
Family Life
Education:
3rd Grade

Curriculum Guide

2016-17



Alexandria City Public Schools

3rd Grade 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 detracting 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

- [Kindergarten Social Studies Curriculum](#)
- [Kindergarten English Language Arts 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](#)

3rd Grade Family Life Education

Year-at-a-Glance

Quarter One	<p><u>Unit 1: Expressing and Protecting Oneself</u></p> <p>During this unit, students begin to explore outlets for personal expression, they learn safety behaviors at home, and they further their understanding of “good touch” and “bad touch.”</p>	<p>Standards of Learning: 3.2, 3.10, 3.11</p> <p>Suggested Time Frame: 1 week, September</p>
Quarter Two	<p><u>Unit 2: Friendship and Family Change</u></p> <p>In this unit, students begin to understand acceptance and belongingness into various groups and are introduced to possible family upheaval (moving, sibling loss, etc.) and coping options.</p>	<p>Standards of Learning: 3.1, 3.3, 3.4, 3.9</p> <p>Suggested Time Frame: 1 week, November</p>
Quarter Three	<p><u>Unit 3: My Body and My Baby Brother</u></p> <p>During this unit, students are taught names and functions of external reproductive organs, the varying rate of growth we each experience, and the concepts of pregnancy, reproduction, and fetus development and growth.</p>	<p>Standards of Learning: 3.5, 3.6, 3.7, 3.8</p> <p>Suggested Time Frame: 1 week, February</p>
Quarter Four	<p><u>Unit 4: Media Influences</u></p> <p>During this unit, students are able to examine the various persuasive techniques used in commercials to create emotion surrounding a product.</p>	<p>Standards of Learning: 3.12</p> <p>Suggested Time Frame: (1) 40-minute session in May</p>
	<p>Spiraling Standards: (These standards spiral though the entire 3rd Grade FLE curriculum and should be addressed throughout the school year): 3.1, 3.2, 3.9, 3.10</p>	

Unit 1: Expressing and Protecting Oneself

The Compelling “Why?” of This Unit:

We need to develop a positive self-image.

We need to be personally safe in the home.

We need to recognize and respond appropriately to touching and approaches.

Suggested Time Frame: 1 week, September



Virginia Standards of Learning to be Emphasized in This Unit

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

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

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.

Spiraling Standards: (These standards spiral though the entire 3rd grade FLE curriculum and should be addressed throughout the school year):3.2, 3.11

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Demonstrate an understanding of how to respond appropriately to both “good” touches and “bad” approaches.

Essential Questions:

- How can I begin to develop a positive self-image?
- How can I ensure my personal safety at home?
- What are appropriate responses to both “good” touches and “bad” approaches?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

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

1. [Key unit academic vocabulary](#): self-image, self-esteem, appropriate, inappropriate
2. *What are some different ways in which I can begin to develop a positive self-image?* **Understanding how each student is unique and learning to both see and value that uniqueness in others.**
3. *How can I make sure that I am engaging in safe behaviors at home?* **Developing a list of rules with trusted adults at home that govern accessibility to potentially dangerous outside contacts.**
4. *What are appropriate ways to respond to “good” touches and “bad” approaches?* **Good touches—laughing, smiling, returning the gesture, saying “thank you,”: Bad approaches—moving away from the person quickly, saying “no,” telling a trusted adult.**

Procedural Knowledge Objectives

Students will be able to:

1. Begin to form a positive self-image through recognizing uniqueness and interests.
2. Design and practice rules in the home that allow for personal safety.
3. Begin to understand appropriate responses to both “good” touches and “bad” approaches.

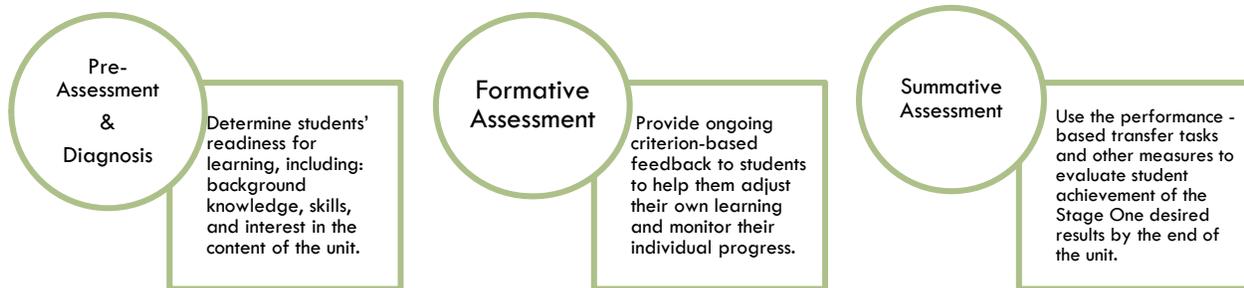
Suggested Resources:

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:

- Brainstorm a list on your own of appropriate ways to respond to both “good” touches (high-fives, pats on the back from friends, relatives) and “bad” approaches (strangers whose closeness, touches, or words make you feel uncomfortable).

Formative Assessment:

- Monitor students' participation in class discussions about self-image, personal safety in the home, and responding appropriately to “good “ and “bad” touches/approaches.

Summative Assessment:

Unit 1 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a split drawing (two images/pictures on the same piece of paper) that shows BOTH an appropriate response to a “good” touch, as well as an appropriate response to a “bad” approach. 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 create a split drawing showing both an appropriate response to a “good” touch and an appropriate response to a “bad” touch.
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 drawing multiple appropriate reactions to both the “good” and “bad” touches/approaches.
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 3rd grade 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 (if applicable).
- 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.

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 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.

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

4. **Make the assessments transparent.**
5. **Implement a daily schedule 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 kindergarten 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 ELs:

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 ELs' 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

Express Yourself!

Mastery Objective: <i>Students will:</i> <ol style="list-style-type: none">1. Express what they like about themselves as part of an ongoing effort to grow self-esteem.2. Identify how the classroom benefits from a unique blend of individuals.	Essential Questions: <ol style="list-style-type: none">1. What qualities or traits do I possess that I like most?2. What do my classmates list or show to be the qualities or traits they like most about themselves?
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Framing the Learning:

Open the lesson by engaging students in a discussion about puzzle pieces. If you're able, bring in a puzzle and hand out a piece to each student. Ask students if they've ever put together a puzzle. If they have, invite them to reflect and share on those experiences.

If you're able to hand out puzzle pieces, ask a few students to describe the piece they have. Then ask them to look at their neighbor's piece; is it different or the same, and how?

Finally, bring them to a brief understanding of how it takes all of these "unique" pieces to result in a completed puzzle. Explain that today's lesson will be a further exploration of this topic. You will discuss how each student has his or her strengths and interests, which are often different than other students' strengths and interests. And it is important to be able to express those things that we do well or are "good at" in order to develop a positive self-image.

Active Instruction:

1. Hand out to students a blank notecard. Explain that you are going to build a class poster comprised of all of the note cards, one from everyone. Their job is to create their own piece of this poster with something that they like about themselves. Give an example of what your card might look like (or even create one that shows a trait or characteristic about yourself that you like—it can be a picture, a written description, a list, etc.).
2. If students seem to be struggling to come up with something, remind them of the many skills and talents they undoubtedly possess: playing soccer or another sport, drawing, math problems, helping others, cooking, cleaning up, following directions, reading, etc. Work to ensure every child has something on their card, even if it is undeveloped.

Practice:

1. Allow students a few minutes to design and create their cards.
2. Upon completion, allow several students to share their cards.

Summarizing/Anchoring the Learning:

1. Offer each student a piece of tape and have them bring up their cards in order to build a class poster (try to find a place on the wall or some nearby surface where the poster can be built and remain for a few weeks).

2. Once complete discuss with the students how the new poster represents the full uniqueness of the class. Just like a real puzzle, this class would be incomplete if missing even one student's uniqueness. Also, explain how the poster should be a source of happiness for each of them to look at since it showcases their own individuality and their talents. Explain the concept of a positive self-image and how developing that is important for future success and happiness—we all have special gifts or uniqueness, and we should be proud of what those are.

Assessing the Learning:

Assess student understanding through student responses and observation. Revisit any topics or concepts that seemed especially troublesome for the students. Individually, if this activity produces frustration with students—perhaps they have trouble coming up with things that they are good at—check-in with them at another time and work to show them that they have strengths. Begin by probing their interests, and work off of that to show them that they are good at dealing with or performing some of those things.

Unit 1, Lesson 2

Safety in the Home

Mastery Objective: Students will: <ol style="list-style-type: none">1. Discuss and implement safety precautions in the home.2. Discuss with a parent/guardian the plan(s) currently in place to ensure personal safety in the home.	Essential Questions: <ol style="list-style-type: none">1. How do we ensure that we stay safe in the home?2. What are the important pieces of a safety plan for our homes?
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Framing the Learning:

Hook students into today's lesson by reading the following paragraph aloud:

One day after school, Nico, a third-grader, was at home doing his math homework. His mother was across the street talking to a neighbor about borrowing some sugar for a recipe for that night's dinner. Nico was startled by loud pounding on the front door. He silently walked to the front of the house and looked through the peep hole. He did not recognize the man standing there, and he wasn't wearing a uniform Nico might notice like the mailman or a package delivery worker. The man continued to pound on the door, and Nico wasn't sure what to do. Just as he reached for the doorknob . . .

Stop reading the story there and ask the class, "If you were in Nico's situation, what would you do?"

Following their answers and a general discussion about appropriate responses, explain that this is just one example of practicing safety in the home, and this lesson will review other important ways of remaining safe in the home, especially when using the internet.

Active Instruction:

1. Explain to students that another very important element of being safe at home has to do with using the internet. Solicit answers about any internet rules students have in place for their home.
2. Show the follow commonsense.org video on internet safety:
<https://www.youtube.com/watch?v=S6WbpEL-PPw>
(even though the video is directed at parents, the messages are simple and effective and should resonate well with 3rd graders.)
3. Following the video, review and discuss the key messages (the 3 main tips offered) with the students.

Practice:

1. Have students choose one of the tips and represent it in a picture. You can decide parameters students should follow (partners, colors, detail, etc.).
2. Depending on time, allow students to share completed pictures, and then hang them up in the room.

Summarizing/Anchoring the Learning:

- Handout to students this worksheet: [Safety at Home Worksheet](#). They should complete it at home with an adult. Email parents/guardians prior to it arriving home to alert them to its presence and importance.

Assessing the Learning:

- Once the sheets begin to come back in, read selected sheets/answers aloud (keeping student identity private) highlighting effective and safe measures to serve as exemplars for the students. You might choose to check-in with students that do not return a sheet or reach out to families via email. If you've already introduced the activity with an email, this will simply be a follow-up.

Unit 1, Lesson 3

Responding to “Good” and “Bad” Touch

Mastery Objective: Students will: <ol style="list-style-type: none">1. Demonstrate respect for privacy when using the bathroom.2. Demonstrate proper personal hygiene while using the bathroom.3. Demonstrate how to maintain a safe, healthy, and clean environment.	Essential Questions: <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?
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Framing the Learning:

The book that you are asked to review for this lesson, *I Said No!* by Zack and Kimberly King, is one that students should have been exposed to in 2nd grade as well. It is a bit of a lengthy read but has good information coming from the perspective of a child (whose real-life experience of a “bad touch” episode spawned the idea for the book). Explain to students that their tasks this time around will be a bit different than last year.

I Said No!: A Kid-to-Kid Guide to Keeping Private Parts Private, written by the mother/son team of Kimberly and Zack King, offers some very helpful and appropriate strategies and is a nice jumping off point for a discussion about recognizing and responding to inappropriate approaches and touching. Born from an actual event in the Zack’s life, the story is written mostly from the young boy’s perspective and clearly and thoroughly covers this important topic.

Active Instruction:

1. Read *I Said No!* to the students.
2. As you read the book, answer any questions the students might have and redirect any misunderstandings they present.
3. Once you have completed the book, explain to students that today’s lesson will focus on responding appropriately to both good and bad touches.

Practice:

1. Ask students to create a “T” Chart like the one below. They should label the chart “Appropriate Responses to Good and Bad Touch,” and the two columns “Good Touch” and “Bad Touch,” respectively.
2. Come up with a “good touch” scenario for students (Uncle Stan patting you on the back after making a basket at the park, for instance) and ask them to record, under the “Good Touch” column, appropriate responses to this behavior. Tell them to think back to the book they just listened to as well as into their own lives for answers. After a few minutes, ask for some responses students recorded (correcting any misconceptions they might have, and ensuring that they all have at least the few recorded on the chart below).
3. Then do the same with a “bad touch” scenario (a stranger in the park puts his hand on your shoulder and asks you to follow him to his van for some candy), asking students to again list what might be appropriate responses to the situation. Once they are done, ensure they have at least those recorded on the sample chart below.

Appropriate Responses to Good and Bad Touch

Good Touch	Bad Touch
<ul style="list-style-type: none">-Smiling-Returning a similar gesture-Saying "thank you"	<ul style="list-style-type: none">-Saying "No!"-Moving away from the person quickly-Telling the person "I don't like this"-Telling a trusted adult

Summarizing/Anchoring the Learning:

- After you are confident students have completed the charts and you have thoroughly discussed both appropriate and inappropriate responses (more than likely this will simply stem from student examples shared), pose to them the following question:
"Even though there is no physical "touch" involved, do the responses you have under "bad touch" still apply if you are texted or emailed by a stranger?"
Take student comments and lead them to the fact that even a digital "approach" is worthy of taking seriously and might pose the same threat as it does in person. Remind them of the last lesson you covered with safety in the home and the importance of personal safety when using the internet.

Assessing the Learning:

- Monitor students' bathroom behavior. Provide specific, positive feedback when students model appropriate bathroom behavior.

Hint for Reaching All Students

Create a nearly complete "T" chart ahead of time with a few of the key words missing (a cloze-like activity) and ask those students that might struggle to keep up with the full writing portion to use it.

End of Unit Transfer Task:

As this unit comes to a close, engage the students in the transfer task below.

Unit 1 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a split drawing (two images/pictures on the same piece of paper) that shows BOTH an appropriate response to a "good" touch, as well as an appropriate response to a "bad" approach (A writing component can be added to this if you are currently working on a specific facet of the writing process or a particular style of writing).

Split a large piece of paper in half with a vertical or diagonal line, and instruct students to use both "sides" of the new paper to draw two images: one of an appropriate response to a "good" touch, and one of an appropriate response to a "bad" approach or touch. Please use your own discretion for boundaries with time, color-use, etc.

Unit 2: Friendship and Family Change

The Compelling “Why?” of This Unit:

Students begin to understand the concepts of acceptance and belongingness, and how their actions can influence how well they are received by others. Also, they explore the concept of family turmoil and upheaval.

Suggested Time Frame:

1 week



Virginia Standards of Learning to be Emphasized in This Unit:

- 3.1: The student will demonstrate a sense of belonging in group work and play.
- 3.3: The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.
- 3.4: The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.
- 3.9: The student will describe the types of behavior that enable him or her to gain friends or lose friends.

Spiraling Standards: (These standards spiral though the entire 3rd grade FLE curriculum and should be addressed throughout the school year): 3.1, 3.4

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Understand the concept of belongingness.
2. Understand that their own actions can affect how others receive them.
3. Begin to understand family turmoil and upheaval.

Essential Questions:

1. What does it mean to belong and contribute to a group?
2. How do my actions affect the way others treat me?
3. How can I best deal with emotional family changes?

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

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

1. [Key unit academic vocabulary](#): acceptance, belongingness, turmoil, upheaval
2. *What does it mean to belong to a group?*
3. *How do my actions affect the way others treat me?*
4. *How can I deal with various family challenges?*

Procedural Knowledge Objectives

Students will be able to

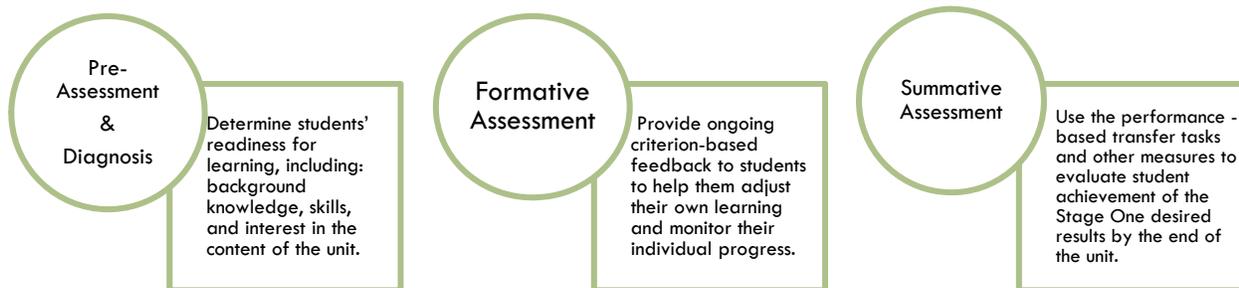
1. **Understand acceptance, belongingness, and my own actions associated with making and keeping friends.**
2. **Employ strategies that assist them in dealing with family changes and upheaval.**

Suggested Resources:

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

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 of a group working or playing together, ensuring everyone has a group role.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- **Monitor students' participation in class discussions about family, similarities, and differences.**
- **Provide students with multiple opportunities to self-assess the ways in which they use their actions to express what they are feeling.**

Summative Assessment:

<p>Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating creating a short story or series of drawings that show they understand healthy relationships.</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 write a story or draw multiple scenes depicting healthy relationships between family and/or friends.
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 BOTH a drawing and story of their healthy relationship, each adding something unique to the total picture.
Measurement Topic Rubrics	The measurement topic assessed by this transfer task is <u>Developing a Sense of Self</u> , <u>Developing Healthy Relationships</u> , and <u>Analyzing Influences</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.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your 3rd grade 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.

4. Make the assessments transparent and meaningful to everyday experiences.

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 prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills in their daily lives.

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.

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 to show respect for others 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?*

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

Where Do I Fit In?

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Understand that we all have a role or part to play in a group. 2. Begin to recognize and accept the differences and strengths and weaknesses of others. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I best fit into a certain group at school or in my neighborhood? 2. What does it mean to accept and respect others into my group?
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Framing the Learning:

1. Begin this lesson by asking students if they've ever felt that they didn't belong or didn't fit in with a group . . . maybe it was a sports team, or a new school, or a neighborhood group.
2. Continue on by asking them how it made them feel in those situations.
3. Explain that today's lesson will be focusing on developing a sense of belongingness within a group.

In *Spork*, by Kyo Maclear, the half-spoon, half-fork “spork” feels out of place and unwanted as he continually gets passed over in the kitchen for more traditional implements. Only when a “messy thing” (baby) comes along does he finally find his true purpose in life.

Active Instruction:

1. Read aloud Kyo Maclear's *Spork*. (If you happen to have access to a plastic spork—most fast food restaurants seem to carry them—bring a few in to circulate amongst the students following the story.) It's a relatively short story with captivating illustrations, so holding the attention of the students should be no problem.

Practice:

- Following the conclusion of the story, ask students the following questions:
 - ✓ Have you ever used a spork?
 - ✓ What makes Spork “just right” for the “messy thing” (baby)?
 - ✓ Which characteristics does Spork get from his mother? His father?
 - ✓ Do you see any characteristics you might get from a parent?
(Here is a nice chance to inject some personal testimony and/or talk about the idea of parents passing along traits. At least give some examples to the students of a parent that is a good athlete like they are, enjoys science like they do, or has the same color hair or eyes as they do, for instance.)
- Explain to students that the “just right” fit that Spork experienced with the baby, can apply in many different settings. In group work, for example, if someone draws very well but has a tough time staying inside the lines while coloring, a “role” is created for that person's “just right” fit.
- Solicit volunteers to share their “just right” fit within a group in various situations (on their soccer team, in an art club, with their friends, etc.).
- While discussing groups, take a minute to explain to kids that “groups” on the internet, in a virtual world, operate a bit differently. While there are examples of safe and healthy internet groups to be a part of (school class group, Boy Scout/Girl Scout groups), there are also groups that might not be a good idea to join. Remind them to always consult a trusted adult at home before they sign-on to any type of internet group.

Summarizing/Anchoring the Learning:

- Have students engage in the following activity to ensure understanding of belongingness and “just right” fit. Give them the below scenarios, and ask them to write down on a sheet of paper (numbered one to five) how they might “belong” or fit-in to the group mentioned:
 - ✓ A group of five are asked to make a poster for an upcoming science fair.
 - ✓ A small group of friends are planning a surprise birthday party for a friend.
 - ✓ A soccer game takes place at the local park.
 - ✓ Your family has planned a fancy dinner for an out of town relative.
 - ✓ Your teacher has asked you and a few others to help cleaning up the classroom after an activity.
- After you have read all of the prompts, ask for student volunteers to share what they have written.

Assessing the Learning:

- Collect the sheets from the students to ensure that they understand how they might belong in each of these (or at least the majority of these) situations. Find time to address students individually regarding any misconceptions or misunderstandings you identify.

Unit 2, Lesson 2

Family Changes and Upheaval

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Begin to understand that all families must deal with changes from time to time-- sometimes big changes, sometimes small changes. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I successfully deal with changes that occur in my family?
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Framing the Learning:

1. Instruct students that today they will be discussing “change” within a family.
2. Discuss situations inside of a family unit that might constitute “a big change,” resulting in strong feelings. Record student responses ensuring that at least most of the following list gets recorded: moving to a new home, addition of a sibling, death, illness, drug abuse, separation, marriage, divorce, a child leaving home, etc.
3. Tell them that they will be listening to a book today that will start a discussion about some of these changes within a family and how to deal with them.

In *The Tenth Good Thing About Barney*, by Judith Viorst, a young boy is forced to cope with losing his beloved cat. He is instructed, by his mother, to come up with 10 good things about Barney to be read at his funeral. Though extremely saddened initially, the narrator comes to take comfort in remembering so many positives about his gone-but-not-forgotten pet.

Active Instruction:

1. Show the cover of the book, *The Tenth Good Thing About Barney*, and ask students to describe how looking at the cover makes them feel (sad, togetherness, thoughtfulness, etc.). Ask students to share which elements of the cover led them to their conclusions (walking while embracing, grayish day, no leaves on the trees, darkish skies, etc.).
2. Explain that the book is about a family, and specifically a young boy, experiencing the death of a pet.
3. **Before Reading:**
Ask students if they’ve ever experienced the death of a pet. Should someone bring up the concept of a specific afterlife experience (e.g., heaven), simply explain that different families believe different things about what might happen to a pet or a loved one after they die, and that question would be a good one for a trusted adult at home or in their family.

During Reading:

Once you’ve reached page 7 and the funeral scene, stop and ask kids about a funeral – what is its purpose, have you ever been to one, what is the mood, etc. Explaining that there are different funeral types, or ceremonies, for celebrating the life of a loved one is OK, but beyond that send students with questions or comments home to a trusted adult.

After Reading:

Ask the students, “Do you think the boy did a good job of thinking about 10 good things about Barney? Why or why not?”

Practice:

Situate the idea for students that this book, the death of a pet, is only one example of a “change” a family might have to deal with from time to time. Going back to the list previously generated for major changes that might affect a family, begin to brainstorm possible coping strategies or mechanisms students might use to help them through this time. (This might be a nice chance to teach what a “coping strategy or mechanism” is – *specific efforts used to eliminate or minimize stressful*

events.) As the students generate their lists, feel free to talk through each offering but be careful not to dismiss any of them. Some common, healthy responses might include:

- ✓ Vigorous physical activity such as exercise and games
- ✓ Talking about feelings with a trusted adult or friend
- ✓ Reading books
- ✓ Creative expressions such as writing, art, music, dance, and drama

If time allows, a nice follow-up activity would be brainstorming unhealthy responses in these situations and discussing the trouble those could cause (e.g., detachment from family, acting out, drug use, increased anger, etc.).

Summarizing/Anchoring the Learning:

- Explain to students that “changes” within a family are very common. The best thing that they can do to help them cope with these events is to talk about their feelings with a trusted adult at home, and come up with a healthy and appropriate plan for dealing with those feelings.

Assessing the Learning:

- Have the students create a drawing in which a family (the definition of which is left up to each student) is dealing with a major “change.” Show the cover of the book again, and discuss again with students what this picture represents. This might be a nice model for the students as they seek to create their own picture. Ask them to write two small captions near their picture. First, ask them to describe, in no less than two sentences, the picture they have created. Second, ask them to write, again in at least two sentences, a healthy coping mechanism the family—or a particular member of the family—depicted might be able to use to address their feelings.
- Collect the work when finished, and read each one to ensure students show an understanding of traumatic family events and appropriate healthy responses to those events. Check in with those students that fail to demonstrate this understanding.

Unit 2, Lesson 3

Friends and the Golden Rule

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Understand the behaviors that lead to gaining friends and losing friends. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Which behaviors can I consistently practice to ensure I gain the trust and friendship of others?
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Framing the Learning:

1. This lesson is about friendship and working with students to understand the types of behaviors that will result in gaining or losing friends.
2. The lesson will begin with a book reading, *Do Unto Otters: A Book About Manners*, that will nicely set the table for a later discussion on behaviors central to friendship.

Do Unto Otters: A Book About Manners, by Laurie Keller, provides a humorous look at the Golden Rule. The book follows a young rabbit who gets new neighbors that happen to be otters. He seeks the wise counsel of a local owl, who informs him to “Do unto otters as you’d have otters do unto you.” From there the rabbit works out just how he would like to be treated, and in this investigation he learns the hallmarks of friendship.

Active Instruction:

1. Before you read the story to students, ask them if they are familiar with the Golden Rule (“Do unto others as you’d have done to you”). Discuss this to the extent to which you feel that it is understood by students.
2. Read the story to students, and then ask for and field any questions they might have. Know that this book is only setting the stage for a discussion and brainstorming session, so if they don’t have much to offer, feel free to move on.

Practice:

- Divide the students into small groups in order to have them more deeply investigate the various “rules” Owl offers (be friendly, be polite, be honest, be considerate, be kind, cooperate, share, apologize, and be forgiving). Give each group—depending on your numbers—a few of these rules and ask them to come up with examples of how someone might follow them (e.g., if they have “be honest,” they might explain a brief scenario where a friend finds his or her sunglasses broken on the classroom floor, and an honest classmate shares that he or she is very sorry but they must have accidentally stepped on them when they were heading to their cubby or locker). This could be taken even further, if time permits, to have students create small pictures or scenes of their assigned rules, which could be hung around the room following completion.
- Ask each group to share one or two examples of what they have come up with, and relate them back to the book and how they were covered in that format.

Summarizing/Anchoring the Learning:

- Following the students’ examples, ask them to come up with a few more examples that apply directly to the school setting; examples of people following these rules during school.
- Discuss with students that the degree to which they follow these rules can and will affect how they get along with others. For instance, someone who consistently performs these behaviors will allow others to trust and appreciate their friendship and companionship. Someone who fails to do these things will make it difficult for others to want to be around them.

- **Possible Extension:** Select an upcoming week to be called “Golden Rule Week,” and designate one Golden Rule from the list above each day to have a special focus (review the language and a few examples at morning meeting, ask in the afternoon how people have found a way to follow or celebrate the day’s rule, etc.).

Assessing the Learning:

End of Unit Transfer Task:

As this unit comes to a close, engage the students in the transfer task below.

Unit 1 Transfer Task: In the transfer task, students demonstrate their understanding of the main idea of the unit by creating a short story or series of drawings that show they understand healthy relationships. In this unit, they have examined how students can involve others in their work and play, how changing family dynamics can present relationship challenges, and how treating others how they would like to be treated is the Golden Rule. Ask them to either author or illustrate—or some other means of production—a story that describes a student in school helping a new student become comfortable in unfamiliar territory. The student should demonstrate three of four examples of how they might use the material from the unit to assist their character (e.g., the helpful student might learn the new students’ strengths and help them fit into a new group, he or she might model some of the Golden Rules like being kind or forgiving, etc.).

Upon completion of the assignment, create time for students to share their work. Eventually collect each student’s assignment and ensure they are on target for representing healthy relationship characteristics. Check-in individually with those students that fail to make the connections between the unit material and the assignment.

Unit 3: My Body and my Baby Brother!

The Compelling “Why?” of This Unit:

Students begin to understand correct terminology for external body parts associated with reproduction and elimination, as well as learning about growth rates, individual variation, and fetus carrying and development.

Suggested Time Frame:

1 week



Virginia Standards of Learning to be Emphasized in This Unit:

- 3.5: The student will identify and use correct terms for external body parts associated with reproduction and elimination.
- 3.6: The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.
- 3.7: The student will become aware that both a male and a female are necessary to have a baby.
- 3.8: The student will comprehend that the baby grows inside the mother's body for nine months and then is born.

Spiraling Standards: (These standards spiral though the entire 3rd grade FLE curriculum and should be addressed throughout the school year): 3.6

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Learn the correct terminology for external body parts associated with reproduction and elimination.
2. Understand that growth and development rates vary among individuals.
3. Understand the process of fetus development in humans and its related functions.

Essential Questions:

1. What is the correct terminology for external body parts related to reproduction and elimination?
2. How do growth and development rates vary among individuals?
3. Where does the growth and development of a human fetus take place inside the mother's body?

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

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

1. [Key unit academic vocabulary](#): penis, scrotum, vagina, urethra, anus, sperm, egg, reproduction, umbilical cord, placenta, Caesarean Section, birth
2. *What is the proper terminology for external body parts associated with reproduction and elimination?*
3. *Where does a human fetus develop within a mother's body, and what processes and anatomical parts are associated with this?*

Procedural Knowledge Objectives

Students will:

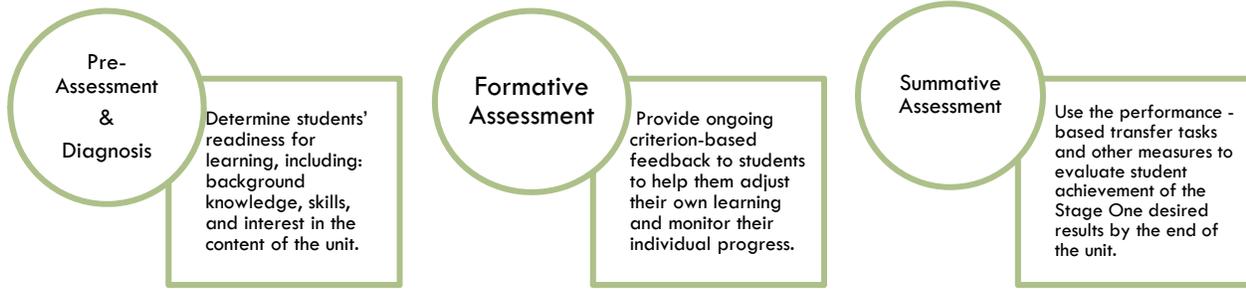
1. Demonstrate knowledge of external body parts associated with reproduction and elimination.
2. Demonstrate knowledge of varying human growth rates and patterns despite a fixed sequence.

Suggested Resources:

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

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:

- Given the sensitive nature of this unit and the fact that it will be many students' initial encounter with this terminology and the related processes, a pre-assessment is unnecessary.

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:

Unit 3 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a story, drawing, poem, rap, or skit, which depicts a scenario where within a small group of friends, one person is showing intolerance or disrespect for another because of a variation in that person's growth or development (they're short and can't help out by reaching an item in the top cabinet, they're particularly undeveloped muscle-wise and have trouble swinging the heavy baseball bat the others are using, etc.). Have them include another friend who handles the situation correctly by showing respect and being thoughtful toward that student's developmental differences.

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 create the above assignment.
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 write their scenario like it is a play. Have them assign lines and dialogue to different characters.

**Measurement Topic
Rubrics**

The measurement topic assessed by this transfer task is Developing a Sense of Self, and Maintaining Personal Safety.

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 3rd grade 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.

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

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 lesson plan 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.

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

Unit 3, Lesson 1

My Amazing Body!

Mastery Objective: Students will: <ol style="list-style-type: none">1. Recognize the correct terminology for external body parts associated with reproduction and elimination.	Essential Questions: <ol style="list-style-type: none">1. Which parts of the body are associated with reproduction and elimination?
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Framing the Learning:

Teacher Note: This lesson involves discussing with students the correct names for several external body parts associated with reproduction and elimination. The following lesson plan was written in a very detailed way as an attempt to help teachers to be clear with this sensitive content.

1. As this lesson introduces several new vocabulary terms, write them down prior to the lesson on a chart pad so they can be referenced during the discussion and removed/covered during the rest of the day: penis, scrotum, vagina, urethra, and anus.

(“Urethra,” the tube that pee travels in to leave the body, and “Anus,” the opening in the back of the body through which solid waste leaves the body, are not specifically identified in the book by name. Please reference them by name when their functions are covered in the book.)

2. Begin the lesson with a quick activity identifying body parts. Ask students to put a finger on each of the body parts you call out, then simply proceed through 8 – 10 random body parts: “nose, ears, mouth, stomach, foot, etc.”
3. Then explain to students that today’s lesson will teach them the correct terms for other body parts that remain hidden most of the time; private parts.
4. Explain that it is important for many reasons that students know the correct terms for their private parts, and it is important that they engage in today’s story and listen carefully as mature 3rd graders.
5. Preview the book *Who Has What?* for students.

Active Instruction:

1. Begin reading *Who Has What?*
2. Other than inserting the terms “urethra” and “anus” in the appropriate places, reading the book verbatim will give the students a nice chance for understanding the correct terms for private parts. Be sure to reference them on your pre-written list as they come up in the book.
3. The atmosphere you’ve created in your classroom will dictate how you handle student reactions to these terms. There will more than likely be pockets of giggling with the initial introduction of some of the terms. If you choose to ignore that or address it up front is a choice you’ll have to make.

Who Has What? by Robie Harris is an age appropriate tour through boys’ and girls’ bodies. Content in the book is presented in a safe and user-friendly format as two young kids have a discussion in and around the beach, and a narrator picks up any misconceptions. Anatomically accurate pictures make this a safe and accurate way to introduce the correct terms of external body parts associated with reproduction and elimination.

Practice:

Once you've finished the book, poll the students quickly on their understanding of the correct terminology. For instance, ask them to close their eyes and raise a "thumbs-up" if they have a strong understanding of every new term, "thumbs-sideways" if they understand most words, or "thumbs-down" if they don't really understand the new terms at all. Whatever method you employ, if you sense there is still some misunderstanding or the terms are unclear for many or most students, reread the 8 pages near the middle of the book where the terms are introduced. This will not only reinforce the terminology, but it will lessen the giggle-factor when kids hear the terms again in a mature way.

Summarizing/Anchoring the Learning:

1. Send students back to their desks, and pass out note cards, one to each student (or you can use a small sheet of paper). Ask all students to write one of two things on their papers. They can either write a question they still have relating to the 5 vocabulary terms they have learned today, or they can write "I don't have any questions." Once they finish writing one of these two things down, have them flip over their note cards on their desk. This is a signal for you to collect them. They need not put their names on their cards.
2. As you are collecting the cards, read each one to yourself, and verbally address any questions that pertain directly to one of the five new vocabulary terms. Be careful here not to get too much into functionality of these terms. If someone asks, for instance, "Is a penis used for anything other than peeing?", that would not be a suitable one to address in front of the class. After you've addressed the straight-forward anatomical questions (e.g., "Do girls have a scrotum?"), explain to students that if they wrote a question you did not address, that means it is one that will either be covered in a later grade or should be brought home and posed to a trusted adult.

Assessing the Learning:

- Check-in privately at a later date with students who wrote a question that showed a clear misconception or lack of understanding.

Unit 3, Lesson 2

Here Comes Baby!

Mastery Objective: Students will: <ol style="list-style-type: none">1. Understand it necessarily takes a female and a male to make a human baby.2. Understand location and processes and body parts associated with fetus development and birth.	Essential Questions: <ol style="list-style-type: none">1. How is a baby made?2. Where does a baby grow and develop inside of a mother's body?3. Which body parts help a baby grow and develop while inside mother's body, and which are associated with birth?
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Framing the Learning:

1. Begin the lesson by asking students if anyone has a little brother, sister, cousin, relative, friend, neighbor, etc., that is a baby – less than a year old. Spend some time hearing names and brief descriptions, and feel free to share your own stories of kids, grand-kids, etc.
2. Then explain to students that today's story and discussion will be centered around the processes involved with how babies are made, carried, and born.
3. Then briefly preview the book *What Makes Baby* by Cory Silverberg.

In *What Makes a Baby*, Cory Silverberg delivers a very user-friendly and innocently pictured book intended to teach children about conception, gestation, and birth. Inclusive of all forms of reproductive technology, *What Makes a Baby* presents a tremendous opportunity for teachers to thoughtfully and effectively inform young students on the mysteries surrounding human birth.

Teacher note: This lesson introduces students to several medically-accurate terms that will more than likely be unfamiliar to them [sperm, egg, umbilical cord, placenta, vagina, Caesarian Section]. It might be easiest to have them written ahead of time on the board or on a large sheet of paper to reference and discuss as the lesson unfolds. Remember, this discussion and lesson should be limited to these terms and their given roles in the reproductive/birthing process. The lesson is not intended to carry any discussion regarding sexual intercourse. Questions that cross this line should be warmly deflected to "older grades in school" or a trusted adult at home.

Also, you'll notice that characters depicted in this book are done so without gender in most cases. The author has done this to be sensitive to transgendered individuals and others that might not be typically developed. It is OK to use language like, "most women have eggs and a uterus, and most men have sperm."

Active Instruction:

According to the SOLs, the two main points you should be trying to get across to students are: (1) A male and a female are necessary to have a baby (vocab: sperm and egg, uterus), and (2) the idea that a baby grows inside a mother's body for nine months before being born (vocab: umbilical cord, placenta, vagina, Caesarean Section).

1. Begin Reading *What Makes a Baby*.
2. As you make your way through the book, be sure to highlight the section early in the book where the sperm and egg are shown. Whether you refer to your list of already created terms or simply discuss these terms for a brief period of time, ensure students understand both elements are necessary for a baby to be made.

3. Also, when you get to the page that shows a fetus floating upside down in a purple space (I'm afraid no page numbers are used in the book), take a minute and point out the idea of "placenta," an organ that develops inside a mother's stomach that helps to keep the growing baby safe, and "umbilical cord," a flexible tube that connects the growing baby to the placenta; it allows for important nutrients to get from mom to the baby.
4. Finally, toward the end of the book when the birthing process is covered, ensure that "vagina," the exit point of the body for the baby, and "Caesarean Section," a surgical procedure where doctors go into the mother's abdomen to get the baby, are both covered as well.

Practice/Summarizing:

1. Just so the students have the crucial concepts down, run through the general story again using all of the terminology you've highlighted/covered as a review/summary element (e.g. "OK, so we have a sperm and egg that come together . . .").
2. **Optional** – If you have a tremendous level of comfort with your students and you'd like to let one of them retell the story you just told using some or all of the vocabulary words, that might be a nice way to cement things in their minds as well. That depends upon your comfort level with both your students and the material.

Assessing the Learning:

1. Assessment in this area can be challenging given the nature of the content. However, it is important to find out if students have learned the material. Also, you want to ensure students remain comfortable with their expression. Offer students the following six True/False questions, "scoring" them in a manner with which you are comfortable (e.g., have students write down the answers, turn-in, then go over them as a group, have them close their eyes and raise 5 fingers over their head for true, or a fist for false, etc.):
 1. Both a sperm and an egg are needed for making a baby. (True)
 2. A Caesarean Section is the place a baby grows inside the mother's body. (False, placenta)
 3. The umbilical cord is connected to both the baby and the mother. (True)
 4. The placenta helps keep the baby safe during pregnancy. (True)
 5. The only way a baby can be born is exiting through the vagina. (False, Caesarean Section)
 6. The baby is carried by the mother for about 2 years. (False, 9 months)

Regardless of your method of assessment, check-in with those students who show little or no understanding of the terms discussed.

Unit 3, Lesson 3

We All Grow and Develop at Different Rates

Mastery Objective: <i>Students will:</i> <ol style="list-style-type: none">1. Begin to understand that despite growing and developing in a common sequence, rates and patterns vary.	Essential Questions: <ol style="list-style-type: none">1. Do all children experience similar growth rates as they get older?
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Framing the Learning:

1. Inform students that today's discussion and activity will center on growth and development. Students will be collecting some of their own data, height in inches, so whether you have a couple of yardsticks at your disposal or mark a certain section of a ruler on the board that shows inches from the ground, is up to you and your own resources.
2. Discuss with students that while all human beings grow and develop in a particular sequence (crawling before walking, learning to run long before learning to do complicated jump-rope sequences, etc.) rates and patterns are different for different people. Some children grow sooner in their lives and become more coordinated than some of their peers, and some will experience that growth and development later in life—these people are often referred to as “late bloomers.”
3. This will be a nice time to revisit being respectful and respecting differences amongst others. Begin a brief conversation which results in students understanding that it is NOT OK to tease someone because they are overweight, don't have the strength to climb the rope in PE, cannot throw a tennis ball properly, have particularly large feet or hands, etc. Reiterate that we all have strengths and weaknesses, and that students should be tolerant and inclusive when dealing with peers who might struggle with something, for that is what they would undoubtedly like to be treated were they in that position.

Active Instruction:

1. Following this discussion with students, explain that today they will see a snapshot of growth variation by charting the heights of everyone in class.
2. However you are able to do it, have each child get a measurement of their height in inches. This can be a small group assignment where the students work together, one at a time at the board with your help as others engage in a different task, or however you best see fit.

Practice:

- As students are finding out their height measurements, ask them questions like, “Do you feel like you've grown a lot during this school-year?” in an attempt to gain more qualitative data. When you're sharing the final results, you'll more than likely be able to comment that this question was answered in mixed fashion, speaking again to the fact that we all grow and develop at different rates. **(If you have a student that is a height outlier, it might be a good idea to communicate with that student ahead of time and let him or her know what is coming. Should they feel particularly uncomfortable about the activity, perhaps you can move to a less-obvious metric like shoe size or index finger length.)**

Summarizing/Anchoring the Learning:

1. Explain to students that you are going to be calculating an average height for the class. Here you can either review the concept of finding averages or allow them to walk you through it once you have necessary figures on the board (total number of inches and number of students in the class).
2. Once you have the average in inches, convert it to feet. Again, allow the students to work within this equation if possible.
3. Once you have found the average height, represent the variation of the whole class somehow by displaying the range (highest to lowest). Don't spend much time on this as it could isolate those on the ends of either side, but touch on it to reiterate the different growth rates.

Assessing the Learning:

End of Unit Transfer Task:

As this unit comes to a close, engage the students in the transfer task below.

Unit 1 Transfer Task: Have students demonstrate, either with a story, drawing, poem, rap, or skit, a scenario where, within a small group of friends, one person is showing intolerance or disrespect for another because of a variation in that person's growth or development (they're short and can't help out by reaching an item in the top cabinet, they're particularly undeveloped muscle-wise and have trouble swinging the heavy baseball bat the others are using, etc.). Have them include another friend who handles the situation correctly by showing respect and being thoughtful toward that students' developmental differences.

Feel free to use the below example for students:

"I have written a story about a group of girls who are running and playing in a forested area behind one of the girls' house. One girl, who happens to be very tall for her age, gets her shoe stuck in between two tree roots that are popping up from the ground. One of the group members begins to get angry with the girl because she and her big feet are really slowing them down. The tall girl's feelings are hurt by this attack. Another student tries to be more respectful and instead of focusing on why her shoes were stuck in the first place, hunts around for a solution to the problem while trying to comfort the girl who is trapped. She eventually is able to pry the two roots apart freeing the girl's foot. The girl who had originally been angry with the girl who was stuck then apologized for reacting that way, realizing she has no control over her own foot and shoe size, and it was unfair and unkind of her to become so angry."

Unit 4: Media Influences

The Compelling “Why?” of This Unit:

Students are able to examine the various persuasive techniques used in commercials to create emotion surrounding a product.

Suggested Time Frame:

(1) 40-minute lesson



Virginia Standards of Learning to be Emphasized in This Unit:

3.1.2: The student will be conscious of how commercials use our emotions to make us want products.

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Demonstrate an understanding of the various persuasive techniques used in commercials to influence the emotions of the viewer.

Essential Questions:

1. How do companies that make commercials create emotion within viewers that can lead to attachment and the resulting possible negative consequences?

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

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

1. [Key unit academic vocabulary](#): persuasive, media, commercials, bandwagon, repetition, association, claims, promotion
2. *How do commercials effectively reach their audience?*

Procedural Knowledge Objectives

Students will be able to

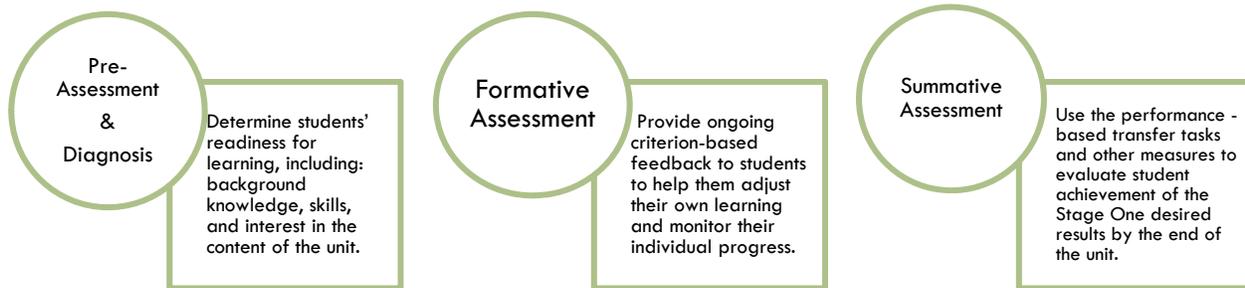
1. **Demonstrate an understanding of how emotions are exploited by commercials.**
2. **Begin to understand how mental health issues such as self-image and substance abuse can be influenced by commercials.**

Suggested Resources:

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

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 discuss their understanding of commercials—advertisement in general—and their role in selling a company's products.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- **Monitor students' participation in class discussions about family, similarities, and differences.**
- **Provide students with multiple opportunities to self-assess the ways in which they use their actions to express what they are feeling.**

Summative Assessment:

Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a commercial that uses a particular type of persuasive technique.

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.

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 should incorporate 2-3 persuasive techniques into their group's commercial.

Measurement Topic Rubrics

The measurement topic assessed by this transfer task is *Developing a Sense of Self*, *Developing Healthy Relationships*, and *Analyzing Influences*.

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.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your 3rd grade 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.

4. Make the assessments transparent and meaningful to everyday experiences.

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 prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills in their daily lives.

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.

5. **Implement a daily schedule 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 to show respect for others 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?*

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 4, Lesson 1

Media Influences

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the various persuasive techniques (at least one) used in commercials to emotionally influence viewers. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do commercials effectively persuade viewers to buy or become interested in their products?
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Framing the Learning:

1. Ask students to raise their hands and share their favorite television commercials. Take as many offerings for which you have time, and then ask students if they know, in each of those cases, what product or service is being advertised, or what the goal is of the commercial. Following that discussion, once you have brought kids to the understanding that advertisers typically hope to influence viewers with their commercials, ask students if they can specifically identify some of the ways that the commercials are trying to persuade viewers.
2. Share with them that today's lesson will discuss how commercials use the emotions of viewers to create excitement and a desire for their products.

Active Instruction:

1. Divide students into 5 groups, and explain to them that they are going to be working with their group members to take a closer look at one of the commonly accepted persuasion techniques companies use in commercials to try to make viewers buy their products. [Click here](#) for the Persuasive Media Techniques sheet. Once you've printed it, cut on the dotted lines and give one technique to each group.
2. Explain to the class that each group has 3 tasks to complete with their slip of paper:
 - ✓ One person should read the slip of paper aloud, including the technique title, and ensure all in the group understand the meaning of the technique.
 - ✓ Try to come up with either a real-life commercial someone in the group has seen on TV that uses the technique, or brainstorm together to write a one or two-sentence description of a made-up commercial that does.
 - ✓ Select someone from the group who will be the speaker.

Practice:

1. Give students 10 – 15 minutes to complete all 3 steps. Circulate the room as they are doing this to ensure all are participating and to provide suggestions for groups that are stuck or stumbling.
2. Ask for groups to share-out their work. Each speaker should take a turn reading the technique aloud, explaining what it means, and then sharing the existing or made-up commercial his or her group came up with.
3. As the students present, help each group through their presentation so other students gain a clear understanding of the 5 different techniques (feel free to reference any current commercial of which you are aware that fits squarely into one of these categories).

Summarizing/Anchoring the Learning:

1. Have students watch the following commercial from Chevrolet: <https://vimeo.com/87748529>
Prior to viewing it, explain that the technique here is Association. The commercial makers are trying to associate their product, a Chevy vehicle, with the love most people have for a pet. They are then hoping viewers will want to buy a Chevy because they have a warm and fuzzy feeling about it.

2. Have the students watch another commercial, and this time tell them it is up to them to decide which technique is being used: <https://www.youtube.com/watch?v=EaXOttV2VJ0>
They could say either Repetition, as the Coke bottle and brand is displayed many times, or Bandwagon, as seemingly people from all around the world seem to be joining in the fun of making music with a Coke bottle.

Assessing the Learning:

With only one lesson in this unit, this assessment will serve as the Transfer Task. Have students remain in their groups while you have a brief discussion on how these persuasive techniques in commercials might affect a viewer's self-image (e.g., they see all of these people on TV that look good, are thin and muscular with nice clothes on and with nice things, and they feel depressed about the way they look, or the type of car they have), as well as possible alcohol, tobacco, and other substance use (the perception of how this looks "cool" in commercials since alcohol and tobacco companies want to sell their products to viewers).

Ask each group to work together to develop a commercial that uses the technique they reviewed to promote a new product or service that is good for people's health, unlike the above examples. They can make-up the product or service and describe what the commercial would be like in 3 or 4 sentences.

Following the completion of the commercials, ask each group to select a different speaker to share their idea.

Following each group's presentation, collect the papers and review them to ensure group understanding.

*Please email curriculum comments
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