

HANOVER COUNTY PUBLIC SCHOOLS -

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



**Grades -
Fourth and Fifth -**

Revised June 2019

Hanover County Public Schools
200 Berkley Street
Ashland, Virginia 23005
804 365 4500



This information can be viewed online at:

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

The Hanover County Public School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability or national origin in its employment practices or educational programs and activities. The Director of Special Education is designated as coordinator for non-discrimination for access to and implementation of programs under Section 504 and the Americans with Disabilities Act. The Assistant Superintendent of Human Resources is designated as coordinator for non-discrimination regarding personnel matters under Section 504 and the Americans with Disabilities Act.

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 help 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 one of their own. The Hanover County School Board chose to develop its own program to allow for the greatest amount of community input.

A Family Life Education Community Involvement Team is composed of the people 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 and began working in August of 1988 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 attached is intended to promote good communication within the family setting. It provides 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 or 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, an opt-out form should be completed and returned to the schools. Copies of the opt-out form will be located in each school 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.

FOURTH GRADE

The fourth grade Family Life objective 4.1 will be taught as one lesson by a Hanover County Family Life Teacher. Factors surrounding child abuse and child neglect are explained with the overall focus on establishing a safety network of adults a child can turn to for help. Electronic harassment is also discussed and emphasis given to telling someone in their safety network if electronic harassment occurs. Other objectives below are taught by either a school guidance counselor or taught as part of the DARE program.

Objective: 4.1

The student will describe factors surrounding child abuse and child neglect.

Subject Area: Family Life

Descriptive Statement

The terms child abuse and child neglect (including physical, emotional, and sexual abuse, as well as electronic harassment) are explained. How to protect oneself and the importance of confiding in a trusted adult, such as a parent, teacher, minister, grandparent, or guardian are discussed.

Activity

Compare loving discipline to cruel or unusual punishment.

Things to Think About

What are some identifying signs of possible abuse or neglect?

Key Terms

Child Abuse - the physical, emotional, or sexual mistreatment of a child

Child Neglect - when a parent or guardian refuses to provide necessary care for the child

Electronic Harassment/Cyber Bullying - online bullying, which includes sending rude or threatening messages, repeated unwanted messages or pictures, or publishing slanderous information

Personal Privacy/Body Boundaries - areas covered by the bathing suit are private areas of the body that should not be crossed by others

Safety Network - a group of trusted adults that you feel safe and secure talking to and going to for help

Objective: 4.2

The student will identify basic human emotions and effective ways of dealing with them.

Subject Area: Guidance

Descriptive Statement

Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior.

Activity

Discuss how you might react to the following situations.

1. Your mother is in the hospital.
2. Your best friend is sick.
3. You got a 100% on your spelling test.
4. You hear a loud, strange noise.
5. You didn't get what you wanted for your birthday.

Things to Think About

1. People feel differently about different situations. It is helpful to try to understand others feelings when different situations occur.
2. How we feel about a situation does not mean we have to outwardly react to it. We might think about our feelings, then decide how we will react to them in the most constructive way.

Key Terms

Feelings - a state of mind in which joy, sorrow, fear, anger, or similar sensation is felt

Actions - relates to behavior, conduct

Objective: 4.3

The student will identify factors contributing to the use of drugs.

Subject Area: DARE

Descriptive Statement

Discussion includes the motivation for using drugs and other substances – a need to feel grown up, for peer acceptance, a high from the temporary effects of drugs, and/or a relief from mental pain. Emphasis is placed on ways of dealing with one’s needs and feelings without the use of drugs or other substances.

Activity

Write an anti-drug slogan and display it somewhere in the house.

Things to Think About

Why is just saying “no” so hard for people to do?

Key Terms

Motivation - a thought or feeling that makes you act, consider, or reason

Objective: 4.4

The student will recognize the dangers of substance abuse.

Subject Area: DARE

Descriptive Statement

The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the functioning of family members as a unit, including how substance abuse can be one of many contributing factors of family violence and child abuse.

Activity

Look through a newspaper to find an article about how drugs affect a family (for example, family evicted from apartment because family member is dealing drugs).

Things to Think About

1. Over half of all teen suicides involve drugs.
2. Many teens who die from drug overdose did not intentionally take their lives.
3. Some teens on drugs steal from their family.
4. Alcohol and other drugs play a major role in all child abuse cases.

Objective: 4.5

The student will develop positive reactions to his or her strengths and weaknesses.

Subject Area: Guidance

Descriptive Statement

This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning towards success next time.

Activity

Share a time each of you were especially proud of yourself and explain why.

Things To Think About

Everyone makes mistakes. We learn from our mistakes.

Key Terms

Mistake - an error in action, thought, or judgment

Responsibility - the effect of a person's actions

FIFTH GRADE

The fifth grade curriculum helps prepare students for puberty. The idea of human reproduction is presented in a way that explains the changes during puberty. There is a strong concern for the development of a positive self-concept. The DARE (Drug Awareness Resistance Education) Program is a critical part of this curriculum. FLE objectives are 5.1 – 5.4.

Below are suggested activities parent(s) may choose to do with the child that will benefit classroom lessons.

Objective: 5.1

The student will identify physical and emotional changes that begin to occur during puberty.

Subject Area: **Family Life**

Descriptive Statement

The individual differences in growth and emotional patterns associated with male and female sexual changes are presented. Male characteristics presented include increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the

appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns vary with individuals and this is natural. The importance of cleanliness in relation to these bodily changes is discussed.

Changes taking place in boys

- a. height increase
- b. weight gain
- c. body hair grows
- d. shoulders broaden
- e. voice deepens
- f. muscle tissue increases

Changes taking place in girls

- a. wider hips; smaller waist
- b. breasts develop
- c. body hair grows
- d. height increase
- e. weight gain
- f. menstruation

Things to Think About

1. The beginning of sexual changes and growth patterns vary from one child to another and this is normal.
2. Everyone is special and unique, regardless of his or her stage of growth and development.

Key Terms

Puberty - the growth period that leads to sexual maturity; begins during adolescence and continues until a person is capable of reproduction

Hygiene-practices used in maintaining health through cleanliness.

Objective: 5.2

The student will be able to identify the human reproductive organs. The student will identify external body parts associated with reproduction and waste elimination, using correct terms.

Subject Area: Family Life

Descriptive Statement

Emphasis is placed on the male reproductive organs: penis, vas deferens, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, cervix, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy. Other terms included are urethra, anus, and vaginal opening.

Activity

Parent and child should make up a list of all the changes that happen when someone has a baby. Compare the lists and discuss the changes.

Things to Think About

1. How are the lists similar/different?
2. Does your child just focus on physical changes?
3. Does your child include financial and emotional changes, too?

Key Terms

Anus - where solid waste is excreted from the body

Penis - external male genitalia

Sperm-male reproductive cell

Testicles - glands in male that produces the sperm

Scrotum - pouch that contains the testicles

Vas Deferens - either of two ducts that allow sperm to pass from the testicles

Urethra - duct by which urine is discharged, and in males through which semen is discharged

Egg(ova)-the female reproductive cell

Ovaries - pair of organs of a female in which eggs and sex hormones are produced

Vaginal opening - the passage that leads from the uterus to the external genital organs in females

Fallopian tubes - pair of slender tubes through which ovum (eggs) from ovaries pass to the uterus

Uterus - the organ of the body in which the fetus (baby) is held and is nourished until birth

Cervix - opening from the uterus to the vagina; stretches to allow a baby to be born

Objective: 5.4

The student will define the structure and function of the endocrine system.

Subject Area: Family Life

Descriptive Statement

The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

Activity

To demonstrate how the endocrine system works, think of a time when you had the following responses: heart pounding, breathing so fast you had to gasp for air, sweat covering your body, or goose bumps appearing on your skin.

Things to Think About

Understand the wide range in rate of development and that each person has his/her own rate of growth.

Key Terms

Endocrine System - this system has chemical control of the body through the actions of nine glands that secrete chemicals called hormones directly into the body

Glands - special structures in the body that produce hormones

Hormones - chemical messages that produce change

Objective: 5.5

The student will examine the messages from mass media related to sexuality.

Subject Area: DARE

Descriptive Statement

Printed materials, advertising, television, wearing apparel, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation. Students will understand how the media affects mental health as it relates to sexuality.

Activity

Parent and child should watch a TV program with commercials or look at magazine advertisements.

Things to Think About

1. Television can influence our ideas and notions about sex roles.
2. In real life, situations are often very different from TV life.
3. What kinds of programs and movies do you allow your children to watch? Do you monitor those programs?

Key Terms

Sexual Exploitation -for example, using sex to sell a product

Objective: 5.6

The student will develop skills in saying “no” to any unacceptable social behavior.

Subject Area: DARE

Descriptive Statement

Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, and vandalism.

Activity

Discuss what children can say or do to protect themselves from danger.

Things to Think About

1. A child needs to know that he/she has choices about allowing another person to touch his/her body. This, and awareness of personal body privacy, can help a child resist bad touches or molestation.
2. What kinds of restrictions do you place on your children? Do they know the rules? How do you keep them from dangerous situations, like going to a friend’s home when there is no adult supervision?

Objective: 5.7

The student will realize the importance of nutrition for himself or herself. Pregnant women need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.

Subject Area: Health

Descriptive Statement

This objective is incorporated into the nutrition component for the fifth grade health curriculum.

Activity

1. Discuss what foods are important for a pregnant woman to eat.
2. Discuss what substances are dangerous for a pregnant woman.
3. Discuss how a father, other family members, and friends can help a pregnant woman and her unborn baby stay healthy while she is pregnant.
4. Discuss why it might be important for children and adults to take care of their bodies.

Things to Think About

1. Everyone at all ages needs a well-balanced diet that includes breads and cereals, fruits, vegetables, meat or other protein sources and milk products.
2. A pregnant woman needs a well-balanced diet like anyone of any age but may need more vitamin rich foods and more calcium.
3. Family members can influence others, including pregnant women, to eat more nutritiously by selecting a well-balanced diet and healthy snacks.
4. Alcohol, cigarettes, some prescription and over-the-counter medicine, caffeine and illegal drugs are some of the substances that can harm a woman and her unborn baby. Family members can help pregnant women in the ways listed below.
 - a. encouraging them not to use these substances
 - b. not using these substances around them
 - c. offering healthier choices
5. Family members and friends can also help a pregnant woman by encouraging her to get early prenatal care.

Objective: 5.8

The student will recognize the importance of contributing to a constructive group activity.

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

Descriptive Statement

The teacher emphasizes the student's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

Activity

Plan a family outing allowing for all members to have input.

Things to Think About

Where are we going? What will be your responsibilities?

Objective: 5.9

The student will explain the effects of substance abuse on the body.

Subject Area: Health, DARE

Descriptive Statement

Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, sexual development, fetal development, and to any adverse effects on the family unit.

Activity

Ask your child what he/she has learned from the DARE program.

Things to Think About

The law enforcement officer has been trained to work with school-aged children. You may ask to help with your child's poster for class.

Key Terms

DARE - Drug Abuse Resistance Education

Objective: 5.10

The student will recognize threatening or uncomfortable situations and how to react to them.

Subject Area: DARE

Descriptive Statement

These situations may include walking alone, opening doors for strangers, experiencing inappropriate sexual advances, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Ways of protecting oneself, and recognizing and reporting such threats are stressed. The point is made that most life situations are not threatening.

Activity

Make a list of rules to use in threatening situations. Post it somewhere in your house.

1. What would you do if someone in a car asked you for directions?
2. What would you do if after doing yard work the homeowner said, "Come inside and I'll pay you?"
3. What would you do if a person said, "You are pretty enough to be a model" and asked you to pose for a photograph?
4. What would you do if someone sends you a text message with an inappropriate picture or message?
5. What would you do if someone you met online wants to meet you face-to-face?

Things to Think About

1. Stay out of arm's reach when giving directions to anyone in a car.
2. If you do not know the person, do not go inside with him/her.
3. Do not pose for a picture for anyone without parental permission.