

**HANOVER COUNTY PUBLIC SCHOOLS**

**FAMILY LIFE EDUCATION  
PARENT RESOURCE GUIDES**



**Grades  
Kindergarten and First**

*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 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.

## **KINDERGARTEN**

The kindergarten curriculum lays a foundation for Family Life Education for Hanover students. Children are encouraged through this program to develop positive self-concepts and to realize their value as a worthwhile member of a family and society.

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: K.1**

The student will identify members of his/her family and will recognize that everyone is a member of a family.

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

#### Descriptive Statement

This includes a variety of family forms: traditional, two-parent families, extended families, single-parent families, adoptive families, foster families, families with step-parents, and blended families.

#### Activity

Discuss pictures of family members if you have them. Talk about one happy story from your childhood or about your parents, which may remind you of your child. Have your child ask other relatives to share a story.

#### Things to Think About

Part of who we are comes from who has been a part of our past or history. We can learn about who we want to be by thinking about our past and sorting out those things about our family which are helpful or not helpful, loving or not loving, happy or sad.

### **Objective K.2**

The student will recognize the elements of good (positive, safe, or healthy) and bad (negative, unsafe, or unhealthy) touches by others.

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

#### Descriptive Statement

*Elements of good touches (positive, safe, or healthy) by others are identified below.*

1. touching that can be done in front of anyone
2. touching that is not a secret
3. touching that makes the child feel good and not uncomfortable
4. touching that is done to provide cleaning or medical care for the child
5. touching that is an expression of affection by a family member

*Bad touches (negative, unsafe, or unhealthy) by others are identified below.*

1. touching on private parts of the body

2. touching to be kept secret
3. touching that could produce bad feelings

### Activity

Have your child pick out a picture in a magazine or book showing examples of good, safe, positive touches. Use these pictures to talk about healthy and unhealthy touching. Stress that the body parts covered by a bathing suit are private.

### Things to Think About

1. What kind of touching does the doctor do?
2. How do I keep people from touching me in an unhealthy way?
3. What will I do if strangers offer me a ride, candy, or money?
4. What if someone I know crosses my body boundaries? Who should I tell?

### Key Terms

*Good Touches* - Refer to the descriptive statement

*Bad Touches* - Refer to the descriptive statement

### **Objective K.3**

The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.

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

### Descriptive Statement

This involves learning how to say “no” in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report incidents to a trusted adult, such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

### Activity

Review these three steps throughout the year.

1. yell "no"
2. get away
3. tell someone

### **Objective: K.4**

The student will express positive feelings and success about self.

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

### Descriptive Statement

This includes experiencing success in schoolwork and home tasks, pride in his or her body, the effective handling of routine situations, and acceptance from others. The teacher, through the climate of the classroom environment, provides these experiences. Parents are encouraged to reinforce these positive experiences and feelings at home.

### Activity

Choose one activity this week that your child particularly enjoys and/or does well. Ask your child what he or she likes to do before the two of you choose it together. It might be building a sand pile, jumping rope, running, singing, or playing leapfrog. Ask the child to teach you how to do it or show you what to do.

Try reversing the activity. Choose an activity that you like and that both of you might enjoy doing. It might be singing a song you learned when you were little. Do it together. Let one another know that you enjoyed the activity by telling each other or with a hug.

### Things to Think About

1. Why is it important to do activities with your child?
2. How do you feel when others listen and want to do what you want to do?

### Key Terms

*Self-Esteem* - How one feels about oneself; positive self-esteem means that you feel like you are a good person, that you make a difference, that you are important to others, that you feel good about who you are

### **Objective: K.5**

The student will develop awareness of positive ways in which family members show love, affection, respect, and appreciation for each other and will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

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

### Descriptive Statement

The focus is on the positive words and actions that convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also includes helping the child understand that rules are made for safety and protection.

### Activity

Collect pictures of your child and family for an album. Allow your child to share the album with others.

### Things to Think About

1. This is an opportunity to let your children know how special they are in the family.
2. Each child has their "special place" whether it is the firstborn, second born, or the youngest in the family.

### **Objective: K.6**

The student will experience respect from and for others.

Subject Area: Language Arts, Health, Social Studies

### Descriptive Statement

Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate, which protects the child from physical and emotional infringements by others, is provided. The child also learns and practices courtesy and good manners.



### Activity

Go through a magazine or newspaper with your child, looking for pictures of people with different expressions of feelings on their face. Take turns trying to describe what the person might be feeling. Pick one picture and make up a story that describes the feelings and what the person might do next. For example: If there is a picture of someone smiling, that person might be happy and might go tell a friend why or give a friend a hug.

### Things to Think About

Sometimes it is hard to identify our feelings. We need to help our children identify their feelings and express them in appropriate ways.

### Key Terms

We express our feelings in three ways:

*Non-verbal* - body language (facial expressions, posture, and general appearance)

*Verbal* - telling others how we feel (tone of voice, volume, and inflections)

*Actions* - how does our behavior reflect how we feel (trying to get along, being friendly, sharing, being playful, having a sense of humor, enjoying laughter together, and handling disagreements)

### **Objective: K.7**

The student will become aware of the effects of their behavior on others and the effects of others' behavior on themselves.

Subject Area: Language Arts, Health, Social Studies

### Descriptive Statement

The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively, as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. Other school personnel reinforce this approach and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the internet, are introduced.

### Activity

Discuss with your child the situations below and how they could be handled at home and at school.

1. Someone broke your crayon.
2. Someone is teasing you.
3. Someone threw a piece of paper at you.
4. Someone hit you.
5. You said something mean to someone and made him or her cry.

### Things to Think About

Being kind to others and sharing helps make getting along easier at home and at school. Knowing how to handle situations in appropriate ways helps children feel good about themselves.

### Key Terms

*Privacy* - Personal, not publicly expressed

*Gossip* - Some information should not be repeated

### **Objective K.8**

The student will identify feeling good and feeling bad.

Subject Area: Language Arts, Health

#### Descriptive Statement

Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and work with the teacher in a team approach to achieving this and other objectives.

#### Activity

Teach cooperation. Parents can help their children understand that being cooperative can make them feel good about themselves.

#### Things to Think About

1. When families work together to clean up after supper, help a neighbor move, or take a meal to a new neighbor, they are setting an example for their children.
2. Help your child choose role models that reflect friendship, unselfish giving, and kindness.

#### Key Terms

*Cooperation* - getting along with others

### **Objective: K.9**

The student will safely find help if lost.

Subject Area: Language Arts, Health, Social Studies

#### Descriptive Statement

Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

#### Activity

1. Be sure your child knows his/her name, address and phone number, parent's name(s), and parent's work location.
2. Practice with your child what to say when answering the phone.
3. Talk with your child about who is a stranger. What should they do if someone offers them candy? What should they do if someone offers them a ride? What should they do if a stranger offers to do a favor? What if someone I know crosses my body boundaries? Who should I tell?

#### Things to Think About

Most strangers are nice people. However, children should know what situations could get them into trouble and what to do if a stranger approaches them. They should do the things listed below.

1. Tell parents, guardians, or teachers
2. Know how to get in touch with their parents or guardians

- Practice saying no to situations where strangers might play tricks on them

## **FIRST GRADE**

Strengthening self-esteem by building self-respect is the focus of the family life program in first grade. Concepts covered in kindergarten are reinforced. Children explore how mammals care for their young. They are also made aware of the influence of the media on their 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 1.1**

The student will develop an understanding of the importance of family and of different family patterns.

Subject Area: **Family Life**

#### Descriptive Statement

The emphasis is on the need for loving parents or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms in kindergarten to first grade. The following family patterns are included: two-parent families, extended families, single-parent families, adoptive families, foster families, families with step-parents, and blended families.

#### Activity

Encourage positive self-esteem. Have one night a week as "Family Night."

#### Key Terms

*Positive Self-Concept* - having a good view of one's self

*Family Patterns* - refer to the Descriptive Statement

*Extended Family* - relatives other than the immediate family living in the home

*Blended Family* - when single parents remarry

### **Objective: 1.2**

The student will identify family members and their responsibilities in contributing to the successful functioning of the family.

Subject Area: **Family Life**

#### Descriptive Statement

The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food, shelter, and clothing, providing money for these and other necessities, and meeting the needs of elderly and family members with special needs.

#### Activity

Who does your family's jobs? Which tasks do you do? Write the name of the person or persons in your family who does each task.

<u>Task</u>	<u>Who Does Task</u>	<u>Task</u>	<u>Who Does Task</u>
Washing clothes	_____	Ironing	_____
Fixing your bike	_____	Washing dishes	_____
Setting the table	_____	Taking out trash	_____
Making the bed	_____	Cooking dinner	_____
Cleaning up after pet	_____	Bringing in mail	_____
Making breakfast	_____	Giving you a bath	_____
Buying groceries	_____	Raking leaves	_____
Washing car	_____	Fixing broken toys	_____
Cutting grass	_____	Fixing the car	_____
Buying tires	_____	Painting	_____
Dusting	_____	Vacuuming	_____
Cleaning up toys	_____		

Things to Think About

1. How is each person's help in the family important?
2. What are other ways each person can help around the house?

Key Terms

*Task* - one's work or duty

**Objective: 1.3**

The student will realize that human beings and other mammals have babies and that babies can be breast-fed.

Subject Area: Family Life

Descriptive Statement

Content associated with this objective can be found in books, magazines, films, videos, and other materials. Parents are encouraged to assist with this objective during the course of normal family activities.

Activity

Visit a local zoo, park, or farm with your child or look through books with animals in them. Look for different animals and try to sort out which are male or female. Try to find animals with babies.

Things to Think About

1. How do male and female animals differ from one another?
2. How can you tell animal parents from their babies?
3. How do animal babies eat?
4. How are animals different from one another and from humans?

Key Terms

*Breast Feed* - mammal babies, including humans, get food and nourishment from breast milk. The baby nurses on the mother's breasts, which provide milk.

**Objective: 1.4**

The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Subject Area: **Family Life**

Descriptive Statement

Elements of good and bad touching are reviewed and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur. Appropriate use of electronic devices, such as the phone and internet, will be discussed.

Activity

"**What If?**" is a game that teaches safety precautions.

**Parent:** What if a lady you didn't know came to the playground and said, "Danny, your mother has been in a terrible accident and she sent me to take you to the hospital to see her."

**Child** (who has been told never to go anywhere with a stranger): "She knows me."

**Parent:** "She calls you Danny."

**Child:** "I guess maybe I should go with her if she knows me."

**Parent:** "What if she read your name off your baseball mitt?"

**Child:** "I know! I **never** go **anywhere** with someone I don't know!"

Things to Think About

1. Make sure he/she knows: full name, address, and telephone number (area code also). This is a good time to tell your child never to get into a car without parental permission.
2. Help your child identify strangers.
3. Many children are very open and trusting with anyone.
4. Children need to develop a basic sense of trust and positive attitude about their world, but they also need to understand that some strangers may want to harm them.

**Objective 1.5**

The student will experience continuing respect from others.

Subject Area: Health, Social Studies

Descriptive Statement

Teachers and other adults at school continue active listening and accepting the child's feelings, and provide a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.

Activity

Read or tell a story that identifies different feelings. (Check at your school or public library.)

Things to Think About

1. What did the people in the story feel? (happiness, sadness, anger)
2. What did they do when they felt that way? (smile, cry, stomp their feet)
3. Talk about events in your child's life and how they felt at those times.

### Key Terms

*Bully* - a person who teases, frightens, threatens, or hurts people

### **Objective 1.6**

The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Subject Area: Health, Social Studies

### Descriptive Statement

The teacher continues to use appropriate descriptive language to explain to a child how his/her behavior affects others both positively and negatively, and how others' behavior affects him/her. The child learns to respect others and their feelings.

### Activity

Review with your child acceptable behavior when visiting a friend or having a friend visit him/her.

### Things to Think About

What made the visit fun?

### Key Terms

*Behavior* - managing, handling, or conducting of one's self

### **Objective 1.7**

The student will express his or her feelings of happiness, sadness, and anger to the teacher.

Subject Area: Health, Social Studies

### Descriptive Statement

Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems.

### Activity

Read or tell a story that identifies different feelings. (Check at your school or public library.)

### Things to Think About

1. What did the people in the story feel? (happiness, sadness, anger)
2. What did they do when they felt that way? (smile, cry, stomp their feet)
3. Talk about events in your child's life and how they felt at those times.

### Key Terms

*Feelings* - emotions that humans experience

### **Objective 1.8**

The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Subject Area: Health, Social Studies

#### Descriptive Statement

The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid.

#### Key Terms

*Feelings* - refer to objective 1.7

*Behavior* - refer to objective 1.6

### **Objective 1.9**

The student will experience the logical consequences of his or her behavior.

Subject Area: Health, Social Studies

#### Descriptive Statement

The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices.

#### Activity

What if...

1. you leave your bike in the driveway behind the car?
2. you leave your favorite toy on the steps?
3. you forgot to take your homework to school?
4. you let someone in the house when your parents aren't home?

#### Things to Think About

There are consequences to everything we do.

#### Key Terms

*Consequences* - something that happens because of one's actions

### **Objective 1.10**

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

Subject Area: Language Arts, Health, Social Studies

#### Descriptive Statement

The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching.

Activity

Give your child a hug.

Things to Think About

Children need a show of physical affection to feel needed.

Key Terms

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

**Objective 1.11**

The student will experience continuing success and good feelings about self.

Subject Area: Language Arts, Health, Social Studies

Descriptive Statement

The teacher continues to provide a classroom environment that fosters experiencing success in schoolwork, in self-acceptance of body image, in the handling of routine situations, and in-group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and good self-esteem at home.

Activity

I'm Special

1. Sit with your child while she/he draws a picture of your family.
2. Discuss with your child things you like about one another.

Things to Think About

1. Pictures can help your children see themselves as part of your family. Who have you drawn in the picture? What are they doing? How do they feel?
2. Discussing things you like about one another can help each of you see how you are special and unique to the family. What makes you a special person? What do you like to do with our family?

Key Terms

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

**Objective: 1.12**

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



1. Identifying drugs and labeling poisons.
2. Ask your child what symbols identify dangerous substances. Go through your cabinets with your child identifying and labeling all drugs and poisons.

#### Things to Think About

1. What is the difference between use and misuse of tobacco and alcohol and drugs or medicines?
2. Do you keep dangerous substances out of reach of young children?

#### Key Terms

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

*Drug* - a substance taken for its effect and not for medical reasons

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

#### **Objectives 1.13**

The student will be made aware of how commercials use our emotions to make us want products.

Subject Area: Health, Social Studies

#### Descriptive statement

Children are introduced to the concept of media influences.

#### Activity

Watch a TV show and count and discuss the commercials.

#### Things to Think About

How do you respond to your child's request for an item you feel is inappropriate? How do you help your child make good choices?

#### Key Terms

*Media* - refers to TV, radio, newspaper, magazines, and movies