

## GRADE THREE FAMILY LIFE EDUCATION (FLE) OBJECTIVES

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	Health 3.8.2 / FLE SOL 3.1	<p><b><i>The student will understand how positive interactions with family, peers, and others contribute to positive social and emotional growth and development.</i></b></p> <p>Students learn that sharing, cooperating, showing consideration and understanding and communicating in verbal and nonverbal ways help promote healthy family and peer relationships. Students experience cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in groups such as the scouts is encouraged.</p>
	FLE SOL 3.3 (Guidance)	<p><b><i>The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.</i></b></p> <p>Changes that occur include moving; the addition or birth of a sibling; death; illness; disability; separation; divorce; remarriage; and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving as the need arises.</p>
	Health 3.2.1 / FLE SOL 3.10	<p><b><i>The student will recognize safe and unsafe behaviors.</i></b></p> <p>Students recognize the necessity of safety rules that are not necessarily associated with sexual abuse. They should be made aware that they are not to speak to strangers or venture away from designated areas, nor leave the supervising adult's side when in a public place. If they are separated or get lost, they should be able to give their full name, address, area code and telephone numbers, and to know how to find reliable help (i.e., community helpers).</p>
Human Sexuality / Growth and Development / Reproduction	FLE SOL 3.5 (All Areas)	<p><b><i>The student will be taught on a one-to-one basis, when needed, the correct terminology when talking about body parts and functions.</i></b></p> <p>Terms included in this approach are <i>urinate, bowel movement, penis, vagina, and anus</i> to substitute for colloquial or slang terminology. Parents are encouraged to reinforce correct terminology at home.</p>
Stress Management and Resistance to Peer Pressure	Health 3.7.2	<p><b><i>The student will identify the use of refusal skills to counter negative influences.</i></b></p> <p>Students learn that a decision is a choice, and that every day, decisions are made that affect health. Some decisions are easy to make, but for other harder decisions, students have to think through these situations before making decisions about them. Students also learn how to make responsible decisions and ways to say "no" to wrong decisions and behavior.</p>
	FLE SOL 3.12 (Health)	<p><b><i>The student will become conscious of how commercials use our emotions to influence our choice of products.</i></b></p> <p>Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.</p>
Development of Positive Self-Concept and Respect for Others	Guidance 3P.2 FLE SOL 3.2	<p><b><i>The student will positively communicate thoughts, feelings, and needs to others in a variety of ways.</i></b></p> <p>Students recognize that communication includes both sending messages and listening. Good communication is getting the message across through the use of facial expressions, tone of voice, and body language. Good communication also depends on listening, or giving the other person one's full attention. People can use a variety of expressive media that involves body language, speaking, and writing to communication. For example, exercises, games, art, music, dance, and drama are effective ways to communicate thoughts, feelings, and needs.</p>

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Development of Positive Self-Concept and Respect for Others <i>(continued)</i>	Guidance 3P.3 FLE SOL 2.4	<b><i>The student will demonstrate and accept responsibility for individual behavior and how it affects others.</i></b> Through classroom experiences, students to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, students will recognize the importance of making restitution by helping the victim solve the problem caused by the behavior.
	Health 3.8.2 FLE SOL 3.1	<b><i>The student will explain how to get along better with others (understand how positive interactions contribute to social and emotional growth and development.</i></b> Students learn that showing respect is a key element in getting along with peers and family members. Cooperating with others, treating others as we would like to be treated, and using good communication skills are important in demonstrating respect and in developing healthful relationships with others. Students will participate in cooperative group games that involve reciprocal helping behavior in order to practice skills in getting along with others.
	FLE SOL 3.9 (Health)	<b><i>The student will describe the types of behavior that enables him or her to gain friends or lose friends.</i></b> Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that cause children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship , such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group.
	FLE SOL 3.2 (Health)	<b><i>The student will express what he or she likes and/or dislikes about him or her to continue developing a positive self-image.</i></b> Expressive media (for example, exercises, games, art, music, dance, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.
	Guidance 3P.8	<b><i>The student will understand that diversity exists in the United States and appreciate the similarities and differences of all ethnic backgrounds.</i></b> Students learn that the world is made of many different cultures with different physical appearances and that this diversity is a part of life. The world is made of numerous cultures. All cultures have special qualities and are equally important. Emphasis is placed on the importance of respecting each individual for who they are and recognizing the uniqueness of each person and his or her cultural origins.
	Health 3.7.1	<b><i>The student will understand the consequences of taking medicines improperly.</i></b> Students learn that medicine misuse is taking medicine without following the directions exactly. Medicine abuse is taking medicine to do something other than treat an illness. People abuse medicine because they like the way the medicine makes them feel. However, there are serious consequences of taking medicines improperly. People who abuse medicine can develop an addiction. An addiction is the constant need for and use of the medicine, even though the person knows it is harmful. Addition can lead to serious illness, damage to the brain or other body systems, or even death.
	Substance Abuse	Health 3.7.3

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Substance Abuse (continued)	Health 3.7.5	<b><i>The student will identify the effects of tobacco, alcohol, and other drugs on the body systems.</i></b> Students learn that drugs change the way body systems are able to do their jobs. Inhaling smoke from tobacco, marijuana, and inhalants damages the lungs by decreasing oxygen intake. Chemicals in drugs cause blood vessels to narrow, causing stress to the heart that can lead to heart disease or a heart attack. Drugs affect the brain's ability to coordinate body systems, which in turn can lead to illness or death.
	Health 3.7.4	<b><i>The student will understand how using illegal drugs may negatively affect behavior and relationships with others.</i></b> Illegal drug use can change a person's behavior and harm their relationships with others. Students identify the negative effects of illegal drug abuse including loss of interest in school and social events; changes in personality; neglect of personal health and appearance; and possible feelings of anxiety, nervousness, or sadness.
	FLE SOL 3.12 (Health)	<b><i>The student will become conscious of how commercials use our emotions to influence our choice of products.</i></b> Students learn that advertisements are made to present products in ways that make them appealing. Advertisers use music and colors to influence our choice of products, as well as famous people we admire as paid solicitors for their products. It is important for students to think about the messages in ads and recognize that the messages in them may be misleading if some facts about the product are left out.
Child Abuse	FLE SOL 3.11 (Guidance)	<b><i>The student will demonstrate to others how to respond appropriately to touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.</i></b> Students learn about the nature of loving feelings and that most people are loving and kind, but some people show unloving actions. Students recognize the inappropriateness of some actions and learn rules to follow if a person touches them in an unsafe manner.