

**HANOVER COUNTY PUBLIC SCHOOLS -**

**FAMILY LIFE EDUCATION -  
PARENT RESOURCE GUIDES -**



**Grades -  
Second and Third -**

*Revised June 2019*

Hanover County Public Schools  
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This information can be viewed online at:

<http://hcps.us/cms/one.aspx?portalId=1251067&pageId=3603671>

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## **PHILOSOPHY -**

A strong and vital society is built on sound families. Therefore, the main purpose of a Family Life program is to ensure the continual development of healthy families in the future. An effective way of insuring this is to help young people grow into responsible, well-adjusted adults. This guidance should come from parents, schools, clergy, and other segments of society working together to provide young people an enriched environment for health development.

Recognizing the essential worth of each student and the need for certain values necessary for our society to survive, a value system will be incorporated into the curriculum. This curriculum will promote such values as honesty, trust, self-control, and responsibility. It will also emphasize to teens the advantages of postponing sexual relations until marriage. These values are not given as rules, but become evident through the understanding of consequences and the students' acceptance of responsibility for their own actions. This information, coupled with the continual reinforcement of self-esteem and parental guidance, should help the students build a beneficial value system of their own.

Family Life Education begins in the home and should be centered in the home. Hanover County Public Schools has implemented a Family Life Education program designed to promote parental involvement. An objective of this curriculum is the development of a program, which provides accurate, sound information. This program will promote the development of healthy relationships in the present and future, and incorporate decision-making skills to avoid the effects of negative peer pressure. It will be directed toward reducing substance abuse, child abuse and neglect, and teen pregnancy (stressing abstinence).

The Family Life Education program is a monitored program with carefully chosen and well-trained teachers, permitting student expression and encouraging continued parental involvement. The cooperative efforts of the parents, schools, and community will enrich the lives of our children so that they may be loving, caring, and responsible citizens.

## **HISTORY**

The General Assembly mandated that a Family Life Education program be implemented in all schools in Virginia by the fall of 1989. Local school boards had the option of using the program as adopted by the Virginia Board of Education or developing their own. The Hanover County School Board chose to develop its own program to allow for the greatest amount of community input with the help of the Family Life Education Community Involvement Team, which was composed of the individuals listed below.

- ❖ 61 parent/citizen representatives
- ❖ 7 clergymen
- ❖ 6 teachers
- ❖ 3 administrators
- ❖ 1 psychologist
- ❖ 1 medical doctor
- ❖ 1 Health Department representative

This team was selected in late June 1988 and began working in August to develop a Family Life Education curriculum for all county students, grades K-10. The Standards of Learning for the Virginia Family Life Education program originally mandated inclusion of the topics listed below.

- ❖ family living and community relationships
- ❖ the value of postponing sexual activity until marriage
- ❖ human sexuality, growth, and development
- ❖ sexually transmitted diseases
- ❖ stress management and resistance to peer pressure
- ❖ development of positive self-concepts and respect for others
- ❖ parenting skills
- ❖ substance abuse
- ❖ child abuse
- ❖ human reproduction and contraception

Members of the Community Involvement Team and teachers have developed a Parent Resource Guide that includes an overview of each grade level and some activities that parents and children can do at home. The guide is intended to promote good communication within the family setting and provide an opportunity for children or adolescents to ask questions and share concerns they might have.

The current purpose of the Family Life Community Involvement Team is to annually assess and evaluate the family life program and materials utilized by the family life staff in Hanover County.

### **OPT-OUT PROCEDURES**

The Board of Education regulation on opting-out states: An opt-out procedure shall be provided to ensure communication with the parent/guardian for permission for students to be excused from all or part of the program.

The opt-out procedure is as follows:

Parents may exercise the opt-out procedure for any or the entire Family Life Education curriculum. Lesson plans are available for all Family Life Standards of Learning at each grade level. Parents are encouraged to review the lesson plans at each grade level before exercising the opt-out procedure.

Parents will be notified by letter of the time block allocated for teaching Family Life within the K-3 classroom or the 4-10 health block. The opt-out form will accompany this letter. If a parent elects for his/her child not to participate, the opt-out form should be completed and returned to the child's school. Copies of the opt-out form will be located in each schools' main office.

### **IMPLEMENTATION GUIDELINES**

- ❖ In grades K-3, the classroom teacher will instruct the students. In grades 4-10, family life objectives will be presented by the family life resource teachers as part of the health curriculum.
- ❖ Teachers will exercise caution when responding to questions relating to morality.
- ❖ Only approved lesson plans and materials written into those plans will be used.
- ❖ Students with disabilities may receive instruction in Family Life Education. In developing the student's individualized education plan, appropriate content areas will be selected based on the

student's age and ability. The classroom teacher will make modifications to the basic content, activities, and teaching resources as needed.

- ❖ New resources recommended for implementation will be referred to the Media Review Committee.

### **PURPOSE**

The Parent Resource Guide is based on the idea that the most value from the family life education curriculum can be achieved when the student, parent, and teacher are actively working and talking together. The guide is to inform the parent of concepts taught in the classroom.

The guide includes objectives with descriptive statements and activities that may be used to reinforce classroom instruction. The parent can use these activities to stress morals and values that are important to their family. Working together on these activities is a good time to share concerns and answer questions asked by children.

### **RESOURCES**

There are many parent resources available. They may be found in the local library, church libraries, bookstores, health agencies, and the local school. Additional information may be obtained from physicians or the local health department.

In keeping with the philosophy of this program, all materials are available for parental review during the family life parent session prior to instruction beginning at the school.

## **SECOND GRADE**

The second grade curriculum emphasizes the importance of positive self-concept and respect for others. The student learns to respond with appropriate behavior to pleasant and unpleasant feelings and situations.

The following pages present suggested activities to involve the parent(s) in the instruction of the child. Your participation will enhance classroom instruction. Moreover, your comments and suggestions concerning these home activities would be welcomed and should be sent to your child's school.

### **Objective: 2.1**

The student will advance in readiness to say no and to tell a trusted adult. This includes a parent, teacher, minister, grandparents, or guardian, in private, about inappropriate approaches from family members, neighbors, strangers, and others.

Subject Area: **Family Life**

#### Descriptive Statement

This is a review of the elements of good touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.

#### Activity

Tell your child that they should not keep secrets that make them feel uncomfortable or are harmful to someone else.

#### Things To Think About

Distinguish between secrets that are okay to keep and secrets that should be told.

#### Key Terms

*Secret* - something that is kept hidden

### **Objective: 2.2**

The student will be conscious of how media uses our emotions to make us want products and influences behavior.

Subject Area: **Family Life**

#### Descriptive Statement

Children are introduced to the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

#### Activity

Watch a TV program with your child.

#### Things to Think About

1. What ways can your child learn about the world without watching TV?

2. When your children are watching TV, sit down with them and talk about commercials they see. You can discuss reasons for liking or wanting certain products.
3. How do commercials influence their choice of toys?
4. Do their classmates and friends talk about certain toys at school?
5. What influences which toys you buy for your child?
6. This might be a good opportunity to talk with your child about materialism.
7. How do family members treat each other?

### Key Terms

*Media* - television, radio, newspaper, magazines, and movies

### **Objective: 2.3**

The student will become aware of the need to take responsibility for the effects of his/her behavior.

Subject Area: Language Arts, Health, Social Studies

### Descriptive Statement

Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make amends.

### Activity

Ask your child:

1. Who are your best friends at school?
2. What are your favorite games to play?

### Things to Think About

1. What is a friend?
2. What makes a good friend?
3. What are ways we can make our friends feel good about themselves?

### Key Terms

*Appreciation* - recognize, be thankful for

*Amends* - the giving back of what has been lost or taken away

### **Objective: 2.4**

The student will demonstrate appropriate ways of dealing with feelings.

Subject Area: Language Arts, Health, Social Studies

### Descriptive Statement

Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior in response

to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

### Activity

Have a child tell a story about a situation where he or she felt very happy, very sad, very angry, or very disappointed.

### Things to Think About

1. What feelings did the people in the story have?
2. What did they do when they had those feelings?
3. What are other healthy ways they could have dealt with their feelings? (If they were angry, instead of yelling or fighting, they might have walked away to calm down before they talked about it.)

### Key Terms

*Appropriate Behavior* - how someone acts that is not hurtful to themselves or others.

### **Objective: 2.5**

The student will realize that physical affection can be an expression of friendship, celebration, or a loving family.

### Subject Area: Language Arts

### Descriptive Statement

The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family.

### Activity

Discuss with your child what you consider appropriate physical affection; for example, appropriate times for hugging.

### Things to Think About

Have you hugged your child today?

### Key Terms

*Physical Affection* - using touch to show fondness or love

### **Objective: 2.6**

The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

### Subject Area: Language Arts, Health, Social Studies

### Descriptive Statement

The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment, the student is able to use his or her strengths to overcome weaknesses and to realize that not everyone has the same strengths and weaknesses. He or she can change and



accept those things that cannot be changed. Care is taken to ensure those children view persons with special needs as unique individuals with many strengths.

#### Activity

1. Talk to your child about when he/she was a baby.
2. Look through a family photo album if you have a baby picture of the parent.
3. Tell a story from when you were a child.
4. Note the ways that you have changed.
5. Tell a story about the baby who grew up to be you.

#### Things to Think About

1. What does your child remember from when he/she was a baby?
2. When did he/she learn to ride a bike?
3. How did you celebrate your child's birthday when he/she was younger?
4. How was your childhood like your child's?

#### Key Terms

*Self-Concept* - the view of one's self

*Self-Esteem* - how one feels about one's self

#### **Objective: 2.7**

The student will realize that adults, other than parents, also provide care and support for children.

Subject Area: Language Arts, Health

#### Descriptive Statement

Adults, other than parents, who provide care and support for children include: foster parents, child care providers, day-care teachers, extended family members, neighbors, family friends, and personnel from community support agencies, like civic organizations and religious organizations.

#### Activity

Discuss with your child the various adults who take care of him/her.

#### Things to Think About

1. What are the benefits to the child when other adults take care of him/her?
2. Why is it necessary for the child's social/emotional growth to have these other adults in his/her life?

#### **Objective: 2.8**

The student will become aware of the dangers of substance abuse.

Subject Area: Language Arts, Health, Social Studies

#### Descriptive Statement

The focus is on the proper use of medicine and the misuse of tobacco and alcohol.

#### Activity

Check your medicine cabinet to see that all prescription bottles are labeled appropriately.

### Things to Think About

Some medications needed by sick people are also called drugs. Take time to discuss the difference between prescriptions and illegal drugs.

### Key Terms

*Medicine* - used to treat, prevent, or cure disease

*Drug* - a word that can mean harmful substances taken for effect

*Poison* - a substance that destroys life or injures health

## **THIRD GRADE**

The third grade curriculum strengthens the child's self-esteem through respect for self and others. Cooperative group behavior is emphasized. The student will be made aware of healthy ways of dealing with changes in the family.

The following pages present suggested activities to involve the parent(s) in the instruction of the child. Your participation will enhance classroom instruction. Moreover, your comments and suggestions concerning these home activities would be welcomed and should be sent to your child's school.

### **Objective: 3.1**

The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.

### Subject Area: **Family Life**

### Descriptive Statement

The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance, support, and communication with special needs family members.

### Activity

1. Discuss the questions below.
  - a. What tasks must be done in a home?
  - b. What tasks should be done each day?
  - c. Who is currently doing the tasks?
2. Discuss ways in which students are currently helping.
3. Help students recognize that although they may not be able to do all parts of a task, they can still continue to take care of their home by helping with the task.
4. Allow students time to draw a picture of themselves doing a task they do or can do, or allow students time to pantomime helping activities.

### **Objective: 3.2**

The student will practice safety rules in the home.

### Subject Area: **Family Life**

### Descriptive Statement

This involves following up on the safety/first-aid objectives for the third grade health curriculum, and focuses on safety on the phone, internet, and answering the door when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

### Activity

Refer to descriptive statement

### Things to Think About

1. Do you have a fire drill plan?
2. Are emergency numbers posted in an obvious place?
3. Can your child give directions to your house so help can get there quickly?

### Key Terms

*Safety* - freedom from harm or danger, ways to prevent injury or accident

### **Objective: 3.3**

The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

### Subject Area: Family Life

### Descriptive Statement

This is a continuing review of the elements of good and bad touches including responding appropriately both to good and bad touches. When the child welcomes a good touch, he or she can respond by smiling, by returning a similar gesture, or by saying “thank you.” Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made electronically via the internet or text messaging. Responses to inappropriate approaches include saying “no,” getting away from the person quickly, or telling the person that he/she does not like the touch.

### Activity

Ask your child if they know the steps to take if bad touching occurs.

### Things to Think About

As the child gets older the inappropriate approaches may become more subtle.

1. Lure of modeling
2. Doing chores
3. Reaching for pocket money
4. Asking for directions

### Key Terms

*Bad Touching(unsafe, negative, unhealthy)* - includes touching on private parts of the body, touching to be kept secret, touching that could produce uncomfortable feelings

**Objective: 3.4**

The student will be conscious of how media uses our emotions to make us want products and how media influences behavior.

Subject Area: **Family Life**

Descriptive Statement

Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and desire to purchase products.

Activity

List some items with your child that you have bought because you saw them advertised on TV.

Things to Think About

1. Was this a wise decision?
2. Did the product live up to the advertisement?
3. Are you glad you bought the item?

Key Terms

*Propaganda* - any plan or method for spreading opinions or beliefs

*Full Concept* - self-esteem, feelings about oneself

*Media* - mass communication such as television, radio, newspapers, magazines, and internet

**Objective: 3.5**

The student will demonstrate a sense of belonging in group work and play.

Subject Area: Language Arts, Health

Descriptive Statement

The child experiences cooperative group games and acceptance as a member of the class. Participation in groups such as the scouts is encouraged. Students will be introduced through discussion to the appropriate and inappropriate behavior of virtual groups on the internet.

Activity

Discuss with your child that friends often act differently toward you when they are in a group as compared to one-on-one behavior.

Things to Think About

This is a good time to discuss values. Group character is often different from one-on-one character.

Key Terms

*Belonging* - the feeling of being part of a group, membership

**Objective: 3.6**

The student will recognize that all human beings grow and develop in a given sequence, but that rates and patterns vary with individuals.

Subject Area: Health, Science

Descriptive Statement

The student's own biographical data is used to chart growth and development patterns, sequences, and to demonstrate and validate individual variations in development. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who learn differently.

Activity

1. Have your child take pictures of family members to start a scrapbook.
2. You can also take pictures of your child doing activities to add to this scrapbook.
3. Date pages to compare how your child is growing in relation to the year before, or to other family members.

Things to Think About

You can compare with your child not only his/her growth from year-to-year, but also how he/she compares or varies from other family members.

1. This also points out your child's own special place in the family.
2. As your child looks at photos spanning several years, what appearance changes (for example, hair, face, and height) does he/she see?

**Objective: 3.7**

The student will describe the types of behavior that enable him or her to gain friends or to lose friends.

Subject Area: Health

Descriptive Statement

Behavior that helps children make and keep friends includes friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting that there are different attitudes and feelings. Behavior that causes children to lose friends includes verbal or physical aggression, embarrassing or criticizing the friend, and excluding the friend from activities. Violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises are included. Behavior in groups is discussed with emphasis on the rights and responsibilities of being a member of a group.

Activity

Friendship checklist - What qualities do you look for in a friend? Have your child circle words that describe a good friend. Discuss the choices.

- funny
- fun-loving
- smart
- trustworthy
- others

strong  
bossy  
agreeable  
talkative  
quiet  
shy  
caring  
honest  
tough  
fair  
affectionate

### Things to Think About

You have to be a friend to have a friend. Do you have the qualities you look for in a friend?

### Key Terms

*Friend* - a person who knows and likes another

### **Objective: 3.8**

The student will express what he or she likes about himself/herself to continue developing a positive self-image.

Subject Area: Language Arts, Health

### Descriptive Statement

Expressive media (for example, exercises, games, art, music, dance, and drama) is used for student expression of capabilities, personality traits, and physical features that children like about themselves.

### Activity

Help your children make a collage of activities that shows what they like to do (for example, sports, reading, art, dance, and music).

### Things to Think About

1. This activity shows children how special and unique they are. The activity is good for their self-esteem and positive self-image.
2. This gives you an opportunity to spend time with your child.
3. This gives you an opportunity to set some goals with your child (for example, to become a better reader or to try something new).

### Key Terms

*Positive Self-Image* - feeling good about the way people treat you

*Personality Traits* - individual qualities that make one person different from another

*Physical Features* - how a person looks (for example, shape of mouth, eyes, and color of hair)

*Expressive Media* - exercises, games, art, music, dance or drama

### **Objective: 3.9**

The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.

Subject Area: Health, Social Studies

Descriptive Statement

Examples of changes that could be covered include moving, the addition or birth of a sibling, the birth of a special needs child, death, illness, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving.

Activity

The goal is to act out "tough" situations and express feelings through role-play. Have the child role-play these situations with you, a friend, or sibling. Talk about their ideas and feelings. Next, create your own "what if" stories. Have them make up some of their own.

1. What if...your older sister keeps calling you a cry baby? Tell her to stop.
2. What if....you were not invited to a birthday party, but all of the other kids in your group were? Discuss your feelings with your parents.
3. What if...another one of your friends does not like your best friend? Discuss how you would handle this situation when the three of you are together.

Things to Think About

Life is always changing.

Key Terms

*Problem Solving* - a 7-step system for dealing with change

1. State problem
2. List facts
3. List possible solutions
4. Discuss consequences of each solution
5. Choose a solution
6. Act
7. Evaluate actions

**Objective: 3.10**

The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.

Subject Area: Health

Descriptive Statement

An essential component is providing a clear explanation of the changes that occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games, talking about feelings, reading books, and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.

### Activity

1. Talk about things that make family members feel good.
2. Plan something special to do for each family member.

### Things to Think About

1. What are the things your child does that make you feel good (smile, sharing things about school, making his/her bed)?
2. What are the things you like to do for your child to make him/her feel good?

### Key Terms

*Healthy Coping Strategies* - ways of dealing successfully with change

### **Objective: 3.11**

The student will become aware of the dangers of substance abuse.

### Subject Area: Health

### Descriptive Statement

The focus is on the proper use of medicine and the misuse of tobacco and alcohol.

### Activity

Discuss the ways that medication can be helpful when used by individuals with health problems.

### Things to Think About

1. What do you think would happen if you did not follow directions when taking medication?
2. Read the information on the label. Do you understand why each item is on the label?
3. Should you give your medication to others? Why?
4. What do you think is misuse of tobacco and alcohol?