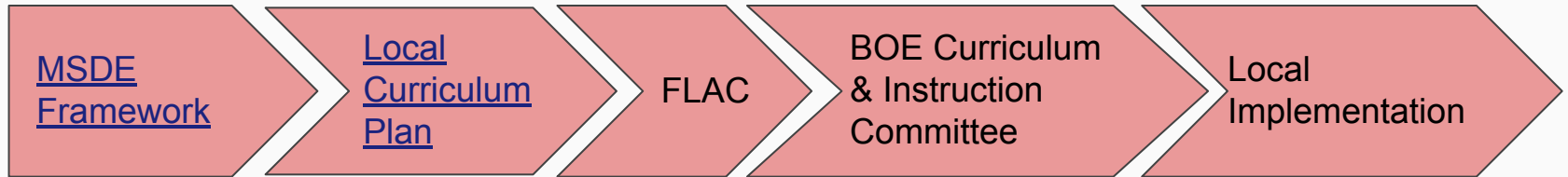


Washington County Board of Education Family Life Advisory Committee (FLAC)

Elementary Presentation
June 6, 2022



Family Life Curriculum Development



Elementary Health

Physical education teachers teach 10-minute health mini-lessons as part of physical education class.

Washington County Public Schools (WCPS) has two Family Life teachers who rotate and provide instruction to 5th grade students. The instructional topics in 5th grade focus on changes to the body and puberty. Prior to the 5th grade instruction occurring, parents receive notification and may elect to have their child opt out.

Kindergarten Health

Standards

1a. Mental and Emotional Health

- Identify a variety of relationships. 1a.K.6

1c. Family Life and Human Sexuality

- Identify that family is a group of people that support each other. 1c.K.1. Identify different types of families (e.g., singleparent, same-gender, intergenerational, cohabitating, adoptive, foster, etc.). 1c.K.2

Lesson Discussion Points

- A relationship is the connection between people and how they know one another.
- In your family, you may have a mother, father, step-mother, step-father, brother, sister, grandmother, grandfather, aunt, uncle, and/or cousin.
- At school, you have a relationship with your principal, teachers, classmates, friends.
- In your community, you may know your neighbor, teammates, and/or family doctor. If you don't know people, they are strangers.

Kindergarten Health

Standards

1a. Mental and Emotional Health

- Recognize the feelings of another child and how to respond in a healthy way. 1a.K.4

1c. Family Life and Human Sexuality

- Recognize prosocial behaviors (e.g. helping others, being respectful of others, cooperation, and consideration). 1c.K.3
- Recognize that individuals have personal boundaries and bodily autonomy. 1c.K.4
- Recognize it is important to treat people of all gender identities and expressions with dignity and respect. 1c.K.6

Lesson Discussion Points

- How do you know how another child is feeling? (Body language, facial expressions, etc.)
- People are in charge of their own bodies, and it's not okay to touch them without permission.
- It's not okay for someone to touch you in a way you don't want to be touched.
- Everyone has different physical features (hair, size, etc.), and we all express ourselves differently (hair styles, clothing, etc).

Kindergarten Health

Standards

1a. Mental and Emotional Health

- Identify the benefits of people's uniqueness 1a.K.7.

1c. Family Life and Human Sexuality

- Recognize a range of ways people identify and express their gender. 1c.K.5

Lesson Discussion Points

- Unique: the quality of being special or the only one of its kind.
- Everyone is different and has different likes and dislikes.
- Treat everyone with respect and kindness.
- Don't be mean to people because they are different.

First Grade Health

Standards

1a. Mental and Emotional Health

- Describe the importance of talking with trusted adults about emotions and concerns 1a.1.8

1c. Family Life and Human Sexuality

- Describe differences in families. 1c.1.1

Lesson Discussion Points

- All families are different, you may have a mother, father, step-mother, step-father, brother, sister, grandmother, grandfather, aunt, uncle, and/or cousin. Families can change.
- Families can be your trusted adults where you can talk about things that bother you or share how you are feeling (emotions).

First Grade Health

Standards

1a. Mental and Emotional Health

- Describe healthy ways to express affection, love, friendship, and concern.

1a.1.6

1c. Family Life and Human Sexuality

- Identify Healthy family and peer relationships. 1c.1.2

Lesson Discussion Points

- Affection: appropriate touching; hugging, kissing (family), and holding hands.
- Love: spending quality time, giving a gift, giving encouragement.
- Friendship: spending time together, communicating, supporting one another.
- Concern: asking how they are, listening, letting them know you are thinking about them.

First Grade Health

Standards

1a. Mental and Emotional Health

- Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.1.4

1c. Family Life and Human Sexuality

- Demonstrate how to communicate respect for someone's personal boundaries. 1c.1.3

Lesson Discussion Points

- Defining boundaries and respecting the boundaries of others.
- How can we share our likes & dislikes?
- Understanding nonverbal cues, such as a mean face, arms crossed, running away or turning away.
- It is alright to share that you don't like something or you don't want something.

First Grade Health

Standards

1a. Mental and Emotional Health

- Describe appropriate ways to express one's emotions and practice positive coping skills. 1a.1.2. Identify why it is hurtful to tease or bully others. 1a.1.7

1c. Family Life and Human Sexuality

- Identify a range of ways people identify and express gender. 1c.1.4. Identify ways to treat people of all gender identities and expression with dignity and respect. 1c.1.5

Lesson Discussion Points

- Treat everyone with respect and kindness.
- Everyone one is different and unique, and it is important to show kindness to others.
- Definition of bullying and how to report if you are being bullied.

Second Grade Health

Standards

1a. Mental and Emotional Health

- Explain why it is hurtful to tease or bully others and what to do if someone is bullied. 1a.2.6. Describe healthy and rewarding social interactions. 1a.2.5

1c. Family Life and Human Sexuality

- Explain why it is important to respect different kinds of families. 1c.2.1. Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.2.5 (Repeat from grade 1). Describe healthy family and peer relationships. 1c.2.2

Lesson Discussion Points

- All families are different. Be respectful of where people come from and who they are.
- Treat everyone with respect and kindness.
- Kids who are bullied are more likely to experience: depression and anxiety, health complaints, or decreased academic achievement.
- Kids who bully others are more likely to engage in violent and other risky behaviors into adulthood: drug abuse, fighting, criminal activity, or abuse.
- Learn how to communicate and listen.
- Understand how to solve conflicts and find resolutions.
- Gain support and encouragement from those closest to you.

Second Grade Health

Standards

1a. Mental and Emotional Health

- Demonstrate a variety of strategies to express and manage emotions. 1a.2.1. Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. 1a.2.

1c. Family Life and Human Sexuality

- Demonstrate appropriate actions when someone says or does something that does not respect your personal boundaries. 1c.2.3. Practice communicating personal boundaries. 1c.2.4.

Lesson Discussion Points

- Talk to a trusted adult, exercise, eat healthy, get enough sleep, and set realistic goals.
- Strategies to manage emotions.
- How to tell someone when personal boundaries are crossed.
- How to understand nonverbal cues.
- It is alright to say you don't like something or don't want something.

Third Grade Health

Standards

1a. Mental and Emotional Health

- Identify characteristics of healthy relationships.
1a.3.6

1c. Family Life and Human Sexuality

- Define consent as people of all ages and abilities having the right to tell others not to touch their body when they do not want to be touched.
1c.3.1. Demonstrate ways to treat people of all gender identities and expressions with dignity and respect. 1c.2.5 (Repeat from grade 1 & 2)

Lesson Discussion Points

- Treat everyone with respect and kindness.
- Definitions of: supportive, honesty, and trustworthy.
- Respect the boundaries of others.
- Consent means another person can tell you yes or no to touching their personal things or their body.
- Everyone one is different and unique.

Fourth Grade Health

Standards

1a. Mental and Emotional Health

- Identify ways trusted adults can help you or someone else deal with difficult emotions or situations. 1a.4.8

1c. Family Life and Human Sexuality

- Identify parents, caregivers, or other trusted adults that students can talk with about relationships, puberty, and health. 1c.4.1

Lesson Discussion Points

- Sometimes when kids are worried, what they need most is a trusted adult's reassurance and comfort.
- Offer reassurance and comfort to others.
- Review school supports.
- Encourage students to talk with family members when dealing with difficult situations.
- Keep things in perspective. Many problems are temporary and solvable, and there will be better days and other opportunities to try again.

Fourth Grade Health

Standards

1a. Mental and Emotional Health

- Describe the benefits of healthy peer relationships. 1a.4.6

1c. Family Life and Human Sexuality

- Explain the relationship between consent, personal boundaries, and bodily autonomy. 1c.4.2

Lesson Discussion Points

- Healthy relationships involve treating peers with respect and kindness.
- Having support to try new things and take appropriate risks is beneficial.
- How to develop a support network.
- Respecting boundaries.
- Consent means another person can tell you yes or no to touching their personal things or their body.
- My body is my property, and only I can give permission.

Fifth Grade Health

Standards

1a. Mental and Emotional Health

- Explain how a trusted adult can support you or someone else with difficult emotions or situations. 1a.5.9

1c. Family Life and Human Sexuality

- Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health. 1c.5.1

Lesson Discussion Points

- Trusted adults can offer reassurance and comfort or perspective during difficult situations.
- Many problems are temporary and trusted adults can help us work through them.
- Trusted adults can listen.
- Sometimes talking and listening and feeling understood is all that's needed to help with frustrations.

Fifth Grade Health

Standards

1a. Mental and Emotional Health

- Demonstrate respectful ways to show empathy to others. 1a.5.4. Describe the characteristics of healthy and unhealthy relationships among friends and family members. 1a.5.8

1c. Family Life and Human Sexuality

- Analyze the relationship between consent and personal boundaries. 1c.5.2

Lesson Discussion Points

- Show a sincere interest in others and act with kindness.
- Healthy behaviors: kind words, trusting, and encouraging others.
- Unhealthy behaviors: hurtful words, slandering, and discouraging others.
- Healthy relationships: boundaries or limits are set. Consent is asked and consent is given.
- Unhealthy relationships: boundaries are crossed, property is borrowed or taken without permission.

Fifth Grade Family Life

The Family Life Team teaches the indicators dealing with puberty and sexual development.

[5th Grade Family Life Lessons](#)