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Family Life  
Education:  
Kindergarten

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Curriculum Guide

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2016-17

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*Alexandria City Public Schools*

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# Kindergarten Family Life Education

## Introduction

### Family Life Education in Alexandria City Public Schools

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

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

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

Additionally, the Virginia Department of Education requires the following:

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

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

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

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

#### **Theoretical Framework:**

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

#### **Guiding Values and Principles:**

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

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

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

**NOTE: HELPING CHILDREN UNDERSTAND THEIR RIGHT TO PRIVACY:**

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

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

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

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

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

## Course Resources

### Virginia Department of Education Resources

- [http://www.doe.virginia.gov/instruction/family\\_life\\_education/index.shtml](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](#)

# Kindergarten Family Life Education

## Year-at-a-Glance

Quarter One	<p><b><u>Unit 1: Creating Our Kindergarten Community</u></b></p> <p>During this unit, students begin to develop a sense of self, learn how to develop healthy relationships, and maintain their personal safety.</p>	<p><b>Standards of Learning:</b> K.1, K.2, K.3, K.10</p> <p><b>Suggested Time Frame:</b> 1 week, September</p>
Quarter Two	<p><b><u>Unit 2: We Are Different and the Same</u></b></p> <p>In this unit, students will continue to develop a sense of self and see themselves within a family unit and school community.</p>	<p><b>Standards of Learning:</b> K.4, K.5, K.6, K.7</p> <p><b>Suggested Time Frame:</b> 1 week, November</p>
Quarter Three	<p><b><u>Unit 3: Who's in Charge? I'm in Charge!</u></b></p> <p>During this unit, students will develop strategies to maintain their personal safety in a variety of settings.</p>	<p><b>Standards of Learning:</b> K.8, K.9, K.10, K.11</p> <p><b>Suggested Time Frame:</b> 1 week, February</p>
	<p><b>Spiraling Standards:</b> (These standards spiral though the entire kindergarten FLE curriculum and should be addressed throughout the school year): K.1, K.2, K.3, K10</p>	

# Unit 1: Creating Our Kindergarten Community

## **The Compelling “Why?” of This Unit:**

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

## **Suggested Time Frame: 1 week**

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



## **Virginia Standards of Learning to be Emphasized in This Unit**

K.1: The student will experience success and positive feelings about self.

K.2: The student will experience respect from and for others.

K.3: The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

K.10: The student will identify “feeling good” and feeling bad.”

**Spiraling Standards:** (These standards spiral though the entire kindergarten FLE curriculum and should be addressed throughout the school year): K.1, K.2, K.3, K10

# Stage One: Desired Results

## Transfer Goals: *Students will:*

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

## Essential Questions:

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

## Enabling Knowledge Objectives (Know/Do):

### Declarative Knowledge Objectives

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

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

### Procedural Knowledge Objectives

Students will be able to:

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

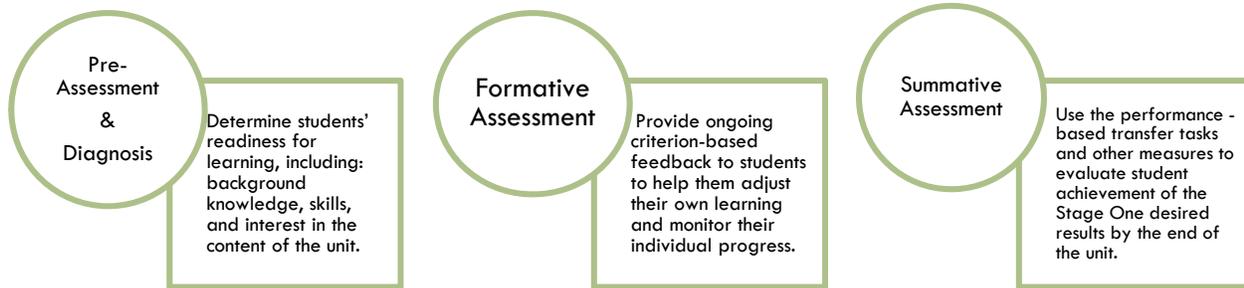
### Suggested Resources:

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

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

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

# Stage Two: Assessment Evidence



## Assessment Tools for This Unit

### Pre-Assessment/Diagnosis:

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

### Formative Assessment:

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

### Summative Assessment:

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

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

<b>Comprehensive Task</b>	This version designed to be appropriate for most students. Students will draw a picture of themselves participating in the classroom community and explain how their behavior is respectful of others.
<b>Guided/Scaffolded Task</b>	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.
<b>Accelerated/Enhanced Task</b>	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings other members of the school community and how they may demonstrate respect for themselves and others.
<b>Measurement Topic Rubrics</b>	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 kindergarten 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.

### 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](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.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
  - *Making caring for self and others a part of everyday life.*
  - *Using school experiences to learn and grow.*
  - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators:** understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess their daily kindergarten behavior and then graph or discuss their assessment with a parent or guardian. Consider the implications of the [Crisis in Kindergarten](#) and ensure students have ample time to develop self-regulation through student-driven constructivist play.
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 ELLs' oral language output.
5. Support students in transferring L1 literacy skills to their L2.

### Using Higher Order Thinking Prompts and Questions

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

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

## Unit 1, Lesson 1

### Chrysanthemum

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

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

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

#### Active Instruction:

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

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

#### Practice:

1. Create an anchor chart with classroom/learning community expectations (or refer to the chart if you have already created one).
2. Review what each expectation looks like in terms of what a student is doing or how a student is interacting with others in the learning community. Pair students to act out each of these expectations. An alternative to the students acting out the expectations is to use puppets to demonstrate the expectations.

#### Summarizing/Anchoring the Learning:

1. Teach students the following song, sung to the tune of *Mary Had a Little Lamb*:

*We know what to do and say,  
do and say,  
do and say,  
We know what to do and say  
If someone hurts another.*

*It's not right to act that way,  
act that way,  
act that way,  
It's not right to act that way,  
That's what we'd tell each other.*

2. Distribute musical instruments to students to play along with the song, or have students make up a dance to the song.
3. Chant the song softly to students when situations arise in the classroom that necessitate a reminder about how to treat others in the learning community.

#### Assessing the Learning:

- Provide students with an exit ticket to draw a picture (or write) how they will model learning community expectations while at lunch or recess today.

**Should you prefer to deliver most of this message by way of a video resource, or if you are looking for more content regarding friendly behaviors within a community, show *We're All Different*. This short video is narrated by a puppet and involves role playing with students and even gets into different foods and cultures. This video will be a nice lead-in to the next lesson as well.**

## Unit 1, Lesson 2

### Feeling Good About Me

<p><b>Mastery Objective: Students will:</b></p> <ol style="list-style-type: none"> <li>1. Learn about their classmates to understand the differences and similarities that exist between all kids.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I show respect for others in my school community?</li> <li>2. In what ways can my behavior affect others?</li> <li>3. In what ways can the behavior of others affect me?</li> </ol>
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#### Framing the Learning:

Introduce the picture book, *I'm Like You, You're Like Me*, to the students using interactive read-aloud strategies. Have students make connections, come up with their own questions, and react to the story.

- *In what ways are people in this book similar? In what ways are they different?*
- *How do the illustrations help you understand others' similarities and differences?*
- *In what ways are you the same as your classmates? In what ways are you different?*

"It's fun to find ways I'm like you and you're like me. It's fun to find ways we're different." *I'm Like You, You're Like Me* helps students appreciate the ways they are alike and affirm their individual differences. Students learn about diversity in terms they can understand: hair that's straight or curly, families with many people or few, bodies that are big or small.

#### Active Instruction:

1. Explain to students that they are going to do an activity to learn about their classmates. Explain that this activity will help them see the things they have in common or share with one another and also see the things that are unique, or special, just to them.
2. Direct students to create a large circle around the room (or use a painted circle on the playground). Make sure they have enough room to move around without disrupting anyone else's personal space. Explain that you will be reading statements out loud. If the information describes or is true for them, they are to move two steps forward into the circle. If the statement does not describe them or is not true for them, they are to remain in place.
3. Conduct the activity using the Alike and Different statements. Teachers are encouraged to add additional or alternate statements based on their knowledge of their classroom or surrounding community.

#### Practice:

1. After reading 3-5 statements, have students think-pair-share their answers to the following questions:
  - a. What is something that you have in common with another student?
  - b. What is something that is unique about you?
  - c. What is something fun or exciting that you learned about another student?
2. Continue the activity and ask them to think-pair-share (with a different partner) after reading 3-5 more statements.

#### Summarizing/Anchoring the Learning:

- Have students create "A Simple Glyph about Me." (See next page.)

## A Simple Glyph about Me

Center :

boy – orange  
girl – yellow

Top triangle:

oldest child – red  
middle child – blue  
youngest – purple

Bottom triangle:

dog – green  
cat – yellow  
both – striped  
other – polka-dots

Right side:

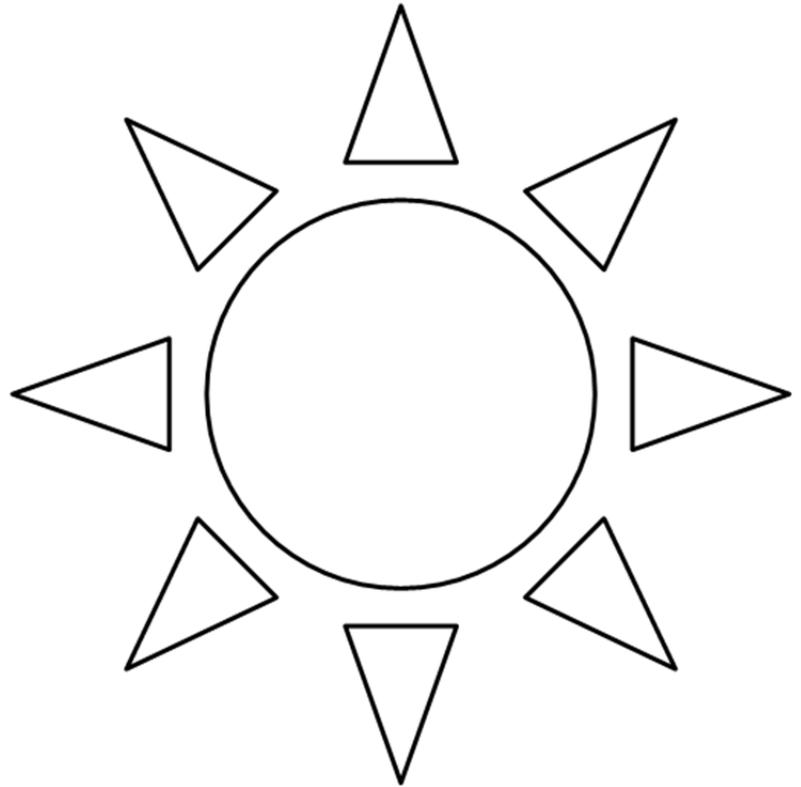
green/hazel eyes – green  
brown eyes – brown  
blue eyes – blue  
other – other

Left side:

favorite subject reading – red  
Favorite subject math – blue  
other subject – green

In between triangles:

use your favorite color



### Assessing the Learning:

- Regroup students together to discuss the things they learned about each other. What are their similarities? What are their differences? What new things did they learn about each other?

## Unit 1, Lesson 3 Respecting Each Other’s Privacy

<p><b>Mastery Objective: <i>Students will:</i></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for privacy when using the bathroom.</li> <li>2. Demonstrate proper personal hygiene while using the bathroom.</li> <li>3. Demonstrate how to maintain a safe, healthy, and clean environment.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I show respect for others in my school community?</li> <li>2. In what ways can my behavior affect others?</li> <li>3. In what ways can the behavior of others affect me?</li> </ol>
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**Framing the Learning:**

Explain to students that they are going to discussing the concept of privacy and hygiene in today’s lesson.

1. Discuss the word “privacy” (free from being observed or bothered by other people, isolated) and ensure students understand it—perhaps with a discussion of times when privacy is needed (using the bathroom, when someone older is working or studying for a test, a phone-call, etc.).
2. Discuss “hygiene” (things we do to stay in good health) and similarly ensure all understand (brushing teeth, washing fruit before we eat it, etc.).
3. Finally, explain that both privacy and hygiene in today’s lesson are going to relate to using the bathroom.

**Active Instruction:**

1. Review class behavior expectations.
2. Create an anchor chart to identify specific bathroom behaviors that correspond with classroom expectations of respect, responsibility, and safety.

<b>When Using the Bathroom at School</b>	
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Use inside voices when entering, using, and leaving.</li> <li>• Flush the toilet when finished.</li> <li>• Keep the bathroom clean.</li> <li>• Don’t peek into other stalls.</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Flush.</li> <li>• Wash your hands.</li> <li>• Pick up after yourself.</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Walk.</li> <li>• Wait your turn.</li> <li>• Keep water in the sink.</li> </ul>

**Practice:**

1. Take small groups of students into the girls’ bathroom and boys’ bathroom so they can see what each bathroom looks like.
2. Have students practice going into the bathroom and leaving the bathroom quietly.

3. Have students practice proper hand-washing procedures. If necessary, review procedures using the video clip, *Washing Your Hands the Right Way* (Discovery Education).

#### Summarizing/Anchoring the Learning:

1. Go over the following scenarios and have students determine whether they are examples or non-examples of how to use the bathroom at school. What about the scenario makes it an example? A non-example? Is there anything you would change in the scenario?
  - a. Two students are holding a stall door shut and the person inside cannot get out.
  - b. A classmate is using the sink and begins to splash water at others. It looks like fun.
  - c. You use the bathroom, wash and dry your hands, and walk back to the classroom. You realize that you forgot to flush. You go back to the bathroom to flush the toilet.

#### Assessing the Learning:

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

## Unit 1, Lesson 4

### How Full is Your Bucket?

#### Mastery Objective: *Students will:*

1. Identify ways to show kindness, appreciation, and caring.
2. Demonstrate respectful behavior toward self and others.

#### Essential Questions:

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

#### Framing the Learning:

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

#### Active Instruction:

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

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

In *How Full Is Your Bucket? For Kids*, Felix begins to see how every interaction in a day either fills or empties his bucket. Felix then realizes that everything he says or does to other people fills or empties their buckets as well.

Follow along with Felix as he learns how easy it can be to fill the buckets of his classmates, teachers, and family members. Before the day is over, you'll see how Felix learns to be a great bucket filler, and in the process, discovers that filling someone else's bucket also fills his own.

#### Practice:

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

**Summarizing/Anchoring the Learning:**

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

**Assessing the Learning:**

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

## Unit 1, Lesson 5

### I Can Play It Safe

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

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

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

#### Active Instruction:

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

#### Practice:

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

#### Summarizing/Anchoring the Learning:

- Have students work with a parent or guardian to complete the “I Can Stay Safe” form. Students should learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a store or other public place. Some students may need significant support to master this objective. Give them time.
- Invite a police officer, fire-fighter, or other community helper(s) to interact with students as they practice learning how to find reliable help safely.

#### Assessing the Learning:

- Monitor students' progress as they learn their full names and contact information.
- Have students draw a picture (or cut out a magazine picture) to show at least two reliable adults to whom they could ask for help in staying safe.

## Unit 2: We Are Different and the Same

### **The Compelling “Why?” of This Unit:**

We are all members of a family.  
We work together to develop healthy relationships.

### **Suggested Time Frame:**

1 week



### **Virginia Standards of Learning to be Emphasized in This Unit:**

- K.4: The student will recognize that everyone is a member of a family and that families come in many forms.
- K.5: The student will identify members of his or her own family.
- K.6: The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for one another.
- K.7: The student will recognize that physical affection can be an expression of friendship, of celebration, or of a loving family.

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Understand that everyone is a member of a family and that families come in different forms.
2. Develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

## Essential Questions:

1. How am I a member of a family?
2. How do I show love, affection, respect, and appreciation for the members of my family?
3. In what ways do I show physical affection to express my feelings?

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

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

1. [Key unit academic vocabulary](#): affection, different, family, physical, same, unique
2. **What makes a family a type of community? A family works together to take care of each other.**
3. **Who are the members of my family?**
4. **How do I show love, affection, respect, and appreciation for the people in my family?**
5. **What actions do I use to show how I am feeling? When I am excited, do I jump up and down? When I am sad, do I cry? When a family member has done something well, do I give them a hug or a high five?**

## Procedural Knowledge Objectives

### Students will be able to

1. Recognize different types of families.
2. Identify the members of his or her family.

### *How do I demonstrate physical affection to express what I am feeling?*

3. Use my actions to show affection to the people who care for me.
4. Use my actions to let someone know I am his or her friend.
5. Use my actions to celebrate an important event.

## Suggested Resources:

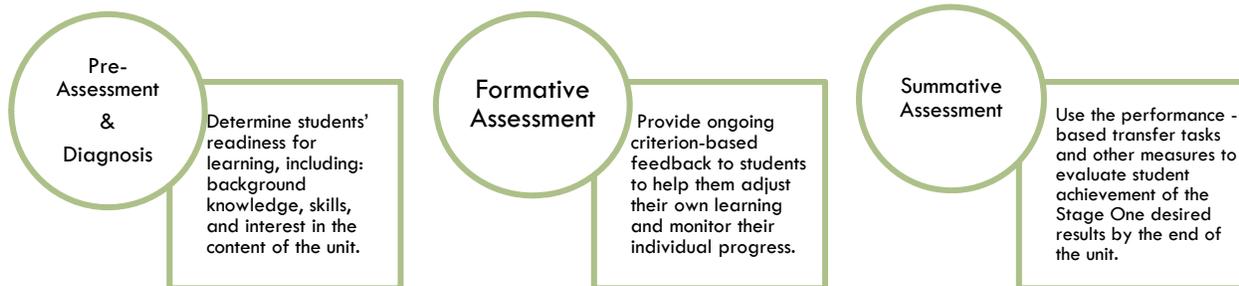
**Course Resources:** Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

**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.

The Underwear Rule:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

# Stage Two: Assessment Evidence



## Assessment Tools for This Unit

### Pre-Assessment/Diagnosis:

- Students will draw a picture of their family doing something together.

### 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><b>Unit 2 Transfer Task:</b> In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing or poster that shows what it means to be a member of a family. The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click <a href="#">here</a> for suggestions for preparing students for end-of-unit transfer tasks.</p>	
<b>Comprehensive Task</b>	This version designed to be appropriate for most students. Students will draw a picture of their family enjoying an activity together.
<b>Guided/Scaffolded Task</b>	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.
<b>Accelerated/Enhanced Task</b>	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings extended family members enjoying an activity together.
<b>Measurement Topic Rubrics</b>	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 kindergarten 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.

#### 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.

**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](http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf)

3. **Administer pre-assessments to determine student strengths and needs.** Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.
4. **Make the assessments transparent and meaningful to everyday experiences.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
  - *Making caring for self and others a part of everyday life.*
  - *Using life experiences to learn and grow.*
  - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**

#### 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.

#### 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?*
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. Consider the implications of the [Crisis in Kindergarten](#) and ensure students have ample time to develop self-regulation through student-driven constructivist play.
  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.

## Unit 2, Lesson 1

### Who's in My Family?

#### Mastery Objective: *Students will:*

1. Identify things that families do together.
2. Identify members of their family, whether immediate or extended.

#### Essential Questions:

1. How am I a member of a family?
2. How do I show love, affection, respect, and appreciation for the members of my family?
3. In what ways do I show physical affection to express my feelings?

#### Framing the Learning:

1. What is a family? What are some ways to describe families?
2. Who is in your family? What kinds of things does your family do together?

#### Active Instruction:

1. Using the interactive read-aloud strategy, read *Who's in My Family? All About Our Families*.

In *Who's in My Family? All About Our Families*, siblings Nellie and Gus and their parents are off for a day at the zoo, where they see so many different kinds of human families, along with a variety of animal families. To top off their day, Nellie and Gus invite friends and relatives for a big family dinner.

#### Practice:

- Introduce the *Families on the Move* activity. Explain to students that they are going to learn more about their classmates' families and share what is unique about their own family.
- Have students stand up and spread out across the classroom (or other space that allows for movement). Give students directions (similar to Simon Says) if their response is affirmative to the statements listed below. For example, *Simon Says "Move forward three steps if you do not have any brothers or sisters."* *Simon says, "Jump up and down if you have more than three brothers or sisters."*
  - a. I do not have any brothers or sisters.
  - b. I have more than three brothers or sisters.
  - c. I live with one parent or guardian.
  - d. My family is special.
  - e. I live with a grandmother or grandfather.
  - f. I live with two parents or guardians.
  - g. My family keeps me safe.
  - h. I have a stepmother or stepfather.
  - i. My family comes from a different country.
  - j. At least two people in my family are different races.
  - k. I have cousins in my family.
  - l. My family makes me laugh.

#### Summarizing/Anchoring the Learning:

- What did you notice while we were playing the game? Did you get to move every time? Were there some times when everyone got to move?
- All families are unique, including yours. Think about what makes your family special. Pair up with another student to share something special about your family.
- "Introduce" your partner to the class and tell what makes his or her family special. For example, "*This is Mia. Her family is special because they were born in El Salvador.*" "*This is Luke. His family is special because they like to go to the park together.*"

### Assessing the Learning:

- Monitor students' participation in each activity and discussion. Do they understand what a family is? Do they understand that there are many types of families?

Allow for students' interpretations of what families are. Do not expect them to differentiate between immediate and extended family. Be mindful that some students may feel uncomfortable talking about their families and that's okay. Not all students have had the same experiences with family. The focus is that families are unique because of the people who are in them and because they all have different experiences.

## Unit 2, Lesson 2

### Families: Different and the Same

<p><b>Mastery Objective: <i>Students will:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify characteristics common to all families.</li> <li>2. Exhibit pride in their own family without judging others' families.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How am I a member of a family?</li> <li>2. How do I show love, affection, respect, and appreciation for the members of my family?</li> <li>3. In what ways do I show physical affection to express my feelings?</li> </ol>
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#### Framing the Learning:

1. How are we the same? How are we different? (Review similarities and differences within the learning community.)
2. We are going to do an activity to identify the way our families are the same and different. How is a family similar to a community? *Families and communities are made up of people who work together.*

*The Great Big Book of Families*, by Mary Hoffman, is a fun and fascinating treasury that features many kinds of families and their lives together. Each spread showcases one aspect of home life—from houses and holidays, to schools and pets, to feelings and family trees.

#### Active Instruction:

1. Using the interactive read-aloud strategy, read *The Great Big Book of Families*.
  - a. Before reading the book, encourage students to be mindful of the different kinds of families that they see in the book.
  - b. Take time to have students describe the family, home, and setting in the first illustration.
  - c. On the next few pages, give students time to describe the different kinds of families illustrated.
  - d. As you continue to read the book, have students describe the different characteristics of families and their lives, including homes, jobs, clothing, feelings, and size.
    - What do you see in this picture?
    - Do you see a family or a home that looks like yours?
    - How are the families or the way they live different from your family? How are they similar?
  - e. After reading the book, ask students to share the different kinds of families they saw in the book. What kinds of houses did the families live in? What kinds of jobs did people in the families have? How many people were in some of the families?
  - f. Have students think-pair-share responses to the following questions:
    - What are some important characteristics of all families?
    - What makes a family?
  - g. Provide students with an opportunity to share ideas from their discussions.

#### Practice:

- Ask students to draw pictures of their families. Allow them to include aunts, uncles, grandparents, and cousins if they want to. Some children may even want to include their pets!
- Ask students to dictate or write something about their family that is important to them.

#### Summarizing/Anchoring the Learning:

- Use the students' pictures to create a class book, "Our Big Book of Families." Keep the book on display in the classroom for students to read and share with others.

**Assessing the Learning:**

- Monitor students' participation in class discussions. Can they explain what some significant components of a family are? Can they name at least two things that think are important about caring families?

## Unit 2, Lesson 3

### The Keeping Quilt

#### Mastery Objective: *Students will:*

1. Identify the positive ways in which families interact to show love, affection, respect, and appreciation for one another.

#### Essential Questions:

1. How am I a member of a family?
2. How do I show love, affection, respect, and appreciation for the members of my family?
3. In what ways do I show physical affection to express my feelings?

#### Framing the Learning:

1. We know there are many kinds of families like the ones shown in the *Great Big Book of Families* and in the book of families that we created. What are some things that families do together that they enjoy?
2. What are some of the things that you enjoy doing with your family? Provide students with the opportunity to turn and talk to a partner.
3. Introduce *The Keeping Quilt*.

#### Active Instruction:

1. Using the interactive read-aloud strategy, read *The Keeping Quilt*.
2. Share the illustration on the first two pages of the story. Ask students what they notice about the illustration. *There are a lot of people in one place. There are men, women, and children. Most of the adults have their heads covered. Baskets and laundry are hanging.*
3. As you read through the next several pages, point out the different members of Anna's family.
4. When you finish the story, talk about the different ways Anna's family celebrated events together, both happy and sad.
5. In what ways are these celebrations similar to the way in which students celebrate events with their family? How are they different?

*The Keeping Quilt*, by Patricia Polacco (1998) tells the story of Patricia's Great-Gramma Anna who came to America as a child and brought only dress and the babushka she like to throw up in the air when she was dancing. Soon enough, though, Anna outgrew the dress and her mother decided to incorporate it and the babushka into a quilt. "It will be like having the family in backhome Russia dance around us at night. And so it was.

#### Practice:

- Ask students to think about how they show love, respect, affection, and appreciation for their family members.
- Ask students what their family members say and do so that they know they are loved and appreciated?
- Have students create a card to give to a family member. Take time to have students generate ideas about the cards they can create. Do they want make a thank-you card? Do they want to send a just-because card? Focus on the ways families show love, respect, and appreciation for each other.

#### Summarizing/Anchoring the Learning:

- Students will work with their family members to complete the "Family Member Chart." Provide time in class for students to share their charts.

#### Assessing the Learning:

- Monitor students' participation in class discussions. Are they able to identify ways in which Anna's family showed respect, love, appreciation, and affection for one another?

- Monitor students' progress as they create a card for a family member. Do they understand the concepts of love, respect, and appreciation?

## Unit 2, Lesson 4

### The Relatives Came

#### Mastery Objective: *Students will:*

1. Identify the ways in which families show love, affection, respect, and appreciation for each other.
2. Identify specific actions to show physical affection to express their feelings.

#### Essential Questions:

1. How am I a member of a family?
2. How do I show love, affection, respect, and appreciation for the members of my family?
3. In what ways do I show physical affection to express my feelings?

#### Framing the Learning:

1. Read *The Relatives Came*, by Cynthia Rylant.
2. Tell the students to think about a time they took a trip to visit someone (doesn't have to be family) or a time when they were excited that someone was coming to visit them. Turn and talk to a partner about that time. Include details like where you were going (or where they were coming from), who was with you, and what you were feeling.

*The Relatives Came* by Cynthia Rylant (1985) tells the story of a family who gets a visit from relatives who live in Virginia. When they arrived, they hugged and hugged from the kitchen to the front room. All summer long, they tended the garden and ate up the harvest. They plucked banjos and strummed guitars. When the relatives had to leave, they were sad, but not for long. They all knew they would be together next summer.

#### Active Instruction:

1. In the book, *The Relatives Came*, did the relatives like each other? How do you know? *The relatives were excited to see each other. They spent time laughing and talking together. They hugged.*
2. When family members hug each other, spend time together, or laugh together, they are showing affection. Affection is a feeling of liking and caring for someone or something.
3. Think about someone or something you care about. How do you show them that you like them or care about them? Turn and talk with a partner.
4. Think about someone who likes you and cares about you. How do you know? What does that person do to show affection? *My mom or dad gives me hugs. My sister or brother and I laugh together. When I do something well in PE, my teacher gives me a high-five.*
5. How does affection make us feel? *I feel loved when my grandmother gives me a hug. I feel happy when my sister/brother/friend are laughing together. I feel proud when my PE teacher gives me a high-five.*

#### Practice:

- Play "Loving Actions."
- Have students take turns coming up with creative ways to show love (such as greeting someone, opening the door for someone, kissing boo boos, or offering a drink) which you can do as a game of silent charades. Basically this means you should act out your "Loving Action" without words so that the other people can guess what you are doing. You may like to use photographs to inspire ideas for showing love to different people such as grandparents, friends, teachers, and strangers. Sometimes we show love to different people in different ways and it is important to know the appropriate way for each person.

#### Summarizing/Anchoring the Learning:

- Highlight examples of affection that teachers and students show each other during the course of a school day. Make connections to your school's PBIS program or Responsive Classroom.

**Assessing the Learning:**

- Monitor students' participation in class discussions. Are they able to identify the ways in which they show affection for others and others show affection for them?

**Teacher Note: Revisit this topic with students frequently throughout the year. Children need to know the positive ways in which they can show affection for others and others can show them. At the end of each school day, provide students with the opportunity to choose the type of affection they prefer by offering them a hug, a wave, or a high-five as they leave for the day.**

## Unit 2, Lesson 5

### All Kinds of Feelings

<p><b>Mastery Objective: Students will:</b></p> <ol style="list-style-type: none"> <li>1. Explore the connection between words, feelings, and actions.</li> <li>2. Create visual representations to depict various emotions.</li> <li>3. Develop empathy for other children by sharing their experiences.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How am I a member of a family?</li> <li>2. How do I show love, affection, respect, and appreciation for the members of my family?</li> <li>3. In what ways do I show physical affection to express my feelings?</li> </ol>
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#### Framing the Learning:

1. Start the lesson by encouraging students to sing along with “If You’re Happy and You Know It.”
2. Discuss the concept of feelings by leading a discussion that invites students to reflect on their words and actions when they are happy.

#### Active Instruction:

1. Use the interactive read aloud strategy to read *In My Heart* by Jo Witek.
2. What are feelings? Think about your first day of school. How were you feeling? *Happy, afraid, nervous, excited, sad.* Students are likely to share a wide range of feelings. Have students notice the range of answers and explain that all of those feelings are okay. There isn’t a “right” answer to this question because we all react differently to experiences.
3. Ask students to share what they know about emotions and feelings. Emotions and feelings occur when you react to something physically and mentally. For example, when you get that uneasy feeling in your stomach when a storm makes the lights go out, you are experiencing fear. You are feeling afraid. Invite students to share about a time when they were afraid. What did it feel like? Where in their bodies did they feel it?

*In My Heart*, by Jo Witek, whether it is happiness, sadness, bravery, anger, or shyness, our hearts can feel so many feelings! Some make us feel as light as a balloon, others as heavy as an elephant. *In My Heart* explores a full range of emotions, describing how they feel physically, inside. With language that is lyrical but also direct, students will be empowered by this new vocabulary and be able to practice articulating and identifying their own feelings and emotions.

#### Practice:

- Play “Feeling Actions” (similar to the “Loving Actions” game described in the previous lesson). Distribute a “Feelings” card to each student. Give them a moment to think about how they would act out this feeling without using any words. Have them pair and share this action with a partner to see if he or she can guess what feeling it is. Then, the other partner shows his/her feeling action to see if the other student can guess the feeling. Then have them trade cards and find another partner to repeat the process. Do this until students have had the opportunity to “act out” several feelings.

#### Summarizing/Anchoring the Learning:

- Have students draw a picture of one of their feelings cards. Write or dictate the feeling depicted. Use the students’ pictures to create a class book about feelings.
- An alternative to having students draw a visual representation would be to take a digital picture of students using body language to show their feelings.

**Assessing the Learning:**

- Monitor students' participation in class discussions and activities.
- Was each student able to create a visual representation to describe a feeling?

**Teacher Note: Many people use “emotions” and “feelings” to mean the same thing. Although the words are closely related, they are two distinct things. Emotions are physical responses that can be measured by blood flow, brain activity, facial expressions, and body stance. Feelings are mental and cannot be measured precisely. Emotions are usually fleeting, but the feelings that they provoke may persist or grow over time. Because emotions initiate feelings, and feelings, in turn, initiate emotions, individual feelings can prompt a never-ending cycle of feelings and emotions.**

# Unit 3: Who's in Charge? I'm in Charge!

## The Compelling “Why?” of This Unit:

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

## Suggested Time Frame:

1 week



## Virginia Standards of Learning to be Emphasized in This Unit:

K.8: The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.  
K.9: The student will demonstrate how to say “no” to inappropriate touches from family members, neighbors, strangers, and others.  
K.10 The student will identify “feeling good” and feeling bad.”  
K.11: The student will find help safely.

**Spiraling Standards:** (These standards spiral though the entire kindergarten FLE curriculum and should be addressed throughout the school year): K10

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Recognize the elements of good (positive and healthy) and uncomfortable (negative and unhealthy) touches by others.
2. Demonstrate how to say “no” to inappropriate touches and to find help safely.

## Essential Questions:

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

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

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

1. [Key unit academic vocabulary](#): safe, trust, comfortable, helpers, healthy
2. *What are elements of good or healthy touches?*
3. *What are elements of uncomfortable or unhealthy touches?*
4. *Who are the helpers in my family and community?*

## Procedural Knowledge Objectives

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

#### Students will:

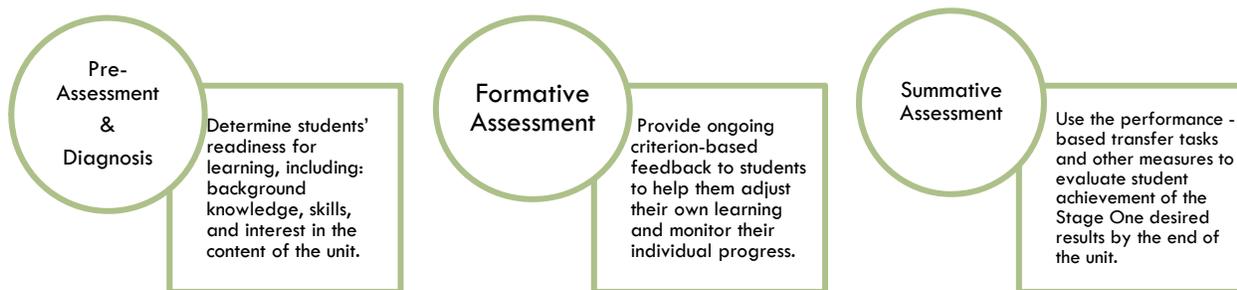
1. Demonstrate how to say “no” to inappropriate touches.
2. Demonstrate how to use their words and actions to find help safely.

## Suggested Resources:

[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 or tell about a time when they asked for help from an adult.

### Formative Assessment:

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

### Summative Assessment:

**Unit 3 Transfer Task:** In the transfer task, students demonstrate their understanding of the main ideas of this unit by illustrating a book called “Very Important People.”

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.

<b>Comprehensive Task</b>	This version designed to be appropriate for most students. Students will illustrate a book called “Very Important People.”
<b>Guided/Scaffolded Task</b>	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.
<b>Accelerated/Enhanced Task</b>	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will add words to indicate who the “Very Important People” are in their own life.
<b>Measurement Topic Rubrics</b>	The measurement topic assessed by this transfer task is <i>Developing a Sense of Self</i> , and <i>Maintaining Personal Safety</i> . Task-specific rubrics for these measurement topics are provided.

# Stage Three: Unit Learning Plan

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

## 1. Prepare and plan for the unit.

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

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

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

### Key Components of Unit Instructional Sequence:

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

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

[http://www.pen.k12.va.us/instruction/family\\_life\\_education/family\\_life\\_speced.pdf](http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf)

3. **Administer pre-assessments to determine student strengths and needs.** Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.
4. **Make the assessments transparent and meaningful to everyday experiences.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
  - *Making caring for self and others a part of everyday life.*
  - *Using life experiences to learn and grow.*
  - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess the ways in which they use appropriate words and actions as others for help and to graph or discuss their assessment with a parent or guardian. Consider the implications of the [Crisis in Kindergarten](#) and ensure students have ample time to develop self-regulation through student-driven constructivist play.
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?*

### 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.

## Unit 3, Lesson 1

### You are in Charge of Your Body

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

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

#### Active Instruction:

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

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

#### Practice:

1. All students will practice responding to good (high-five, hand shaking, or hugging) and uncomfortable touches (hit, kick, hair pull, holding). The teacher pretends to give good and uncomfortable touches to each student. For uncomfortable touches, tell the student first what you are going to pretend to do, that it won’t be real, and that you won’t actually touch them, then show on yourself. Ask, “Is this okay with you if we pretend this?” If it is okay with the student, proceed with the example. Students will practice

saying, “Stop! I don’t like it!” Have the student use facial expressions whether or not they liked the touch. Ask the other students how they can tell whether the touch was comfortable or uncomfortable.

#### Summarizing/Anchoring the Learning:

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

#### Assessing the Learning:

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

## Unit 3, Lesson 2

### My Body Belongs to Me

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

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

#### Active Instruction:

1. Discuss: When we sang the song, “Head and Shoulders, Knees and Toes,” we identified several major body parts. Each of those body parts has a specific job to do. We didn’t sing about or point to all of our body parts because some of them are private. These are called private parts.
2. Discuss: Think about where private parts are. These are parts of our body covered by our underwear or bathing suit. People should keep these private parts to themselves. You should not touch someone else’s private parts. No one should not touch your private parts unless it’s to help you clean up or if your private parts hurt. This would be a grown-up like a parent or doctor or nurse. If a doctor or nurse were checking you, your mom or dad or guardian or whoever usually takes you to the doctor would be there.
3. Discuss: Tell an adult you trust if anyone *touches the private parts of your body, tries to touch the private parts of your body, makes you touch the private parts of their body, or tries to make you touch the private parts of their body.*
4. Share: Each student identifies a grown-up they would tell if someone tried to touch their private parts or touched them in a way that made them feel bad or yucky.
5. Discuss: Always tell a grown-up about touching private parts, even if the person touching *tells you not to tell, say’s you’ll get in trouble, says that no one will believe you, or says they will hurt you.* If the grown-up you tell doesn’t believe you, tell another grown-up.

#### Suggestions for the Teacher:

1. Use the stories in the lesson to bring the conversation and make this subject approachable to students. Address the topic periodically to reinforce the message.
2. Teach children the correct terms for their body parts. Enable them to use language that will make them feel comfortable talking to you.
3. Keep in mind that you may be reading to a child who has already been touched in some way and is keeping it a secret. Be sensitive and avoid making the child feel guilty for not having told right away. Convey that it is okay for the child to tell someone even if he or she has been keeping it a secret for a long time.
4. Encourage students to tell you about things that happen to them that make them feel scared, sad, or uncomfortable. If children have an open line of communication, they will be more inclined to alert you to something inappropriate early on.
5. Encourage students to trust their feelings. If something doesn’t feel right, they should get away as soon as possible and tell a grown-up they trust.

#### Practice:

1. Ask students what they should say and do if someone tries to touch the private parts of their body.  
*“Stop! I don’t like it!” Tell a grown-up that I trust.*

#### Summarizing/Anchoring the Learning:

1. Read the book, *My Body Belongs to Me*, by Jill Starishevsky.
2. Finish the lesson by singing and moving to the song, “Head and Shoulders, Knees and Toes.”

#### Assessing the Learning:

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

## Unit 3, Lesson 3

### Talk PANTS and You've Got it Covered!

<p><b>Mastery Objective: Students will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate what to say and how to respond to uncomfortable or unhealthy touches.</li> <li>2. Describe the “underwear rule” using the PANTS acronym.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do I know if a touch is good (healthy or safe) or bad (not healthy or safe)?</li> <li>2. How can I say “no” to touches that are not healthy or unsafe?</li> <li>3. Who are the people in my family and community that I can go to for help?</li> </ol>
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#### Framing the Learning:

1. Introduce the digital video *It's Your Body: You're in Charge*.
2. Review the bathing suit rule. You can also call this the “underwear rule.” Ask students what they think the “underwear rule” is. *Your underwear covers your private parts.*
3. Review what to say and do when someone’s touch makes you uncomfortable, sad, or afraid. *Stop it! I don't like it! Go tell a trusted grown-up right away.*

*It's Your Body: You're in Charge* (2006)  
Sunburst Media. 20 minutes running time.

This video is designed to help young children with the difference between “good” touches and “bad” touches. In a safe, age-appropriate way, the video offers how to prevent “bad” touches using specific language. This is a great introductory video for children to begin to understand the importance of taking charge of their own bodies.

#### Active Instruction:

1. View the digital video. Discuss. Help students make connections to the previous lessons.
2. Teach students the PANTS acronym:
  - P**rivates are private.
  - A**lways remember your body belongs to you.
  - N**o means no.
  - T**alk about secrets that upset you.
  - S**peak up, someone can help.

#### Practice:

1. Students will practice the PANTS acronym (which includes what to say and how to respond to uncomfortable or unhealthy touches).
2. Divide the class into five groups. Each group will create a short skit or cheer that represents a letter in the PANTS acronym.
3. **OR** divide the class into groups of five, with each person in the group representing a letter in the PANTS acronym. Each group member will create a skit or cheer that represents a letter in the PANTS acronym.

#### Summarizing/Anchoring the Learning:

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

**Assessing the Learning:**

- Monitor students' participation in class discussions. Do they understand the difference between good, safe, or healthy touches and uncomfortable, unsafe, or unhealthy touches?
- Do students know what to say and do if someone's touch makes them uncomfortable, scared, or sad?

The PANTS acronym and "Underwear Rule" were developed by and are copyrighted by the National Society for the Prevention of Cruelty to Children. Used with permission.

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