

SAD #53

K-3

FAMILY LIFE

CURRICULUM

SAD #53 K-3 FAMILY LIFE CURRICULUM
MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham Detroit Pittsfield

To: K-3 Teachers/Administrators
From: Family Life Committee

Dear People:

The Family Life Committee has prepared the curriculum for you with suggested resources for each section of the scope and sequence.

In order to start this endeavor we wish you to be aware of the following:

BOOKS: The majority of the books are in and to be used with "Learning About Family Life.

Remember work book has activities per story

If you need a book and do not see it, ask your librarian. Other books with the same theme can of course be used as adjunct material.

DOLLS: "The Body Part Dolls" will be kept in the **first aide closet** in Manson Park and Vickery. Please put back after use. These dolls are not an annual renewable resource.

TEAM MEETING: Additional resources used, concern, etc. should be given to committee members. We plan to continuously upgrade our resource suggested in the curriculum.

If you have any questions or concerns please contact a member of the Family Life Committee.

Family Life Committee Members:

Michael A. Gallagher	Superintendent	Claton Corriveau	Principal 5-8
Debbie Grignon	Burnham	Nancy Gibson	Nurse K-8
Tracy Hallee	Manson	Nancy Bubar	Vickery
Nancy Edge	Vickery	Helen Campbell	Warsaw
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Pc: Michael A. Gallagher, Superintendent
Principal Warsaw Middle School
Faye Anderson, Principal PK-4

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KEY CONCEPTS

Our curriculum is divided into concepts that cover the topics necessary by grade to achieve the below behaviors by the time the student leaves the 8th grade.

The goal of a comprehensive sexuality education program is to facilitate sexual health. After learning the six key concepts and associated topics, sub-concepts, and developmental messages, at an appropriate age the student will demonstrate certain life behaviors.

A sexually healthy adult will:

Human Development

Appreciate one's own body.

Seek further information about reproduction as needed.

Affirm that human development includes sexual development, that may or may not include reproduction or genital sexual experience.

Interact with both genders in respectful and appropriate ways.

Affirm one's own sexual orientation and respect the rights of others.

Relationships

Express love and intimacy.

Develop and maintain meaningful relationships.

Avoid exploitative or manipulative relationships.

Exhibit skills that enhance personal relationships.

Personal Skills

Identify and live according to one's values.

Take responsibility for one's own behavior.

Practice effective decision-making.

Communicate effectively with family, peers, and partner.

Sexual Behavior

Enjoy sexual feelings without necessarily acting on them.

Express one's sexuality in ways congruent with one's values.

Enjoy and express one's sexuality throughout life.

Discriminate between life-enhancing sexual behaviors and those that are harmful to self and/or others.

Express one's sexuality while respecting the rights of others.

Be able to engage in sexual relationships that are characterized by honesty, equity, and responsibility.

Sexual Health

Use abstinence, the only sure way to avoid pregnancy and disease.

Avoid contracting or transmitting a sexually transmitted disease, including HIV.

Use contraception effectively to avoid unintended pregnancy.

Prevent sexual abuse.

Act consistently with one's own values when seeking guidance in dealing with an unintended pregnancy.

Seek early prenatal care.

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Society and Culture

Demonstrate tolerance for people regardless of their sexual values and lifestyles.
Assess the impact of family, cultural, religious, media, and societal messages on one's thoughts, feelings, values, and behaviors related to sexuality.
Ensure the rights of all people to have access to accurate sexuality information.
Avoid behaviors that exhibit prejudice and bigotry.
Reject stereotypes about the sexuality of diverse populations.

Sub-concepts: Each key concept is further delineated into sub-concepts connected to each specific topic.

Developmental Messages:

The important content appropriate for different grades is identified for each sub-concept.

These developmental messages are defined at the level when they should first be discussed. A message cited for an early developmental level is not listed again. The curriculum assumes all developmental messages, after being introduced, will be reinforced repeatedly at different levels through classroom activities.

For grades four through eight, specific learner objectives have been used to insure that the same depth of information will be given to each class. Specific materials have been given for use with the specific learner objectives. This material is indexed after the topic.

(NOTE: an '*' indicates that the topic is covered in the current Health Curriculum)

Footnote:

Two behaviors which are initially covered in the Health Curriculum at MCI are:

I. Under "Relationships"

Make informed choices about family options and lifestyles.

II. Under "Sexual Health"

Practice health promoting behaviors, such as regular check-ups, breast and testicular self-exam, and early Identification of potential problems.

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SEXUALITY EDUCATION: GOALS AND VALUES

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships, and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. Sexuality education addresses the biological, socio-cultural, psychological, and spiritual dimensions of sexuality from (1) the cognitive domain, (2) the affective domain, and (3) the behavioral domain, including the skills to communicate effectively and make responsible decisions.

The primary goal of sexuality education is the promotion of sexual health. In 1975, the World Health Organization defined sexual health as "the integration of the physical, emotional, intellectual, and social aspects of sexual being in ways that are positively enriching, and that enhance personality, communication, and love...every person has a right to receive sexual information and to consider accepting sexual relationships for pleasure as well as for r procreation. "

Sexuality education seeks to assist children in understanding a positive view of sexuality, provide them with information and skills about taking care of their sexual health, and help them acquire skills to make decisions now and in the future. The life behaviors presented on page 5 present the desired outcomes of a sexuality education program.

These guidelines are based on four primary goals for sexuality education:

Information: To provide accurate information about human sexuality, including growth and development, human reproduction, anatomy, physiology, masturbation, family life, pregnancy, childbirth, parenthood, sexual response, sexual orientation, contraception, abortion, sexual abuse, HIV/AIDS and other sexually transmitted diseases.

Attitudes, Values, and Insights: To provide an opportunity for young people to question, explore, and assess their sexual attitudes in order to develop their own values, increase self-esteem, develop insights concerning relationships with members of both genders, and understand their obligations and responsibilities to others.

Relationships and Interpersonal Skills: To help young people develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, as well as the ability to create satisfying relationships.. Sexuality education programs should prepare students to understand their sexuality effectively and creatively in adult roles. This would include helping young people develop the capacity for caring, supportive, non-coercive, and mutually pleasurable intimate and sexual relationships.

Responsibility: To help young people exercise responsibility regarding sexual relationships, stressing abstinence, how to resist pressures to become prematurely involved in sexual intercourse. Provide knowledge of contraception and other sexual health measures. Sexuality education should be a central component of programs designed to reduce the prevalence of sexually-related medical problems, including teenage pregnancies, sexually transmitted diseases including HIV infection, and sexual abuse.

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Our curriculum is based on the following values:

- Sexuality is a natural and healthy part of living.
- All persons are sexual.
- Sexuality includes physical, ethical, spiritual, psychological, and emotional dimensions.
- Every person has dignity and self worth.
- Individuals express their sexuality in varied ways.
- In a pluralistic society like the United States, people have many diverse values and beliefs about sexuality.
- Sexual relationships should never be coercive or exploitative.
- All children should be loved and cared for.
- All sexual decisions have effects or consequences.
- All persons have the right and the obligation to make responsible sexual choices.
- Individuals and society benefit when children are able to discuss sexuality with their parents and/or other trusted adults.
- Young people explore their sexuality as a natural process of achieving sexual maturity.
- Premature involvement in sexual behaviors poses risks.
- Abstaining from sexual intercourse is the most effective .method of preventing pregnancy and STD/HIV.
- Young people who are involved in sexual relationships need access to information about healthcare services.

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Key Concept 1: RELATIONSHIPS

Relationships play a central role throughout our lives.

Topic 1: Families

Sub-concept: People are raised in families and most live in families as adults.

Developmental Messages:

Grades K-3

- (K) There are different kinds of families.
- (K) Children may live with one parent, two biological parents, two remarried parents, adoptive parents, grandparents, friends or other combinations of adults and children.
- (K) Every family member has a role and individual needs.
- (K) Individual families change over time.
- (K) Families have rules to help people live together and children develop.
- (K) Family members take care of each other.
- (K) All the members of a family may not live in the same place.
- (K) Family members can show love for each other in many ways.
- (K) Members of a family sometime disagree but continue to love each other.
- (K) Families change when birth, adoption, divorce, separation, remarriage, death, moving, or illness happens to family members.
- (K) Change in a family may make its members happy or sad.
- (K) People in families can move away, but they are still members of that family.
- (K) Communication in families is important.

Resources

Grade K Families

Learning About Family Life. "All Kinds of Families" p 35, activities 1-8 (K-1) P 36-37

Learning About Family Life. "Natan's Grandma is Coming To Live With Him" p 42

Learning About Family Life. "Natan's Grandma Has Arrived" p 81, activities 1-5 (K-1)p 82

Learning About Family Life. "Families Change" p 98, activities 1&2 (K-1) P 99

The concepts of "some people have children and others do not" and "each family may decide how many children to have" will be introduced here.

- (1) Family members have rights and responsibilities.
- (1) Adult family members usually guide the child's rights and responsibilities.
- (1) Families teach values to children.
- (1) Raising a child is one of the most important jobs of a family.
- (1) People with disabilities can have families and children.

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Resources Grade 1 Families

- Learning About Family Life. "Families Change" p 98, activities 3 & 4 (K-1) P 99
Learning About Family Life. "Why are Your Legs Different" p 110, activities 1-3 (K-1) p 111
Learning About Family Life. "Family Day" p 141
Learning About Family Life. "School Is Over" p 156

(2) Families play an important role in personality development.

Resources Grade 2 Families

- Learning About Family Life. "Natan's Grandmother Is Coming to Live with Him" p 42, activity 1(2-3)
P 44
Learning About Family Life. "Natan's Grandmother Has Arrived" p 81, activities 283 (2-3) P 44
(3) Family members are also individuals, each with a unique personality.
(3) The responsibilities of family members may change as they grow older.
(3) Family relationships may become difficult when the family structure is changed.
(3) *Families sometimes need counseling in order to function well.

Resources Grade 3 Families

- Learning About Family Life. "Natan's Grandmother Is Coming to Live with Him" p 42, activity 1 (2-3)
P 44
Learning About Family Life. "Families Change" p 98, activities 2-5 (2-3) P 99
Learning About Family Life. "Sarah Will Visit Her Daddy" p 150, activities 1&2 (2-3) P 152
Learning About Family Life. "Joseph Is an Uncle" p 153, activities 1-3 (2-3) P 155*

* In this story and activities the concept that if the family couldn't solve the problem where could they get help. Do Not use the discussion material on contraception since it is not introduced into SAD #53 curriculum until a later date.

Topic 2: Friendship

Sub-concept: Friendships are important throughout life.

Developmental Messages:

Grades K-3

- (K) People can have many friends.
- (K) There are different types of friends.
- (K) Friends spend time together and get to know each other well.
- (K) Friendship depends on honesty.

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- (K) Friends can feel angry with each other.
- (K) Friends sometimes hurt each other's feelings.
- (K) Friends forgive each other.
- (K) Friends share feelings with each other.
- (K) Friends can help each other.
- (K) Friends can be either male or female.

Resources Grade K Friendship

Learning About Family Life. "You Can't Play With Us" p 39, activities 2 & 3 (K-1) P 41 Duso-Program - Guidance Department

- (1) Many skills are needed to begin, continue, and end friendships.
- (1) Friendships are necessary for most people to feel good about themselves.

Resources Grade 1 . Friendship

Learning About Family Life. "You Can't Play With Us" p 39, activities 5 (K-1) p 41 Duso- Guidance Department

Topic 3: Love

Sub-concept: Loving relationships of many types are important throughout life.

Developmental Messages:

Grades K-3

- (K) Love means having deep and warm feelings about oneself and others.
- (K) There are many different types of love.
- (K) People express love differently to their parents, families, pets, and friends.

Resources Grade K Love

Learning About Family Life. "Ms. Ruiz Brings Diana Marie for a Visit" p 135, activities 4 (K-1) P 136
- Use a discussion as part of the collage in activity #4 caring for pets, older people, friends

- (1) Love involves rewards and responsibilities.
- (1) People experience loving relationships throughout their lives.
- (1) People are capable of giving and receiving love.

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Resources Grade 1 Love

Learning About family Life, "Ms. Ruiz Brings Diana Marie for a Visit" p 135, activities 2,3,5 (K-1)
P 135-136

Topic 4: Dating

Sub-concept: Dating enables people to experience companionship.

Developmental Messages:

Grades K-3

- (K) When two teenagers or unmarried adults spend their leisure time with one another, it is often called dating.
- (K) Sometimes single parents date.

Resources Grade K Dating

Learning About family Life. "Sarah Will Visit Her Daddy" p 1&0, activities 1&4 (K-1) P 151 (Uses the concept of step-parent instead of dating)

* This also could be handled in a general discussion on how people spend time with each other, that grown-ups enjoy going out with each other.

Topic 5: Marriage and Lifetime Commitments

Sub-concept: Marriage is a legal commitment that two people make to share their lives and family responsibilities.

Developmental Messages:

Grades K-3

- (K) Two people decide to marry or make a lifetime commitment to each other because they love each other and want to share their lives together.
- (K) Most men and women will marry.
- (K) Some couples who love each other live together in the same home without getting married.
- (K) Most people who marry intend it to be a lifelong relationship.
- (K) People who are married may get divorced when they decide they do not want to live with each other anymore.
- (K) People can have children whether they are married or unmarried.
- (K) When parents divorce, children may live with one or both of them.
- (K) Children are not to blame for their parents' divorce,
- (K) It is not the child's responsibility to get their separated or divorced parents back together regardless of how much they want it to happen.

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Resources

Grade K Marriage and Lifetime Commitments

Learning About Family Life. "Family Trees" p 49, activities 1&3 (K-1)

In this activity the concept of family with or without children, with or without marriage, single parent families, two parent families, families which grandparents or aunts and uncles parent can be explored. A statement can be used when discussing single parent families - that adults are responsible for their own decisions and children are not the cause of adults divorcing or separating. Further "Universalization" can be used that many children blame themselves for their parents' decisions but again adults are responsible for themselves.

- (1) Divorce may be difficult for parents and for children.
- (1) After a divorce, parents and children continue their lives in new ways.
- (1) Children dealing with separation or divorce may need to talk with an adult about their feelings.

Resources

Grade 1 Marriage and Lifetime Commitments

Learning About Family Life. "Sarah Will Visit Her Daddy" p 150, activities 1-4 (K-1) P 152

Topic 6: Parenting

Sub-concept: Parenting children is a major responsibility.

Developmental Messages:

Grades K-6

- (2) People who have or adopt children are responsible for taking care of them.
- (2) Parenting is an adult job.
- (2) Parenting can be a wonderful experience.
- (2) Parenting is a lot of work.
- (2) Parents who adopt children love their children as much as biological parents.
- (2) Parents sometimes have trouble parenting because they are having difficulties in their own lives.

Resources

Grade 2 Parenting

Learning About Life. "Mr. Ruiz Brings Diane Martin for a Visit" p 135,
Activity 2 from (K-1)
Activity 4 from (2-3)

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**Key Concept 1:
PERSONAL SKILLS**

Healthy sexuality requires the development and use of specific personal and interpersonal skills.

Topic 1: Values

Sub-concept: Values guide our behavior and give purpose and direction to our lives.

Developmental Messages:

Grades K-3

- (1) Individuals and families may have different values.
- (1) Values are strong feelings or beliefs about important issues.

Resources
Grade 1 Values

This can come up as a general discussion on different holidays, when a part of the class has not partake in an activity because of belief or value. The concept that different values are a part of our society thus part of our classroom is important.

Topic 2: Decision-making

Sub-concept: Making responsible decisions is important because those decisions can affect not only ourselves but others.

Developmental Messages:

Grades K-3

- (K) Everybody has to make decisions.
- (K) Small children make many decisions such as what clothes to wear, toys to play with or who to have as friends.
- (K) All decisions have consequences.

Resources
Grade K Decision-Making

Learning About Family Life. "Emily Can Jump Rope" p 132, activities 1 & 2 P 133

- (1) Children need help from adults to make many of their decisions.
- (1) Decision-making is a skill that can be improved.

Resources
Grade 1 Decision-Making

Topic 3: Communication

Sub-concept: Communication includes sharing information, feelings, and attitudes with one another.

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Developmental Messages:

Grades K-3

- (K) There are many different forms of communication including verbal, nonverbal, sign, and written.
- (K) Communication is necessary in human relationships.

Resources Grade K Communication

Topic 4: Assertiveness

Sub-concept: Assertiveness is communicating feelings and needs, while respecting the rights of others.

Developmental Messages:

Grades K-3

- (K) Everyone, including children, has rights.
- (K) It is all right to tell trusted people about one's feelings and needs.
- (K) Asking is the first step to having needs met.
- (K) Children sometimes have to do things they don't want to do because their parents and teachers say so.

Resources Grade K Assertiveness

Learning About Family Life. "Families, Friends, and Feeling Journals. p 22 activities-6 (K-1)
-additional resources

- (2) Being assertive means speaking up for what one wants or saying how one feels.
- (2) People always have the right to refuse any person's request for any type of behavior that makes them feel uncomfortable.
- (2 -3) Assertiveness is different from aggressiveness: aggressiveness interferes with the rights of Others

Resources Grade 2 Assertiveness

Learning About Family Life. "Families, Friends, and Feeling Journals" p 22, activities 3 & 4
(K-1/2-3) P 23

additional resources

- (3) Assertiveness is a skill that can be learned and improved.
- (3) Being assertive includes repeating one's position, taking the offensive, offering a compromise, refusing further discussion and walking away.
- (3) Being assertive does not ensure that people will always get what they want.

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Resources Grade 3 Assertiveness

Learning About Family Life. "Tina and Emily Are So Angry" p 83, activities 1&3 (K-1) and activities 2&3 (2-3) P 86

additional resources

Topic 5: Conflict Resolution

Sub-concept: Negotiation allows people to solve a problem or resolve a conflict.

Developmental Messages:

Grades K-6

(K/ 5) Negotiation is a way to get one's needs met without using guilt, anger, or intimidation.

(K/5) Negotiation requires give and take on the part of both persons.

(K/5) To negotiate, one must decide what trade-offs can be accepted and what issues cannot be compromised.

Resources Grade K Conflict Resolution

Learning About Family Life. "Tina and Emily Are So Angry" p 83, activities 1-4 (K-1) p 86
additional resources

Topic 6: Finding Help

Sub-concept: People with problems can seek help from family, friends or a professional.

Developmental Messages:

Grades K-3

(K) Friends and family members usually try to help one another.

(K) If parents can't help, one could ask a friend's parent, teacher, clergy, or another trusted adult.

Resources Grade K Finding Help

Discussion: Have children list who they could call upon to help them. Name people within the school and community if children have not included them such as teachers, school counselor, school nurse, principal, minister, etc.

additional resources

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(1) Children may be able to help someone who has a problem.

Resources **Grade 1 Finding Help**

Activity: Utilize children in room as active problem solvers as part of the classroom norm.

additional resources

- (2) Sometimes the best help comes from someone who is a good listener.
- (2) There are community agencies and people that can provide help.
- (2) Asking for help is a wise decision.
- (2) Problems with alcohol, drugs, money, violence, and abuse are examples of problems that some families face today.
- (2) Sometimes things happen to families that require professional help.

Resources **Grade 2 Finding Help**

Learning About Family Life. "Families Help Each Other" p 116, activities 1&2 (2-3) P 117

additional resources

- (3) Children sometime need to talk with a trusted adult other than their parents.
- (3) People, other than parents, who can help others include counselors, religious leaders, health, mental health practitioners, teachers, relatives and friends.
- (3) It is often difficult for people to admit they need help.

Resources **Grade 3 Finding Help**

Activity I: Have children break into small groups and come up with the situations in which child would need help outside of the family.

Discussion I: Have class brainstorm who could help and how would they contact them. Utilize news articles for examples to give them a wide range of topics.

additional resources

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Key Concept 3: SOCIETY AND CULTURE

Social and cultural environments shape the way individuals learn at and express their sexuality.

Topic 1: Sexuality and Society

Sub-concept: Society influences what people believe and how they feel about sexuality

Developmental Messages:

Begins at grades 4-6

Topic 2: Gender Roles

Sub-concept: Cultures teach what it is to be a man or a woman.

Developmental Messages:

Grades K-3

- (K) Everyone is born male or female.
- (K) Boys and girls grow up to be men and women.
- (K) There are few jobs that are only for males or females
- (K) Both mothers and fathers have important roles as parents.

Resources

Grade K Gender Roles

Learning About Family Life. "Jamila's Mom Has a New Job" p 101, activities 1-3 (K-1) P 102
Discussion p 102 .When School Was New" p 25

additional resources

- (1) Males and females share equal talents, characteristics, strengths, and hopes for their future.

Resources

Grade 1 Gender Roles

Learning About Family Life. "Jamila's Mom Has a New Job" p 101, activity 4 (K-1) P 102

- (2) Males and females have many similarities and a few differences.
- (2) It is a stereotype to think that all males or all females are or should be alike.
- (2) Almost all adult jobs and careers are open to men and women.

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Resources Grade 2 Gender Roles

Learning About Family Life. "Jamila's Mom Has a New Job" p 101, activities 2&3 p 103

- (3) Males and females receive messages about how they should behave from their family, friends, the media, and society.
- (3) People often expect males and females to behave stereotypically.
- (3) Males and females can be friends and respect each other.
- (3) Sometimes males and females receive unequal or negative treatment because of their gender.
- (3) Certain laws and rules protect women's and men's rights.

Resources Grade 3 Gender Roles

Activity I: Utilizing newspaper, magazine ads, etc. have children in small groups make two posters: one which stereo types of males and females and one which shows males and females as equals/individualist.

Discussion I: Discuss messages media, society and our families give to us. Utilize chalk board or large paper.

Activity II: Utilizing newspaper, magazines etc. have children find a case on job discrimination.

Discussion II: Discuss what agencies in this community handle complaints of job discrimination. Show children a poster of public notification of these laws.

Topic 3: Sexuality and the Law

Sub-concept: Certain laws govern sexual and reproductive rights.

Developmental Messages:

Begins at grade 4-6

Topic 4: Sexuality and the Media

Sub-concept: The media have a profound effect on sexual information, values, and behavior.

Developmental Messages:

Grades K-3

- (K) People can refuse to watch and/or listen to anything that offends them.
- (K) Some of what is on television, in the movies, in books and magazines, and on radio is true and some is not.
- (K) Some television commercials try to make people and things look different and better than they really are.

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Resources **Grade K Sexuality and the Media**

Activity I: Have children discuss their favorite TV show in group discussion time.

Discussion I: Discuss what shows show real life, which do not.

Discussion II: Discuss that seeing cartoons and commercials can be fun, but people need to remember that the things cartoon characters do or how people look in commercials is not how real life is. Bring in some examples of magazine advertisements/comics to help with the discussion.

additional resources

(1) Some television programs and movies are not appropriate for young children.

Resources **Grade 1 Sexuality and the Media**

Discussion I: At "TEACHABLE MOMENT" discuss that some TV programs that older siblings or parents watch are not appropriate for them. Universalize that some children can find them confusing, even frightening, and they often show men and women in stereo-type roles.

additional resources

- (3) No one really looks as perfect in real life as certain actors and actresses appear in the media.
- (3) The media often presents an unrealistic or negative image of what it means to be male or female, what it means to be in love, and what parenthood and marriages are like.
- (3) The media can influence the way people think and behave.
- (3) A parent or trusted adult can help when media messages are confusing.

Resources **Grade 3 Sexuality and the Media**

Activity I: Ask child to take a show they are allowed to watch and answer the following or similar questions:

How did the characters look when they got out of bed, ate breakfast, came home from work or school?

Was arguing, fighting shown on the show?

How did people handle fights on the show?

Did people always make-up?

Who did the child care on the show?

Who worked on the show?

Who cleaned/cooked on the show?

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Discussion I: Who is put down on the show? Discuss the answers in class. Have the student rate his/her show #1 to #10 based on their own reality. Have students share their ratings (if they wish to).

Activity II: Ask children (working in small groups) to take a stack of old magazines in the room and pick out the MOST unreal, or negative male, female and family picture.

Discussion II: Have each group explain to the class why they chose this picture.

additional resources

Key Concept 4: HUMAN DEVELOPMENT

Human development is characterized by the interrelationship between physical, emotional, social and intellectual growth.

Topic 1: Reproductive Anatomy and Physiology

Sub-concept: The human body has the capability to reproduce

Developmental Messages:

Grades K-3

(K) Each body part has a correct name.

(K) A person's private body parts, reproductive organs, and genes determine whether the person is male or female.

Resources Grade K Body Parts

Learning About Family Life. "Body Parts" p 53, activities 1 & 3 (K-1)

Discussion: At this point the concept "a person's private body parts" *(the parts around and near where we pee) reproductive organs *(the parts responsible for making and having babies), and genes *(special small parts of us that we can't see with the naked eye that will decide if we are a boys or girls) should be introduced.

Here also the concept that "feelings maybe caused when touched" is added. A basic statement is appropriate.

* () are suggested way to explain terms.

(1) It is important for children to know scientific names for body parts.

(1) Males have a penis and testicles.

(1) Females have a vagina, ovaries, and breasts.

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Resources Grade 1 Body Parts

Learning About Family Life. "Body Parts" p 53, activities 2 (2-3) P 55

Learning About Family Life. "More Body Parts" p 58

Activity I: USE WORKBOOK DIAGRAMS AND MAKE A TEACHER DIAGRAM
(EXCLUDING SCROTUM AND VULVA)

Activity II: 1 & 3 (K-1) P 59

The concepts that, 1)"these parts may have good and bad feelings when touched" 2)"male and female bodies are more alike than different" needs to be reintroduced at this time.

Learning About Family Life. "Learning About Our Genital Parts" p 64, activities 1&2(K-1) p66
(DO NOT USE THE WORDS SCROTUM,VULVA AND CLITORIS)

DUSO Program

Body Part Dolls are In the first aid closet In each school.

additional resources

Topic 2: Reproduction

Sub-concept: Reproduction is a part of the life-cycle.

Developmental Messages:

Grades K-3

(K) Reproduction requires both a man and a woman.

(K) Not all men and women decide to have children.

(K) Not all men and women are capable of having children.

Resources Grade K Reproduction

The above concepts can be introduced with:
"Reproductive Anatomy & Physiology" on pages 18 & 19.

additional resources

1 Women have reproductive organs that enable them to have a child.

1 Men and women have specific cells in their bodies that enable them to reproduce.

Resources Grade K Reproduction

The above concepts can be introduced with:
"Reproductive Anatomy & Physiology" on pages 18 & 19.

Statement can be made such as:

"Girls also have special parts in their bodies that allows them to have a baby when they are bigger. Men and women have special small parts you can't see with the eye that enable them to have a baby (special cells).

SAD #53 K-3 FAMILY LIFE CURRICULUM

additional resources

- (2) When a woman is pregnant, the fetus grows inside her body.
- (2) Babies usually come out of a woman's body through an opening called a vagina.
- (2) Some babies are born by an operation called a Cesarean Section.
- (2) Women have mammary glands in the breasts that can provide milk for a baby.

Resources Grade 2 Reproduction

Learning About Family Life. "Why do I Have a Navel" p 61, activities 1-3 (2-3) P 63

Learning About Family Life. "Learning About Genital Parts" p 64, *activity 2 (K-1) p 66

(DO NOT USE THE WORDS SCROTUM, VULVA AND CLITORIS)

*activity should be done to reinforce proper names of genital parts

Topic 3: Puberty

Sub-concept: Puberty is a universally experienced transition from childhood to adulthood that is characterized by physical and emotional changes.

Developmental Message:

Grades K-3

(K-3) Bodies change as children grow older. (This concept is introduced in K)

Resources Grade K Puberty

Learning About Family Life. "Growth Graphs" p 28, activities 1,2,5 (K - 1)

Topic 4: Body Image

Sub-concept: People's image of their bodies affect feelings and behaviors.

Developmental Message:

Grades K-3

(K) Individual bodies are different sizes, shapes and colors.

(K) Male and female bodies are equally special. *Concept active in Reproductive A & P

(K) Bodily differences make us unique.

Resources Grade K Body Image

Learning About Family Life. "Why Are Your Legs Different?" p 110, activities 1-3(K-1)p 111

(2) The way a body looks (skin color, hair, eye color, shape) is mainly determined by a person's biological parents and grandparents.

(2) Good health habits, such as diet and exercise, can improve the way a person looks and feels.

(2) Each person can be proud of the special qualities of his/her own body.

(2) A person's appearance is determined by heredity, environment, and health habits.

(2) The media portray beautiful people but most people do not fit these images.

(2) The value of a person is not determined by their appearance.

SAD #53 K-3 FAMILY LIFE CURRICULUM

- (2) The size and shape of a person's body may affect how others feel about and behave towards that person.
- (2) People with physical disabilities have the same feelings, needs, and desires as people without disabilities.

Resources Grade 2 Body Image

Learning About Family Life. "Why Are Your Legs Different?" p 110, activities 1-3 (2-3) Science Grade 2&3; Covers nutrition exercise, etc.

additional resources

Topic 5: Sexual Identity and Orientation

Sub-concept: As young people grow and develop, they begin to feel romantically and sexually attracted to other people.

Developmental messages:

Grades K-3

- (K) Everyone is born a boy or a girl.
- (K) Boys and girls grow up to be men and women
- (K) Human beings experience different kinds of loving.

Grade K Resources Sexual Identity & Orientation

The above concepts can be introduced with:
"Reproductive Anatomy & Physiology" on pages 18 & 19.

- (3) Men and women who are attracted to someone of the other gender are heterosexual.

Resources Grade 3 Sexual Identity & Orientation

Activity: Use as a spelling or vocabulary word

Key Concept 5: **SEXUAL BEHAVIOR** Sexuality is central to being human and individuals express their sexuality in a variety of ways.

Topic 1: Sexuality Throughout Life

Sub-concept: Sexuality is a natural and healthy part of life.

Developmental Messages:

Grades K-3

- (K) Most children are curious about their bodies.
- (K) Touching private body parts should not be done in a public place.

SAD #53 K-3 FAMILY LIFE CURRICULUM

- (1) Some families and groups oppose touching private body parts.
- (1) Some boys and girls never touch their private body parts.
- (1) Touching private body parts does not cause physical or mental harm.

Resources

Grade 1 Sexuality Through Life

See attached story for reference material „Talking about touches" adaptation of the story in Learning About Family Life.

additional resources

- (2) Children become curious and may explore feelings of being male/female as they become older.
- (2) Children should be encouraged to talk to their parents and other trusted adults about sexuality.

Resources

Grade 2 Sexuality Through Life

See attached story for reference material" Talking about touches" adaptation of the story in Learning About Family Life.

additional resources

Topic 2: Shared Sexual Behavior

Sub-concept: Individuals express their sexuality with a partner in diverse ways.

Developmental Messages:

Begins at grades 4-6

Topic 3: Abstinence

Sub-concept: Abstinence from sexual intercourse is the most effective method of preventing pregnancies and STD/HIV.

Developmental Messages:

Begins at grades 4-6

Topic 4: Human Sexuality

Sub-concept: Male and female bodies respond both similarly and differently to sexual stimulation.

Developmental Messages:

Grades K-3

- (1) Male and female bodies are more alike than different.
- (1) The touching of body parts can produce good and bad feelings.

SAD #53 K-3 FAMILY LIFE CURRICULUM

Resources Grade 1 Human Sexuality

These concepts are covered in Body Parts on pages 18 & 19.
DUSO: Guidance Department Program

Key Concept 6: **SEXUAL HEALTH**

The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behavior.

Topic 1: Contraception

Sub-concept: Contraception reduces the risk of unintentional pregnancy.

Developmental Messages:

Grades K-3

- (K) Some people have children and others do not.
- (K) Each family may decide how many children to have.

Resources Grade K Contraception

These concepts are covered in Topic: 1 Families page 5

Topic 2: Abortion

Sub-concept: When a woman becomes pregnant and chooses not to have a child, she has the option of having a legal abortion.

Developmental Messages:

Begins at grades 4-6

Topic 3: Sexually Transmitted Diseases and HIV Infection

Sub-concept: Sexually transmitted disease, including HIV infection, can be avoided by individual preventive behavior.

Developmental Messages:

Grades K-3

- (K) Infections and HIV are caused by small organisms such as bacteria and viruses.
- (K) People can transmit the HIV through exchange of body fluids.
- (K) A person cannot become infected with HIV by being around or touching someone who has AIDS.
- (K) HIV is not spread by casual, social, or family contact, by insects, or by donating blood.
- (K) One cannot determine who has STD/HIV by just looking at the person.
- (K) The symptoms of STD/HIV are sometimes hidden, absent, or unnoticed.

SAD #53 K-3 FAMILY LIFE CURRICULUM

- (K) It sometimes takes several years after becoming infected with HIV before symptoms of disease appear.
- (K) There is no cure for HIV infection or AIDS, although medications are now available which lessen symptoms and slow the development of the disease.

Resources

Grade K Sexually Transmitted Diseases & HIV Infection

School Nurse does HIV Education Grade K

additional resources

- (3) HIV is usually acquired by teenagers and adults during sexual behavior or intravenous drug use with an infected person; but contact with blood and body fluids is always a risk.
- (3) A small number of children are born with HIV from an infected mother.
- (3) The only sure way to know if someone is infected with STD/HIV is from testing and medical examination.
- (3) Teenagers who become infected with HIV may not develop AIDS symptoms for up to 8 to 10 years.
- (3) Professional counseling and support can be helpful for persons infected with STD/ HIV and their families.

Resources

Grade 3 Sexually Transmitted Diseases & HIV Infection

Learning About Family Life. "Uncle Seth Has HIV" p 73

Discussion: Discussion and facts about HIV/AIDS p 73

Learning About Family Life. "Will I Catch HIV" p 75

Activity 1 (2-3) p 77

additional resources

Topic 4: Sexual Abuse

Sub-concept: Sexual abuse can be prevented or stopped.

Developmental Messages:

Grades K-3

- (K) A person's body belongs to him or her.
- (K) Everyone, including children, has the right to tell others not to touch their body when they don't want to be touched.
- (K) There are good reasons for some adults to look at or touch children's bodies, such as a doctor examining a child or a parent giving a child a bath.

Resources

Grade K Sexual Abuse

Learning About Family Life. "Your Body Is Private" p 125, activities 1-4 (K-1) p 127

SAD #53 K-3 FAMILY LIFE CURRICULUM

- (1) No adult should touch a child's private parts except for health reasons.
- (1) Sexual abuse occurs when an older, stronger or more powerful person looks at or touches a child's private body parts for no legitimate reason.
- (1) It is common for a sex abuser to tell the child to keep the behavior secret and/or to threaten the child and family.
- (1) If unwanted or uncomfortable touching happens, the child should tell a trusted adult.
- (1) If a stranger tries to get a child to go with him/her, the child should leave quickly and tell a parent(s), teacher, neighbor, or other trusted adult.
- (1) A child is never at fault if an adult touches him/her in a way that is wrong or uncomfortable.
- (1) Sexual abuse could happen to both boys and girls.
- (1) Parents, professionals at schools and community members can help children who are sexually abused.
- (1) Sexual abuse is very common even though many people do not want to talk about it.
- (1) Sexual abuse is most often committed by someone known to the child.

Resources **Grade K Sexual Abuse**

Duso Program: Guidance Department
Learning About Family Life. "Your Body is Private" p 125
Comments and Consideration p 127

Topic 5: Reproductive Health

Sub-concept: Men and women must care for their reproductive health to assure their future children's health and development.

Developmental Messages:

Grades K-3

- (1) Girls and boys need to care for all body parts during childhood and adolescence.
- (2) Smoking, drinking alcohol, and using other drugs can hurt a baby before it is born.
- (3) Drugs can affect one's future ability to have healthy children.
- (3) Birth defects may cause lifetime health or developmental problems.

Resources **Grade K-3 Reproductive Health**

Discovery program covers these concepts

ADAPTATION OF THE STORY ... **"Talking About Touches"** (10/1993)

Mr. Martin is taking a few children on a nature walk to a creek near the school. They spend the morning collecting bugs in small nets. Everyone has a great time splashing in the water and looking at the insects. When it is lunchtime, they go to a small park to eat. Mr. Martin is sitting under a tree eating his sandwich when Tom sits down beside him.

SAD #5 K-3 FAMILY LIFE CURRICULUM

"Hi," Tom says.

Mr. Martin's mouth is full so he only nods.

"Can I ask you a question?" Tom asks. "Brian says you told him it was okay to ask about sex if we got confused. "

"Sure, Tom. What do you want to know?"

"Well, it's kind of weird, I guess, but you know when we were talking about safety and people who shouldn't touch our private parts and stuff, well, I got kind of confused."

"Why?" Mr. Martin asks, "Is someone bothering you?"

"Oh, no", Tom says. "I mean, sort of, I'm bothering me, I guess."

"You are?"

"Yeah," Tom answers. "I mean, I know grown-ups aren't supposed to touch my private parts, but sometimes, I mean, well. .."

"I think I understand," Mr. Martin says, "Sometimes you touch your own private parts, is that right?"

Tom nods.

"Well, Tom that's an important thing to tell me. Grown-ups sometimes forget to tell children that touching can cause feelings especially when someone you love touches you. And touching yourself can also cause feelings and that's okay. When you touch your own private parts it is something that you do in private. "

Tom replies, "This is very hard to think about."

Mr. Martin laughs. "You're right about that, Tom. But it is very important to think about, and I am glad that you asked me your question."