

**HANOVER COUNTY PUBLIC SCHOOLS
FAMILY LIFE EDUCATION
PARENT RESOURCE GUIDES**



Grades
Kindergarten- Fifth Grade

Revised September 2022

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 ensuring this is to help young people grow into responsible, well-adjusted adults. This guidance should come from parents, schools, 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. 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 (encouraging 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.

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 opt-out procedure is as follows:

Parents may exercise the opt-out procedure for the entire Family Life Education curriculum. Parents are encouraged to review the entirety of this parent resource guide at each grade level before exercising the opt-out procedure.

Should a parent choose to exercise their right to opt-out their child, an opt-out form should be completed and returned to the child's school. Opt-out forms are available online through communication from your child's school.

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 the curriculum derived from the Virginia Department of Education Standards of Learning.

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

RESOURCES

There are many parent resources available. They may be found in the local library, church libraries, bookstores, health agencies, and local schools.

In keeping with the philosophy of this program, all Family Life instructional materials are available for parental review (by appointment) prior to instruction beginning at your child's school. Parent open house sessions will also be scheduled prior to Family Life instruction. These meetings will allow you the opportunity to speak with Family Life educators and share any questions or concerns you may have after reading this Parent Resource Guide.

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.

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 worthwhile members 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.5- The student will identify members of his/her family and will recognize that everyone is a member of a family.

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

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

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

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

Descriptive Statement

The emphasis is on the need for loving parents or another 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: 1.5- The student will identify family members and their responsibilities in contributing to the successful functioning of the family.

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 the 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.

Task	Who Does the Task	Task	Who Does the Task
Washing clothes		Ironing	
Fixing your bike		Washing dishes	
Setting the table		Taking out the trash	
Making the bed		Cooking dinner	
Cleaning up after a pet		Bringing in the mail	
Making breakfast		Giving you a bath	
Buying groceries		Raking leaves	
Washing the car		Fixing broken toys	
Cutting the grass		Vaccumming	
Dusting		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: 1.12- The student will demonstrate strategies for responding to inappropriate approaches from family members, neighbors, strangers, and others.

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 a positive attitude about their world, but they also need to understand that some strangers may want to harm them.

SECOND GRADE

The second-grade curriculum emphasizes the importance of a 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: 2.7 - 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.

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

Descriptive Statement

Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-esteem or body image.

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

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

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 the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.

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: 3.10- The student will practice safety rules in the home.

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: 3.11 - 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.

Descriptive Statement

This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, 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 by way of electronic devices such as the Internet or text messaging. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.

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

Descriptive Statement

Children review 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. Students will begin to understand how the media affects mental health issues.

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

FOURTH GRADE

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 and internet safety is also discussed and emphasis given to telling someone in their safety network if this occurs.

Objective: 4.7 - Recognizing child abuse, child neglect, and electronic harassment

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

Descriptive Statement

The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as 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

Have a family discussion about developing a safety network of trusted adults the child can go to for help with difficult situations.

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

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 and identifies the appropriate terms for body parts.

Objective: 5.2 - Identifying human reproductive organs

The student will identify the human reproductive organs in relation to the total anatomy.

Descriptive Statement

Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

Activity:

Discuss with your child the types of changes to expect in puberty

Things to Think About

1. The beginning of puberty 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

Discussed with the males only

Penis - external male genitalia

Sperm-male reproductive cell

Testicles - glands in a male that produces the sperm

Discussed with the females only

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 - Physical changes and capacity for reproduction

The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

Descriptive Statement

Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

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

Activity:

Discuss with your child the importance of having an open line of communication when managing new thoughts and feelings that may arise with the onset of puberty

Things to Think About

1. Did your child just focus on physical changes?
2. Did your child include emotional changes, too? (mood swings, frustration, anger, silly, happy, anxious to calm, it's all normal)

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.

Hormones - chemical messages that produce change (Estrogen for females, Testosterone for males)

Nocturnal Emissions (males) - an involuntary ejaculation of semen during sleep

Objective: 5.7 - Personal hygiene

The student will describe the effects of personal hygiene on one's self-concept.

Descriptive Statement

Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.

Activity

Have a discussion with your child relating to their changing body - this may include examples of personal hygiene routines and examination of products specific to their needs and family values

Things to Think About

Understand the wide range in the 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