
Family Life
Education:
1st Grade

Curriculum Guide

2016-17



Alexandria City Public Schools

Grade 1 Family Life Education

Introduction

Family Life Education in Alexandria City Public Schools

Program Goals: The APCS Family Life Education curriculum is designed to provide a comprehensive, sequential K-12 program that includes age-appropriate instruction in family living and community relationships, abstinence education, human sexuality and reproduction, and the value of postponing sexual activity and benefits of adoption as a positive choice in the event of an unwanted pregnancy. Instruction is designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. Parents have the right to review the complete family life curricula, including all supplemental materials used in any family life education program.

Program Sequence: As directed by the Virginia Department of Education, the Family Life Education Curriculum includes instruction in the following content areas:

1. Family living and community relationships;
2. The value of postponing sexual activity until marriage (abstinence education);
3. Human sexuality;
4. Human reproduction and contraception, including the benefits of adoption as a positive choice in the event of an unintended pregnancy;
5. The etiology, prevention, and effects of sexually transmitted infections;
6. Stress management and resistance to peer pressure;
6. Development of positive self-concepts and respect for others;
7. Parenting skills;
8. Substance use and abuse;
9. Child abuse;
10. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services;
11. Dating violence and the characteristics of abusive relationships including using electronic devices to convey inappropriate images and behaviors;
12. Education about and awareness of mental health issues; and
13. The benefits of marriage.

Additionally, the Virginia Department of Education requires the following:

1. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
2. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team or school health advisory board, and to assist in program implementation and evaluation.
3. Medical and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
4. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
5. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
6. 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.
7. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.
8. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.

9. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate, medically-accurate instruction in relation to students' developmental stages and abilities.
10. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life. This would include using any electronic devices to convey inappropriate behaviors and/or images. The information must be taught at least once during middle school and at least twice during high school.
11. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.
12. The curriculum shall include information on the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities.

Organization of the Curriculum: This curriculum guide reflects an [end-in-mind design process](#), with each unit following a three-stage structure: Stage One: Desired Results; Stage Two: Assessment Evidence; and Stage Three: Unit Learning Plan. Additionally, key [Family Life Education Curriculum Design and Learning Principles](#) guide the development of the ACPs Family Life Education program.

The curriculum is informed by the SIECUS Guidelines for Comprehensive Sexuality Education (Sexuality Information and Education Council of the United States, 2004) and the National Sexuality Education Standards (The Future of Sex Education Initiative, 2011) both of which provide a clear rationale for teaching sexuality education content and skills at different grade levels that is evidence-informed, age-appropriate and theory-driven. The Family Life Education curriculum supports schools in improving academic performance by addressing a content area that is both highly relevant to students and directly related to high school graduation rates. The curriculum presents sexual development as a normal, natural, healthy part of human development and offers clear, concise recommendations for school personnel on what is age-appropriate to teach students at different grade levels. The SIECUS Guidelines and National Sexuality Education Standards translate an emerging body of research related to school-based sexuality education so that it can be put into practice in the classroom.

Theoretical Framework:

In addition to knowledge and skills, the Family Life Education Curriculum is based on a theoretical framework that embodies social cognitive theory, the social ecological model of prevention, self-efficacy, social norms, and susceptibility. Its characteristics include increasing perception of personal risk; relevant and high student engagement; recognizing social pressures and influences; basic, accurate, and functional knowledge; understanding individual values and group norms; opportunities to reinforce skills and health behaviors; and opportunities to make connections with the community. The curriculum is age and developmentally appropriate with specific behavioral outcomes and culturally inclusive learning strategies. The curriculum is designed to be taught over the course of the school year to provide adequate time for instruction and learning.

Guiding Values and Principles:

The curriculum embodies the following guiding values and principles regarding comprehensive health education:

1. Academic achievement and student health are inextricably linked.
2. All students deserve the opportunity to achieve personal health and wellness.
3. Quality instruction and cooperative, active learning strategies are essential.
4. Accessibility to multiple valid sources of information is critical.
5. Effective health education can contribute to a healthy and productive citizenry.
6. Improvements in public health can contribute to lower health care costs.

It is the responsibility of the teacher to ensure that personal or privately-held beliefs and values are not part of family life education instruction. If students share or discuss what they have heard about a particular topic, the teacher is to remain non-judgmental and to explain that not all people believe the same things about a given issue. It is the teacher's role to encourage students to ask their parents or guardians to clarify the values and beliefs of their own family. Students need to be assured that their values and beliefs are personal and only to be shared at the discretion of the student.

NOTE: HELPING CHILDREN UNDERSTAND THEIR RIGHT TO PRIVACY:

Before instruction begins, the teacher needs to take the time to explain the idea of “passing” during discussions that include personal opinions. Students need to understand that they do not have to share personal opinions or beliefs if they so choose. Help students differentiate between fact and opinion. Be sure that students understand that the decision to share an opinion or belief during one class session does not mean they must continue to share during other lessons. Conversely, if a student opts to “pass” during a discussion, he or she can make the decision to share an opinion or belief during another class session.

Students must also understand that they should **not** share personal information about others during class discussions. Students’ families and friends have the right to privacy, too.

The curriculum is built around six [measurement topics](#), which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program.

1. Developing a sense of self
2. Developing healthy relationships
3. Maintaining personal health and wellness
4. Maintaining personal safety
5. Understanding anatomy and physiology
6. Analyzing influences

Transfer goals and performance assessments for each unit are aligned with these measurement topics.

Course Resources

Virginia Department of Education Resources

- http://www.doe.virginia.gov/instruction/family_life_education/index.shtml

National Health Education Resources

- <http://www.siecus.org/index.cfm?fuseaction=Page.viewPage&pageId=514&parentID=477>
- <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>
- <http://www.sexedlibrary.org/index.cfm>
- <http://www.communityactionkit.org/index.cfm?pageid=885>

ACPS Core and Supplemental Resources

- Grade 1 Social Studies Curriculum
- Grade 1 English Language Arts Curriculum
- Grade 1 Science Curriculum

Differentiation Resources on the ACPS Curriculum Blackboard Site

- [Differentiation Framework](#)
- [ACPS Language Acquisition Framework](#) and [ELL Strategies](#)
- [Executive Function Research & Strategies](#)

Additional Resources

- [Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors](#)
- [School-wide Positive Behavioral Interventions and Support](#)
- [Responsive Classroom](#)

Grade 1 Family Life Education

Year-at-a-Glance

Quarter One	<p><u>Unit 1: Creating Our Learning Community</u></p> <p>During this unit, students begin to develop a sense of self, learn how to develop healthy relationships, and maintain their personal safety.</p>	<p>Standards of Learning: 1.1, 1.2, 1.3, 1.8, 1.9, 1.10</p> <p>Suggested Time Frame: 1 week, September</p>
Quarter Two	<p><u>Unit 2: We Are Family</u></p> <p>In this unit, students will continue to develop a sense of self and see themselves within a family unit and school community.</p>	<p>Standards of Learning: 1.4, 1.5, 1.11</p> <p>Suggested Time Frame: 1 week, November</p>
Quarter Three	<p><u>Unit 3: It's My Body, and I'm in Charge</u></p> <p>During this unit, students will develop strategies to maintain their personal safety in a variety of settings.</p>	<p>Standards of Learning: 1.6, 1.7, 1.12</p> <p>Suggested Time Frame: 1 week, February</p>
	<p>Spiraling Standards: (These standards spiral though the entire Grade 1 FLE curriculum and should be addressed throughout the school year): 1.1, 1.2, 1.3, 1.8, 1.9, 1.10</p>	

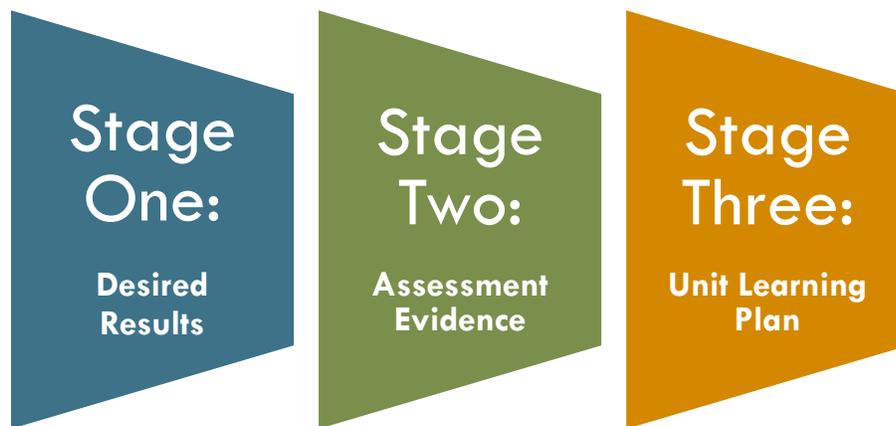
Unit 1: Creating Our Learning Community

The Compelling “Why?” of This Unit:

We are a learning community.
We need to feel safe and cared for.

Suggested Time Frame: 1 week

Integrate this unit into the teaching of routines and classroom structures at the start of the school year.



Virginia Standards of Learning to be Emphasized in This Unit

- 1.1: The student will experience continuing success and positive feelings about self.
- 1.2: The student will experience success and positive feelings about self.
- 1.3: The student will experience respect from and for others.
- 1.8: 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.
- 1.9: The student will identify “feeling good” and feeling bad.”
- 1.10: The student will experience the logical consequences of his or her behavior.

Spiraling Standards: (These standards spiral though the entire Grade 1 FLE curriculum and should be addressed throughout the school year): 1.1, 1.2, 1.3, 1.8, 1.9, 1.10

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Understand the responsibilities they have within the classroom community as they learn to effectively handle change and transitions, demonstrate kindness and good manners, and recognize the effects of their behaviors.

Essential Questions:

- How can I show respect for others in my school community?
- In what ways can my behavior affect others?
- In what ways can the behavior of others affect me?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): community, feelings, respect, kindness, manners, self-esteem, friendship, safe
2. **What is a community?** A community is a place where people live and work. People help each other in their communities.
3. **What are feelings and how can we express them in helpful ways? Feelings are ways to experience something physically or emotionally. We can express our feelings in ways that do not hurt ourselves or others. It is okay to have different feelings such as happiness, sadness, anger, and fear.**
4. **What are some ways to show respect for self and others? We can show respect for ourselves and others by using kind words, listening to others, and by keeping our classroom neat and clean.**

Procedural Knowledge Objectives

Students will be able to:

1. Take turns and share.
2. Practice honesty, self-control, and kindness to others.
3. Practice respect and privacy when using the bathroom.
4. Use descriptive words when expressing pleasant and unpleasant feelings.

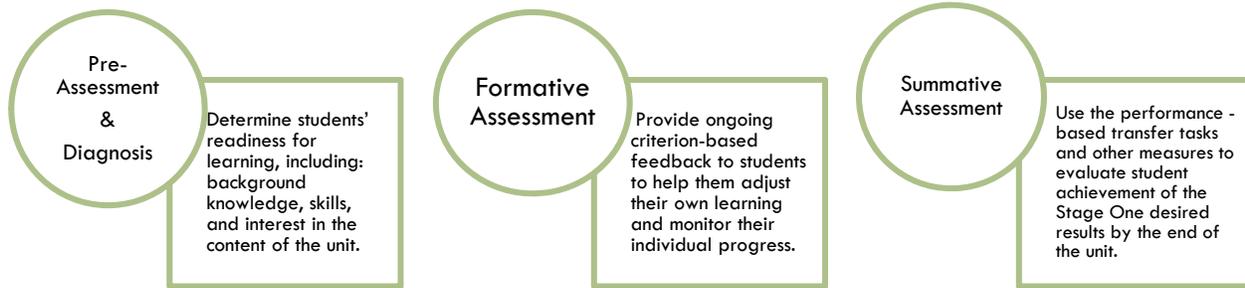
Suggested Resources:

Course Resources: Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

- [Virginia Standards of Learning Objectives: Family Life Education](#)
- [SIECUS Guidelines for Comprehensive Sexuality Education](#)
- [SexEd Library](#)
- [Teaching Tolerance](#)

Unit Resources: Find unit-specific suggested resources below. Also see lessons in the *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence. Key resources include:

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Draw a picture of you at school doing an activity with some of your classmates.

Formative Assessment:

- Monitor students' participation in class discussions about community, respect, and privacy.
- Provide students with multiple opportunities to self-assess their classroom and out-of-classroom behavior.

Summative Assessment:

Unit 1 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing or poster that shows how they contribute to the classroom community.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click [here](#) for suggestions for preparing students for end-of-unit transfer tasks.

Comprehensive Task	This version designed to be appropriate for most students. Students will draw a picture of themselves participating in the classroom community and explain how their behavior is respectful of others.
Guided/Scaffolded Task	This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings other members of the school community and how they may demonstrate respect for themselves and others.
Measurement Topic Rubrics	The measurement topics assessed by this transfer task are <i>Developing a Sense of Self</i> and <i>Developing Healthy Relationships</i> . Task-specific rubrics for these measurement topics are provided.

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results.

1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your Grade 1 colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

3. Administer pre-assessments to determine student strengths and needs.

Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.

For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Implement a ... and systematically use explicit teaching and a gradual release of responsibility approach.
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation
- Support language development by immersing students in authentic texts and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills to independent reading and oral language scenarios.

4. Make the assessments transparent.

5. Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:

- *Making caring for self and others a part of everyday life.*

- *Using school experiences to learn and grow.*
 - *Listening and sharing stories helps us understand one another.*
6. Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.
 7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess their daily behavior and then graph or discuss their assessment with a parent or guardian.
 8. **Support students' efforts with a positive classroom climate that promotes positive mental health development and protects the child from physical and emotional infringements by others.** Use appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively.
 9. **Conclude the learning with a celebration of student successes in developing a sense of self and building healthy relationships within the classroom community.** Connect students' learning and experiences in this unit to your school's PBIS program or Responsive Classroom components.

Instructional Practices to Support ELLs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
4. To support differentiation for students at various WIDA levels, reference the [WIDA Speaking Rubric](#) and [Scoring Protocol](#) as a guide in assessing ELLs' oral language output.
5. Support students in transferring L1 literacy skills to their L2.

Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am making a positive contribution to our classroom community?*
- *How can I help others thrive in our classroom community?*

Unit 1, Lesson 1

Chrysanthemum

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe ways to show respect for others in the school community. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
---	--

Framing the Learning:

Introduce the picture book, *Chrysanthemum*, to the students through an interactive read-aloud. Have students make connections, come up with their own questions, and react to the story.

- *What do you notice about the characters?*
- *How do the illustrations help you know how Chrysanthemum is feeling?*
- *Can you relate to Chrysanthemum?*
- *Share your thoughts about the classroom teacher and Mrs. Twinkle.*

Active Instruction:

1. Share with students your vision of a learning community where students feel safe and cared for. Relate this vision to the emotions Chrysanthemum experienced in the story.
2. Discuss the differences between the classroom teacher and Mrs. Twinkle and outline what your approach will be.

Practice:

1. Create an anchor chart with classroom/learning community expectations (or refer to the chart if you have already created one). Review what each expectation looks like in terms of what a student is doing or how a student is interacting with others in the learning community.
2. Pair students. Have one partner each select a slip of paper, on which a scenario has been printed out, from a container. The students will act out the scenario for the class. Then lead a discussion about how to problem solve the issue by following classroom/learning community expectations. An alternative to having the students role play is to have student act out the scenario using puppets.

Summarizing/Anchoring the Learning:

- Create a “Blooming Good Behavior” visual display by having each student create a unique flower with one or two words that exemplify classroom/learning community expectations. Provide students with an outline of a flower if a student feels more comfortable using one.

Chrysanthemum (Henkes, 1991) tells the story of a young mouse who gets picked on by her classmates because of her unique name. Chrysanthemum thinks her name is perfect until she starts school. At school, her peers tease her about having such a long name and being named after a flower. The constant taunting from her peers causes Chrysanthemum to dislike her name to the point of wanting to change it. When the children learn that a teacher they admire also has a long first name and is also named after a flower, however, the other children begin to accept Chrysanthemum.

Assessing the Learning:

1. Provide students with an exit ticket to draw a picture and/or write how they will model learning community expectations while at lunch or recess today. If you are working on a particular facet of writing at the time, this presents a nice opportunity to employ that with the students' response.
2. When returning from lunch or recess, provide students with the opportunity to share examples of how they modeled learning community expectations, and you can highlight those examples that demonstrate the type of writing you are working on.

Unit 1, Lesson 2

I'm Gonna' Like Me

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Explore the concept of self-esteem. 2. Recognize individual strengths and weaknesses. 3. Connect the concept of self-esteem to a healthy life. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
---	--

Framing the Learning:

- Introduce the picture book, *I'm Gonna Like Me: Letting Off a Little Self-Esteem*, to the students.
- Ask students what they think the statement, "Like yourself every day no matter what," means.

Active Instruction:

1. Read *I'm Gonna Like Me: Letting Off a Little Self-Esteem* to the students using interactive read-aloud strategies. Have students make connections, come up with their own questions, and react to the story. *I'm Gonna Like Me* ends with the narrators asking readers and listeners if they like themselves. Use this as a lead-in to a classroom or small group discussion. If your students are not ready to talk about their feelings about themselves, invite them to talk about the boy and the girl in the book.
 - a. What do you think about how the characters feel about themselves?
 - b. Have you ever had a similar experience? For example, have you ever shared your lunch with someone or done something brave, like getting on the bus even if you weren't so sure about going to school? How did you feel about that experience?

OR

Show the video *Character Education – We're All Different*. In this lively program, "Wally the Walrus" leads youngsters in song about the joys of being special and different. Using everyday situations that will feel familiar to all children, viewers see that each of us has different talents and abilities and that it's also fun and exciting to learn about different cultures and customs. Kids also discover that having a physical challenge to overcome doesn't mean that a person can't do what others can . . . they just do it in a different way. From "singing" in a talent show using sign language, to enjoying an international lunch that features different foods from different cultures, youngsters develop a respect and appreciation for their differences.

2. Ask students to define the term *self-esteem*. Write their ideas on a sheet of paper. Help students understand that self-esteem refers to how we understand and value ourselves. People with high self-esteem are realistic about their strengths and weaknesses and are able to set goals and work toward them with optimism and humor. They also feel competent in areas they consider important and do not take other people's negative impressions of them too seriously. People with low self-esteem have a hard time honestly evaluating their strengths and weaknesses and often have an unrealistic, overall

I'm Gonna Like Me, by Jamie Lee Curtis, alternates between boys' and girls' points of view as the explore physical attributes and personalities. Through the author's rhymes and the illustrator's drawings, the key to feeling good is outlined as liking yourself because you are you.

Character Education – We're All Different (2006) Sunburst Media, 20 minutes running time. This short video presents everyday situations that will feel familiar to all students. It highlights being unique, with different talents and abilities.

negative impression of themselves. They take other people's opinions of their strengths and weaknesses more seriously than they should.

3. Tell students that an important first step in building self-esteem is taking a realistic look at their strengths and weaknesses and likes and dislikes. This helps them know what goals are realistic to pursue, what aspects of their personality and lifestyle to seek to improve, and how to identify their weaknesses without worrying about how others perceive them. Tell students that self-knowledge helps lay the foundation for high self-esteem.

Practice:

1. Think-pair-share about a time when it was easy or natural to like yourself. Examples from the book include knowing the letters of the alphabet and doing the right thing. Examples from the video, from "singing" in a talent show using sign language, to enjoying an international lunch that features different foods from different cultures, youngsters develop a respect and appreciation for their differences.
2. Think-pair-share about a time when it was a little harder to like yourself, such as falling and getting hurt or ruining their mom's birthday cake.
3. For this activity, children will write or dictate a situation in which it is easy or natural for them to like themselves. The first page will have the heading "I'm Gonna Like Me When ..."
4. The back of the page will have the heading "I'm Gonna Like Me Even When ...". For this space, children will write or dictate a situation in which it might be harder to like themselves.

Summarizing/Anchoring the Learning:

1. Compile the students work to create a class book. As a class, decide on a title for the book.

Assessing the Learning:

1. Regroup the students to discuss the things they learned about each other. In what situations is it easy or natural to like yourself? In what situations is it a little more difficult? What does it mean to like yourself every day, no matter what?
2. Monitor students' participation in the discussions. Do they understand that sometimes there are situations when it is a little more difficult to like oneself? Remind them that it's okay to recognize those times, but reinforce the importance of feeling good because you are you.
3. Revisit the concept of self-esteem throughout the year.

Unit 1, Lesson 3

A Recipe for Friendship

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Describe friendship. 2. Define friendship. 3. Identify the qualities they would like in a friend. 4. Demonstrate how to treat a friend. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
---	--

Framing the Learning:

1. Ask students what they know about friendship. How do you know if someone is your friend? What do friends do together?
2. Ask each student to think about someone he/she considers to be a friend. How did you become friends? What kinds of things do you do together? Pair and share with another student.

Active Instruction:

1. Introduce the book *George and Martha: The Complete Stories of Two Best Friends*. Read 2-3 of the short stories, discussing the elements of friendship after each story.
2. Create an anchor chart to list the “ingredients” of a healthy friendship. You may want to differentiate external qualities (smile) from internal qualities (kindness).

Practice:

1. Have students create their own recipes for a healthy friendship. They may choose ingredients from the anchor chart, although they are free to add their own ideas. Write them on the “Recipe for Friendship” card.
2. Ask students what they think they need to do with the ingredients in order to create a friendship? Kindness and respect are great qualities to have in a friend, but you will need to talk to each other or play together to establish a friendship. Remind them that when they are following a recipe, they have to mix up the ingredients in order to get the desired result.
3. Have students add 2-3 things they can do to be a friend to someone.
4. Make students aware that there are logical consequences for their behavior if they are not showing things like kindness and respect. If students are selfish and mean, for instance, it will be less likely that others will want to be their friend.

George and Martha: The Complete Stories of Two Best Friends by James Marshall. Like all best friends, George and Martha do everything together; they go to the movies, play at the beach, and just hang around not doing much of anything. George and Martha teach each other (and adoring readers) that even in a close friendship, privacy is important, practical jokes can sometimes backfire, and among other things, pouring split pea soup into your loafers to spare the chef’s feelings is not the best-laid plan. Each of these brief tales is filled with humor, and James Marshall’s drawings are guaranteed to spark feelings of empathy, delight, and self-recognition.

Summarizing/Anchoring the Learning:

1. Refer back to the essential questions. In what ways can you show respect toward your friends? In what ways can your behavior affect your friendship in a healthy way? In an unhealthy way?

Assessing the Learning:

1. Monitor students’ participation in discussions.

-
2. Have the students self-assess their behavior in different situations. Are students modeling healthy friendship behaviors in the classroom? In the cafeteria? On the playground? On the school bus?

Unit 1, Lesson 4

How Full is Your Bucket?

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Identify ways to show kindness, appreciation, and caring. 2. Demonstrate respectful behavior toward self and others. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
--	--

Framing the Learning:

Play a quick game of *Simon Says*, with commands that require the students to use body language to show specific feelings. *Simon says, "Show me you are happy."* *Simon says, "Show me you are being silly."* *Simon says, "Show me you are afraid."* *Simon says, "Show me you are mad."* *Simon says, "Show me you feel loved."*

Active Instruction:

Read the book, *How Full is Your Bucket? (for Kids)*.

- In the story, is the bucket real or invisible? *The bucket is invisible.*
- What does it mean to have a FULL bucket? What filled Felix's bucket? *Felix heard lots of encouraging words and kind things said about him. These words and actions filled his bucket and made him feel great.*
- What happens to the bucket when someone says unkind words? *Unkind words dip into the bucket and begin to empty it!*
- In the book, Felix's book was filled by many different people at school. Who were they and what did they do? *Mrs. Bumbnickel praised his story. Hi mom left a note in his lunch. The art teacher complimented his work. The students listened to his story. The PE teacher named him team captain.*

In *How Full Is Your Bucket? For Kids*, Felix begins to see how every interaction in a day either fills or empties his bucket. Felix then realizes that everything he says or does to other people fills or empties their buckets as well. Follow along with Felix as he learns how easy it can be to fill the buckets of his classmates, teachers, and family members. Before the day is over, you'll see how Felix learns to be a great bucket filler, and in the process, discovers that filling someone else's bucket also fills his own.

Practice:

1. Using the "stand-up, hand-up, pair-up" strategy, have students (the teacher can participate, too!) find a partner and share a bucket-filling statement or action. The stand-up, hand-up, pair-up strategy is an easy way to structure students as they are looking for partners. Direct the students to stand up. Then have student put a hand up. Direct them to walk around the classroom as you play music. When the music stops, students are to go to the student nearest them and match hands (like a high-five). That person will be their partner for this round. Encourage students to think of a new bucket-filling statement or action each round, although it is okay if a student has to repeat his/her bucket-filling statement.
2. Continue this procedure until students have shared 4-5 bucket-filling statements. *Continue stand-up, hand-up, pair-up partnering strategy (although the students only stand up the when directed to at the beginning of the first round), having students put one hand up as they walk around to music so that students have the opportunity to partner with 3-4 other students.*

3. Regroup students and have them share their bucket-filling experiences. What were some of the encouraging, kind, or caring words others used? How did they feel when some filled their bucket?

Summarizing/Anchoring the Learning:

1. Distribute a “drop card” page to each student. Instruct students to draw a picture of (or write a word) an action that is bucket-filling. Encourage them to use an example they have experienced at school, whether they used it to fill someone else’s bucket or someone else used it to fill their bucket.
2. As each student shares, have him or her place the drop in the class bucket.
3. Have students take the “drop card” page to practice using kind, encouraging, or helpful words outside of class with a parent, guardian, or other adult.
4. The following day, have students share their experiences and fill the classroom bucket with their “drops.”

Assessing the Learning:

1. Have students self-assess their words and actions, placing a “drop” on the bucket when they use bucket-filling behaviors.

Unit 1, Lesson 5

I Can Play It Safe

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Identify personal safety rules. 2. Recite full name, address, and a parent/guardian’s telephone number. 3. Describe how to find reliable help if lost in a store or other public place. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
--	--

Framing the Learning:

1. What does a siren tell us? *Something is wrong. Someone is in danger. Someone has been hurt.*
2. Play the following siren audio clip from the Discovery Education (Auto: Police: Ext: Pass By At Fast Speed With Siren Emergency Vehicle. [Sound Effect]. <http://www.discoveryeducation.com/>)
3. How do we feel when we hear a loud siren? *Worried. Excited. Afraid.*
4. Point to where those feelings come from. *Students will likely point to their stomachs.*
5. Yes, we pointed to our stomach. Sometimes, people call that area their “gut.” Instincts are feelings we have inside that can give us important information about things happening around us. Sometimes our instincts warn us that things are unhealthy or unsafe.

Written by an expert in child safety, *I Can Play It Safe* (Feigh, 2008), teaches kids (and helps adults reinforce) seven important rules to personal safety in a nonthreatening way. It covers topics like safe versus harmful secrets, safe versus harmful touches, and the importance of having a community of trusted adults to turn to for help. Emphasizing the “check-in” rule and teaching kids to trust their gut instincts, this book gives children the knowledge and confidence they need to make smart choices about their personal safety every day.

Active Instruction:

1. Using the interactive read-aloud strategy, read the book, *I Can Play It Safe*.
2. Discuss concepts on each page: check first, trust “uh-oh” feelings, tell adults about “uh-oh” feelings, secrets, and touches, adults you trust keep you safe.

Practice:

1. Have students think-pair-share the names (or their jobs) of two adults to whom they could go if they felt unsafe. Have students share out with the class.
2. Revisit one or more of the following scenarios in the book and have the students “turn-and-talk” to discuss an adult to whom they could go in that situation. Talk to students about what to do if the first adult doesn’t listen to them and they feel strongly about a specific incident or situation.

Summarizing/Anchoring the Learning:

1. Have students work with a parent or guardian to complete the “I Can Play It Safe” form.
2. Invite a police officer, fire-fighter, or other community helper(s) to interact with students as they practice learning how to find reliable help safely.

Assessing the Learning:

1. Monitor students’ participation in class discussions. Are they able to recognize when they have a “gut” feeling? Can they name at least two reliable adults to help them stay safe?

-
2. Have students draw a picture (or cut out a magazine picture) to show at least two reliable adults to whom they could ask for help in staying safe.

Unit 2: We Are Family

The Compelling “Why?” of This Unit:
The importance of family.

Suggested Time Frame: 3 days

Integrate this unit into the teaching of routines and classroom structures at the start of the school year.



Virginia Standards of Learning to be Emphasized in This Unit

- 1.4: The student will develop an understanding of the importance of a family and of different family patterns.
- 1.5: The student will identify family members and their responsibilities in contributing to the successful functioning of the family.
- 1.11: The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Spiraling Standards: (These standards spiral though the entire Grade 1 FLE curriculum and should be addressed throughout the school year): 1.1, 1.2, 1.3, 1.8, 1.9, 1.10

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Develop an understanding of the importance of family while exploring different family patterns and the contributions each individual gives to the successful functioning.

Essential Questions:

- How can I contribute to the successful functioning of my family?
- In what ways can my behavior affect my family?
- In what ways does a family show love?
- In what ways is my family unique?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): family, contribution, behavior, kindness, affection, responsibility
2. ***What is a family? A family is a group of people who are related to each other.***
3. ***What responsibilities do family members have to make a successful functioning family? Family members have tasks that must be performed in order for a family to function successfully. For example, providing shelter, providing food, providing and caring for clothing, providing money for these and other necessities; providing love and caring for children or elderly; and providing fun and play.***
4. ***What are some examples of appropriate physical affection? We can show physical affection to express friendship, celebration, and love in a family. Hugs, kisses, hives, pats on the back, or holding hands are all examples of appropriate physical affection shown in a family.***

Procedural Knowledge Objectives

Students will be able to:

1. Take turns and share.
2. Practice honesty, self-control, and kindness to others.
3. Practice respect for the classroom family community.
4. Use descriptive words when expressing pleasant and unpleasant feelings.

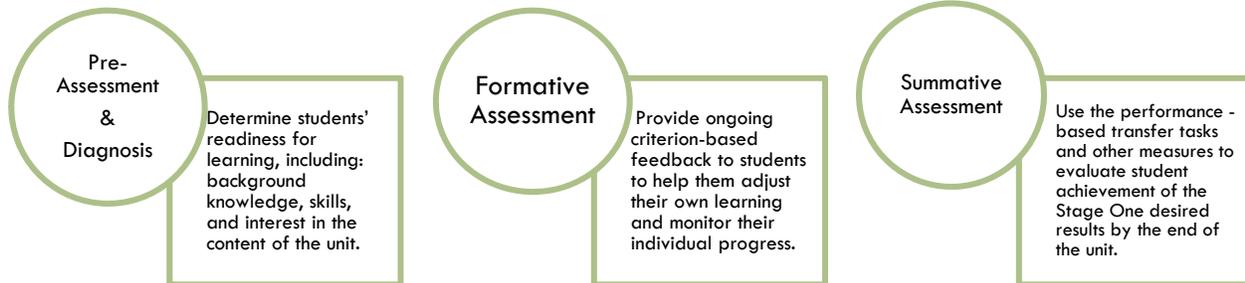
Suggested Resources:

Course Resources: Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

- [Virginia Standards of Learning Objectives: Family Life Education](#)
- [SIECUS Guidelines for Comprehensive Sexuality Education](#)
- [SexEd Library](#)
- [Teaching Tolerance](#)

Unit Resources: Find unit-specific suggested resources below. Also see lessons in the *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence. Key resources include:

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Draw a picture of you with your family.

Formative Assessment:

- Monitor students' participation in class discussions about family, family patterns, and expressing appropriate affection in a family.
- Provide students with multiple opportunities to reflect on their own family dynamics and understand all families are unique and special.

Summative Assessment:

Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing or poster that shows what it means to be a member of a family.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click [here](#) for suggestions for preparing students for end-of-unit transfer tasks.

Comprehensive Task	This version designed to be appropriate for most students. Students will draw a picture of their family enjoying an activity together.
Guided/Scaffolded Task	This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings extended family members enjoying an activity together.

**Measurement Topic
Rubrics**

The measurement topic assessed by this transfer task is Developing a Sense of Self, Developing Healthy Relationships, and Analyzing Influences. Task-specific rubrics for these measurement topics are provided.

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results.

1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your Grade 1 colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, science, and language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

3. Administer pre-assessments to determine student strengths and needs.

Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.

4. Make the assessments transparent.

5. Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:

- *Making caring for self and others a part of everyday life.*
- *Using school experiences to learn and grow.*
- *Listening and sharing stories helps us understand one another.*

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Implement a ... and systematically use explicit teaching and a gradual release of responsibility approach.
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation
- Support language development by immersing students in authentic texts and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills to independent reading and oral language scenarios.

6. Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess their daily behavior and then graph or discuss their assessment with a parent or guardian.
8. **Support students' efforts with a positive classroom climate that promotes positive mental health development and protects the child from physical and emotional infringements by others.** Use appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively.
9. **Conclude the learning with a celebration of student successes in developing a sense of self and building healthy relationships within the classroom community.** Connect students' learning and experiences in this unit to your school's PBIS program or Responsive Classroom components.

Instructional Practices to Support ELLs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
4. To support differentiation for students at various WIDA levels, reference the [WIDA Speaking Rubric](#) and [Scoring Protocol](#) as a guide in assessing ELLs' oral language output.
5. Support students in transferring L1 literacy skills to their L2.

For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

Unit 2, Lesson 1

My Family

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Define “family” and understand different family patterns. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is a family? 2. How am I member of a family? 3. In what ways do families look different?
--	---

Framing the Learning:

Introduce the book, *The Family Book*, to the students through an interactive read-aloud. Have students make connections to their own family, come up with their own questions, and react to the story.

- *What do you notice about the families?*
- *Did you notice there are many different types of families?*
- *Are all the different types of families unique and special?*
- *Did you notice a family that looks like yours?*

Active Instruction:

1. Share with students that all families, regardless of the type are unique and special. The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type.
2. Discuss the differences between families. The following are family patterns: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and other blended families.
3. Highlight that despite the makeup of a family being different we celebrate in many of the same ways. Have students share celebrations that are common among all families.

The Family Book (Parr, 2011) reflects upon many different types of families, and celebrates them all in a funny, silly, and reassuring way. Todd Parr includes adopted families, step-families, one-parent families, and families with two parents of the same sex, as well as the traditional nuclear family. His quirky humor and bright, childlike illustrations will make children feel good about their families. Use this book to encourage children to talk about their families and the different kinds of families that exist.

Practice:

1. Think/Pair/Share:
 - a. Have students turn and talk to a neighbor about their own family pattern.
 - b. Have students share their favorite celebration with their family, describing what the holiday is and how they celebrate.

Summarizing/Anchoring the Learning:

- Create a “Classroom Family Book” visual display by having each student create a page about their family. Have students draw and label a picture of their family. As an example, show them a picture of your family for your page, describing what family pattern is there and all the people that make up your family.

Assessing the Learning:

1. Use the “Classroom Family Book” to assess students understanding of their family pattern.

Unit 2, Lesson 2

Family Hands

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify self as an important member of your family. 2. Recognize different roles of each family member. 3. Understand family members provide needs, love, and respect. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What do family members do? 2. What are the different roles of our family members? 3. What is our role in our family?
---	--

Framing the Learning:

- Ask students to think about how they help in their family.
- Ask students to think about what the other members of their family do to help their family be successful.

Active Instruction:

1. Have students sit in a circle. Explain to the students that today we will be talking about different roles and responsibilities our family members have. Have a large sheet of chart paper in the center of the circle and write "Family Roles and Responsibilities" in the middle of the paper. Explain to students that we are going to create a web of our family's roles and responsibilities.
2. Add categories to get the web started.
 - a. "Outside of the Home"
 - b. "Inside the Home"
 - c. "For Each Other"
 - d. "For Others"
3. Start with "Outside of the Home." Ask the students what type of things can be included in this category--jobs (where do your family members work?), grocery shopping, driving, running errands, etc.
4. Continue on with every category:

"Inside the Home"--jobs, chores, fixing things, decorating, homework help, meals, etc.

"For Each Other"--love, care, humor, entertainment, anything the students can think of

"For Others"--other relatives, charity work, volunteer, etc.
5. Explain to the students that each one of our family members has an important and irreplaceable role in our family. That's what makes each of our family members special and that what makes you special to your families.
6. Create a list of ways the students feel they contribute to their own family. Examples may be love, affection, chores, care for a younger sibling, etc.

Practice:

1. Show the students an example of the project they will take home and work on with their families called "My Family Members Are Important." Each family member will trace their hand on a large sheet of white construction paper (you need to provide this). Then, they will write five roles they have in the family--one in each finger. They can also write more in the palm, but at least five. After, they can decorate it however they want. Each family member will do this on the same sheet of paper. (The students can even add their pets!) If a family member is unable to do it, have another family member help the student to create a hand for them and think of ideas to fill in the fingers.

2. In class have the students begin by tracing their hand on the paper, fill in at least five roles, then decorate it however they would like. If they do not finish have them complete it at home with their family.
3. **You may want to attach a short letter home to the parents explaining the assignment to the families. Also, include ideas that were brainstormed during the web activity so the families have ideas on what to include. Also, provide the paper for the activity and allow students to take their crayon/marker boxes home with them if they need to.

Summarizing/Anchoring the Learning:

1. Have the students share their projects with their classmates once they are brought back to school.

Assessing the Learning:

1. Monitor students' participation in the discussions.
2. Check their project to see the roles listed in each finger of their family's hands were appropriate roles for those family members.

Unit 2, Lesson 3

Physical Affection in a Family

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Define affection. 2. Identify the difference between appropriate and inappropriate affection. 3. Understand the impact of affection in a family on individual mental health. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show affection in my family? 2. Why do we need affection? 3. In what ways can receiving appropriate affection help me?
--	--

Framing the Learning:

1. Ask students what they know about physical affection.
2. Ask each student to think about what kind of touches make us feel good to receive from our family.

Active Instruction:

1. Brainstorm types of physical affection families or friends show using a web chart.
 - a. Eye contact across a crowded room (smiles, winks and thumbs-up)
 - b. Hugs in the morning, hugs at noon, hugs at night
 - c. Holding hands walking down the street
 - d. Kissing hello, good-bye, good morning, or goodnight.
2. Discuss verbally or create extensions off each type of physical affection about the emotions those touches give us (safety, love, kindness, etc.).
3. Express that physical affection and the positive feelings that come with it are important for our mental health.

Practice:

1. Have students create a “loving tree” on a piece of paper.
2. They will draw a tree on a piece of paper. On each branch they will list an example of physical affection.
3. They will add leaves to the tree that are feelings associated with that type of affection. On each leaf should be an emotion.
4. Have students write a sentence at the bottom to tell 2-3 things they can do to show affection to someone in their family.

Summarizing/Anchoring the Learning:

1. Refer back to the essential questions in a class discussion or a think/pair/share.

Assessing the Learning:

1. Monitor students’ participation in discussions.
2. Use the class assignment “Loving Tree” to gauge their understanding.

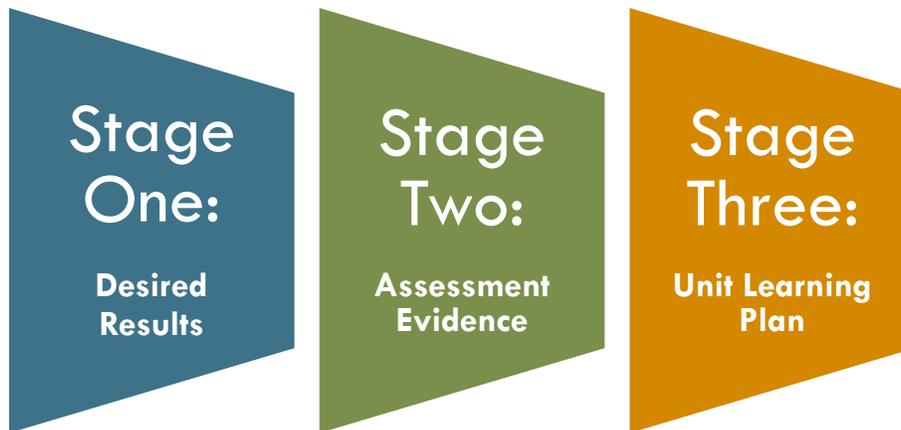
Unit 3: It's My Body, and I'm in Charge!

The Compelling "Why?" of This Unit:

We are in charge of our own bodies.
We all have feelings and that's okay.

Suggested Time Frame:

1 week



Virginia Standards of Learning to be Emphasized in This Unit:

- 1.6: The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.
- 1.7: The student will use correct terminology when talking about body parts and functions.
- 1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Spiraling Standards: (These standards spiral though the entire Grade 1 FLE curriculum and should be addressed throughout the school year): 1.1, 1.2, 1.3, 1.8, 1.9, 1.10

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Recognize the elements of good (positive and healthy) and uncomfortable (negative and unhealthy) touches by others.
2. Demonstrate how to say “no” to inappropriate touches and to find help safely.
3. Recognize humans are mammals like many other animals who can have babies and that the babies can be breast-fed.

Essential Questions:

1. How do I know if a touch is good (healthy or safe) or bad (not healthy or safe)?
2. How can I say “no” to touches that are not healthy or unsafe?
3. Who are the people in my family and community that I can go to for help?
4. What is a mammal?

Declarative Knowledge Objectives (from the [VDOE Curriculum Framework](#)):

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): safe, trust, comfortable, helpers, healthy, mammals, breastfeed, uterus
 - a. Possible terms that may arise naturally include: urinate, bowel movement, penis, vulva, or breast
2. *What are elements of good or healthy touches?*
3. *What are elements of uncomfortable or unhealthy touches?*
4. *Who are the helpers in my family and community?*
5. *How are mammals different from other animals?*

Procedural Knowledge Objectives

How can I use my words and actions to stay safe and healthy?

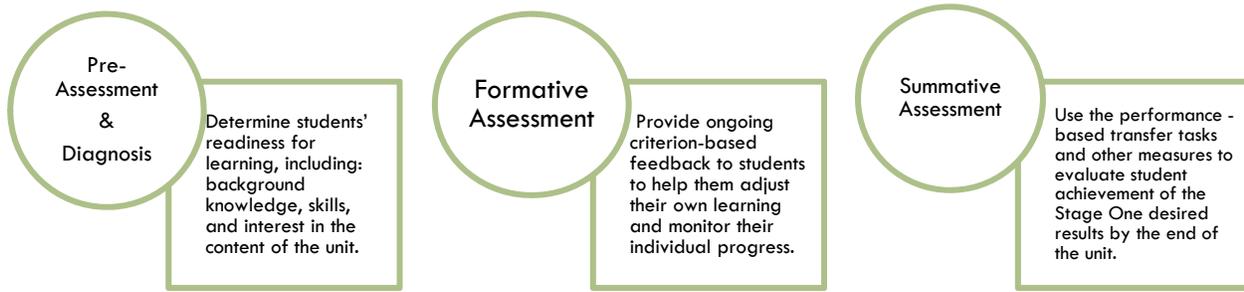
Students will:

1. Demonstrate how to say “no” to inappropriate touches.
2. Demonstrate how to use their words and actions to find help safely.

Suggested Resources:

Unit Resources: Find unit-specific suggested resources below. Also see *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Students will draw a picture or tell about a time when they asked for help from an adult.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- Provide students with multiple opportunities to self-assess the ways in which they use their words and actions to express what they are feeling.

Summative Assessment:

<p>Unit 3 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by illustrating a book called “Very Important People.”</p> <p>The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.</p>	
Comprehensive Task	This version designed to be appropriate for most students. Students will illustrate a book called “Very Important People.”
Guided/Scaffolded Task	This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will add words to indicate who the “Very Important People” are in their own life.
Measurement Topic Rubrics	The measurement topic assessed by this transfer task is <u><i>Developing a Sense of Self</i></u> , and <u><i>Maintaining Personal Safety</i></u> . Task-specific rubrics for these measurement topics are provided.

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit summative assessment and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

1. Prepare and plan for the unit.

- Collaborate and co-plan with your kindergarten colleagues and school counselor or nurse to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS or Responsive Classroom.
- Plan how you will monitor progress.
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out scenarios in which they practice saying “no.”
- Model exemplary ways to develop a sense of self and confidence with refusal skills.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students’ background knowledge, interests, and skills.
- Make the assessments transparent.
- Systematically use [explicit teaching and a gradual release of responsibility approach](#).
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.
- Support language development by immersing students in real-life experiences and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills everyday life.

For assistance in reaching students with special needs, please consult the Virginia Department of Education’s information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

3. **Administer pre-assessments to determine student strengths and needs.** Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.
4. **Make the assessments transparent and meaningful to everyday experiences.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
 - *Making caring for self and others a part of everyday life.*
 - *Using life experiences to learn and grow.*
 - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess the ways in which they use appropriate words and actions as others for help and to graph or discuss their assessment with a parent or guardian.
8. **Support students' efforts to develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.** Focus on using appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, helping, and playing, the child will understand that rules are made for safety and protection.
9. **Conclude the learning with a celebration of student successes in developing a sense of self, building healthy relationships, and understanding of similarities and differences in families.** Connect students' learning and experiences in this unit to your school's PBIS program components.

Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am showing respect for others' differences?*
- *How can I use my words and actions to show how I am feeling?*

Unit 3, Lesson 1

You are in Charge of Your Body

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Recognize the elements of good (positive and healthy) and bad (negative and unhealthy) touches by others. 2. Say, “Stop. I don’t like it!” when they feel uncomfortable with someone else’s touch. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I know if a touch is good (healthy or safe) or bad (not healthy or safe) 2. How can I say “no” to touches that are not healthy or unsafe? 3. Who are the people in my family and community that I can go to for help?
--	--

Framing the Learning:

1. Ask students who is in charge of the classroom? *The teacher.* Who is in charge of the school? *The principal.* Who is in charge where you live? *A mom, dad, parent, grandparent, or other guardian.*
2. Connect the concept of “taking charge” or being “the boss of” the classroom, school, or home to the purpose of helping children feel cared for, loved, and safe.

Active Instruction:

1. Review the ways in which family members or friends show affection. *Hug. Kiss. Pat on the back. High-five.*
2. Do those touches make someone feel happy or sad? What kind of face does someone make when a touch makes them feel happy? *Smile or laugh. You can tell that they like it.*
3. What kind of face does someone make when a touch makes them feel uncomfortable? *Sad, weird, or yucky. You can tell that they don’t like it.*
4. Use puppets to model “good” and “uncomfortable” touches. Show the difference from holding a hand that makes someone feel safe and squeezing a hand so tight that it is uncomfortable. Have students identify whether the touch is a “good” touch (makes them feel safe or cared for) or an uncomfortable touch (makes you feel sad, mad, or physically hurts). Show several examples including high-five/hitting, tagging/pushing, hugging/restraining, etc.
5. If someone is touching you in a way that you don’t like you need to say, “Stop! I don’t like it!” Use the puppets to model uncomfortable touches again and have the puppet on the receiving end say, “Stop! I don’t like it!” and tell you (the adult) that it happened. It is important to emphasize that this is not tattling. When someone’s touch makes you feel uncomfortable, afraid, sad, or yucky, it is important to tell an adult.

Teacher note: The concept of “bad” and “uncomfortable” touches teaches students to say, “Stop! I don’t like it!” to the person touching them. This is a foundation lesson and does not deal directly with the touching of private parts. It is important for students to understand that they can say “Stop!” to all touches that make them uncomfortable. It is also important for them to remember to stop touching someone else who tells them to stop, even if they think they are being funny or joking around. Stop means stop! No means no!

Practice:

1. All students will practice responding to good (high-five, hand shaking, or hugging) and uncomfortable touches (hit, kick, hair pull, holding). Remind students for uncomfortable touches, they will practice saying, “Stop! I don’t like it!” Have the student use facial expressions whether or not they liked the touch. Read the following scenarios:
 - a. A fellow classmate gives you a high-five.

- b. Your cousin kicks you when they lost in a board game.
- c. A friend of a family member shakes your hand when you first meet them.
- d. Your dad gives you a kiss good night.
- e. When standing in line in the hallway another student pushed you to the side.
- f. Your grandmother gave you a hug “hello”.
- g. A friend held you down and wouldn’t let you get up.

Summarizing/Anchoring the Learning:

- Think-Pair-Share. Describe a touch that makes you feel comfortable, safe, or cared for.
- Think-Pair-Share. Describe a touch that makes you feel uncomfortable, unsafe, or afraid.
- Practice saying, “Stop! I don’t like it!”

Assessing the Learning:

- Monitor students’ participation in discussions about comfortable and uncomfortable touches.
- Monitor students’ participation in the practice activity. Keep in mind that this is something that students will need to practice repeatedly. Connect this to situations that arise in the classroom, cafeteria, or playground and remind the students to practice saying, “Stop. I don’t like it.”

Unit 3, Lesson 2

My Body Belongs to Me

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Recognize the elements of good (positive and healthy) and bad (negative and unhealthy) touches by others. 2. Demonstrate how to say “no” to inappropriate touches and to find help safely. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I know if a touch is good (healthy or safe) or bad (not healthy or safe)? 2. How can I say “no” to touches that are not healthy or unsafe? 3. Who are the people in my family and community that I can go to for help?
--	---

Framing the Learning:

1. Begin the lesson by singing and acting out the song “Head and Shoulders, Knees and Toes.”
2. Review “good” touches that make you feel comfortable and uncomfortable touches make you feel bad or “yucky.”
3. What kind of face does someone make when a touch makes them feel happy? *Smile or laugh. You can tell that they like it.*
4. What kind of face does someone make when a touch makes them feel uncomfortable? *Sad, weird, or yucky. You can tell that they don’t like it.*

Active Instruction:

1. Discuss: When we sang the song, “Head and Shoulders, Knees and Toes,” we identified several major body parts. Each of those body parts has a specific job to do. We didn’t sing about or point to all of our body parts because some of them are private. These are called private parts.
2. Discuss: Think about where private parts are. These are parts of our body covered by our underwear or bathing suit. People should keep these private parts to themselves. You should not touch someone else’s private parts. No one should touch your private parts unless it’s to check quickly to help you clean up or if your private parts hurt. This would be a grown-up like a parent or doctor or nurse. If a doctor or nurse were checking you, your mom or dad or guardian or whoever usually takes you to the doctor would be there.
 - a. *If the terms, ‘urinate’, ‘bowel movement’, ‘penis’, ‘vulva’, or ‘breast’ come up naturally you can discuss those being the appropriate names for those areas of the body. Do not directly teach these terms.*
3. Introduce the digital video *Sexual Harassment, It’s Your Body: You’re In Charge*. Show the film.
4. Reflect: Have students share what types of touching they saw in the film. Did they see good touching? Did they see uncomfortable touches? What did the child if an uncomfortable touch happened?
5. Discuss: Emphasis a three step approach and the importance in telling an adult you trust if anyone touches your body in an uncomfortable way.
 - a. Step 1 – Say, “No, I don’t like it!”
 - b. Step 2 – Get away.
 - c. Step 3 – Tell a trusted adult. *(Keep telling trusted adults until someone believes you).*

Sexual Harassment- It’s Your Body: You’re In Charge (2006) Sunburst Media. 20 minutes running time. This video is designed to empower children to feel that they have control over their own bodies. This program helps them differentiate between good and bad touches, learn that they have the right to say ‘no’ to a touch that makes them feel uncomfortable, understand the ‘touching rule’ and realize if they experience a bad touch, they MUST speak up and tell an adult they trust. From the comfort of a hug or the joy of a high-five, to tickling that starts out as fun, but turns unpleasant, to the abusive touching of a private part of the child’s body. This film encourages children to protect themselves by speaking up.

6. Share: Each student identifies a grown-up they would tell if someone tried to touch their private parts or touched them in a way that made them feel bad or yucky.
7. Discuss: Always tell a grown-up about touching private parts, even if the person touching *tells you not to tell, says you'll get in trouble, says that no one will believe you, or says they will hurt you*. If the grown-up you tell doesn't believe you, tell another grown-up.

Practice:

1. Ask students what they should say and do if someone tries to touch the private parts of their body. *"Stop! I don't like it!", get away, tell a grown-up that I trust.*

Summarizing/Anchoring the Learning:

1. Reinforce the concept that students are in charge of their own bodies. This includes private parts as well as the other parts (such as hands that hit or feet that kick). The more students can connect this to their everyday lives and the more they practice saying "Stop it! I don't like that!" the more likely they will be able to respond to unsafe or unhealthy situations.

Assessing the Learning:

1. Monitor students' participation in discussions. Do they understand the difference between comfortable or healthy touches and uncomfortable or yucky touches? Can they identify a grown-up they could tell if someone's touch makes them feel uncomfortable or tries to touch their private parts? Do they respond appropriately to uncomfortable or unhealthy touches?

Unit 3, Lesson 3

Human Beings are Mammals

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Describe the characteristics mammals share (emphasis on ability to have live births and breastfeed). 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is a mammal? 2. In what ways are human beings and animal mammals alike? 3. How are mammals different from reptiles, birds, or amphibians?
---	--

Framing the Learning:

1. Define “mammal.” *A mammal is any warm-blooded animal with hair or fur covering most of their skin; young are born alive and nourished with milk. Humans are mammals.*
2. Have students brainstorm mammals that come to mind. *Examples – lions, tigers, bears, dog, cat, cow, pig, sheep, etc.*

Active Instruction:

1. Read, *Dr. Seuss: Is a Camel a Mammal?* by Tish Rabe.
2. Discuss: What mammals did we learn about in the story? What are some ways they were alike? What are some ways they were different?
3. Discuss: What did the mammals in the book like to eat? We did not learn how baby mammals eat in the book, but they are not able to eat solid food when they are born. Does anyone know how baby mammals eat?
 - a. Introduce breastfeeding. *Breastfeeding is feeding a baby milk from the mother’s breast; only mammals are able to do this.*
4. Discuss: Where do baby mammals grow before they are born? Do they hatch from an egg? No, they grow inside of their mother’s uterus.

Dr. Seuss: Is a Camel a Mammal? (Tish Rabe, 1998) tells the story of Dick and Sally on a Seussian safari to observe the many different types of mammals, their characteristics, and what they eat and do.

Practice:

1. Students will draw a picture of their favorite mammal.

Summarizing/Anchoring the Learning:

1. Reinforce the characteristics of mammals; giving birth to live babies, having hair, and breastfeeding their babies.

Assessing the Learning:

1. Monitor students’ participation in class discussions. Do they understand the difference between mammals, reptiles, birds, and amphibians?
2. Have students complete, “What is a Mammal?” worksheet (attached on the following page). See if they circled all the mammals correctly and were able to answer the two questions about growing inside their mother and breastfeeding.

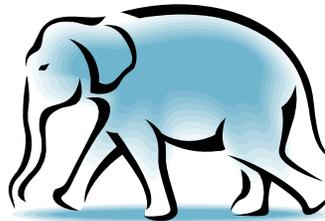
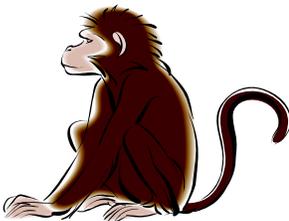
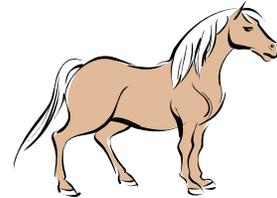
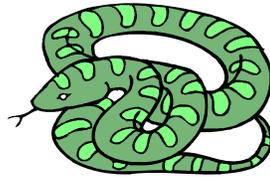
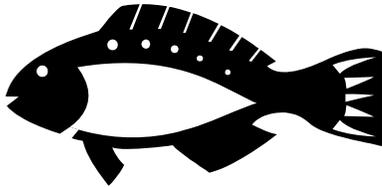
Name:

Date:

Teacher's Name:

What is a Mammal?

1. Circle all the mammals below.



2. What do baby mammals usually eat? (Write or draw a picture)

3. Where do baby mammals grow before they are born? (Write or draw a picture)

*Please email curriculum comments
and suggestions to Mike
Humphreys, Instructional Specialist
for Health/PE & Family Life
Education, at
Michael.humphreys@acps.k12.va.u*

