the classroom to encourage future conversations about setting and respecting personal space and boundaries. They can be a classroom tool to point to when students need support in finding the right words for communicating their needs.

WE ARE BEANS,
HELP US POD
HANDOUT



BEAN POD EXAMPLES

