

GRADE FOUR FAMILY LIFE EDUCATION (FLE) OBJECTIVES

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	FLE SOL 4.6 / FLE 5.9 (Guidance)	<p><i>The student will develop an understanding of the roles, duties, and responsibilities of family members.</i> The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Students define the traditional and changing roles, duties and responsibilities of family members and learn how to prepare for the life-long adjustments required for his or her changing roles.</p>
	Guidance 4P.4 / FLE SOL 3.4	<p><i>The student will give examples of healthy coping strategies for dealing with feelings produced by changes in the family.</i> An essential component is provided in the clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openingly and in appropriate ways.</p>
	Health 4.2.1	<p><i>The student will describe the importance of seeking assistance from an adult in an unsafe or uncomfortable situation.</i> Students will identify potentially unsafe and/or uncomfortable situations in school, at home, and in public places, and identify individuals who can be trusted to assist them in unsafe situations.</p>
	Guidance 4P.8	<p><i>The student will identify factors that impact personal safety and well-being.</i> The focus is on the identification of hazards in the environment and safe practices concerning them. Students demonstrate when and where to go for help and how or whom to phone for help; develop safe habits that prevent accidents at home; practice fire safety; and develop coping strategies when unsupervised or home alone.</p>
Stress Management and Resistance to Peer Pressure	Health 4.8.3 / Guidance 4P.7	<p><i>The student will demonstrate coping skills needed to manage stressful situations.</i> An essential skill for developing strategies to cope with stressful situations and life changes is the ability to maintain a positive attitude. Students learn the importance of attitude in their ability to bounce back from tough times and having a support network, or group of caring family members and friends, to turn to during challenging situations. Healthy coping strategies also include participating in vigorous physical exercise and games; talking about feelings; reading books, and involving oneself in creative expressions such as art, music, and dance.</p>
Human Sexuality / Growth and Development/ Reproduction	FLE SOL 3.5 (Health)	<p><i>The student will identify external body parts associated with reproduction and elimination, using correct terminology.</i> External genitalia are explained, including such terms as <i>penis</i>, <i>scrotum</i>, <i>vaginal opening</i>, <i>opening of the urethra</i>, and <i>vagina</i>.</p>
	FLE SOL 4.2 (Health)	<p><i>The student will identify physical changes that occur during puberty as related to his or her own sex.</i> The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and changes in the voice. Female characteristics presented include increased width and roundness of hips, development of breasts, and the pituitary gland that controls physical growth through hormones, the appearance of public and auxiliary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. The importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.</p>

Curriculum Strand	Objective Number	Objective and Description
Development of Positive Self-Concept and Respect for Others	Guidance 4P.1 / FLE SOL 4.4	<p><i>The student will evaluate methods of expressing feelings.</i> Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. Students learn to manage appropriate responses to these feelings and to avoid self-destructive behavior.</p>
	FLE SOL 4.5 (Health)	<p><i>The student will develop positive reactions to his or her strengths and weaknesses.</i> This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success net time.</p>
Substance Abuse	FLE SOL 4.9 (Health)	<p><i>The student will recognize the dangers of using alcohol, tobacco, caffeine, marijuana, and inhalants.</i> The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence and child abuse.</p>
	FLE SOL 4.8 (Health)	<p><i>The student will identify factors contributing to the use of drugs.</i> Discussion includes the motivation for using drugs and other substances—a need to feel “grown up,” a need for peer acceptance, a “high” from the temporary effects of drugs, and/or a relief from psychic pain. Emphasis is placed on ways of dealing with one’s needs and feelings without the use of drugs or other substances.</p>
	Health 4.7.3 / FLE SOL 4.9	<p><i>The student will understand the connection between drug use and violence.</i> Students learn that drug abuse increases crime and violent behavior. Drug abusers may engage in violent behavior in order to obtain drug money for drugs. Abuse can also lead to other crimes, such as stealing and drug trafficking.</p>
	Health 4.7.2 / FLE SOL 4.9	<p><i>The student will understand the long term physical, financial, mental/emotional and social consequences of drug use.</i> The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence and child abuse including the long-term physical consequences (mental and physical disease); financial consequences (loss of job or home); mental/emotional consequences (depression, anger); and social consequences (loss of relationships).</p>
	Health 4.7.1	<p><i>The student will describe the impact that drug and alcohol abuse has on individuals, families, and communities.</i> Students learn that in addition to the physical, mental, social, and emotional impacts individual drug abusers suffer, drug and alcohol abuse also affects family dynamics. The drug abuse can cause tension in the family, leading to verbal and physical abuse, dishonest behavior, and loss of trust among family members. Communities are also affected by an increase in crime and violent behavior.</p>
	Health 4.8.1	<p><i>The student will use refusal skills when involved in difficult relationships.</i> The focus is on the importance of making responsible decisions and the recognition that peers oftentimes encourage each other to do things they know are harmful, unsafe, or break laws or family guidelines. Emphasis is placed on specific skills students should know and practice when placed in harmful situations where it is important to say “no”.</p>

Curriculum Strand	Objective Number	Objective and Description
Substance Abuse (continued)	Health 4.7.4 / FLE SOL 4.9	<p><i>The student will understand the Commonwealth of Virginia laws regarding alcohol and tobacco use for minors.</i></p> <p>Students discuss current Virginia laws regarding alcohol and tobacco used by minors and identifies the consequences for violating tobacco rules.</p>
Child Abuse	Health 4.2.1	<p><i>The student will describe the importance of seeking assistance from an adult in an unsafe or uncomfortable situation.</i></p> <p>Students identify a trusted adult as a person who is known and can be relied upon. Emphasis is placed on the importance of seeking assistance from trusted adults when one is in an unsafe or uncomfortable situation. Students identify trusted adults who can be sought out at school, at home, or in public places when one encounters an unsafe or uncomfortable situation.</p>
	Health 4.8.4 / FLE SOL 4.7 (Health, Guidance)	<p><i>The student will recognize abusive behaviors and relationships.</i></p> <p>Abuse happens because a person does not know how to handle a problem in a healthful way. Harmful relationships are relationships that affect self-respect and include harmful behavior and abuse. Physically abusive relationships result in physical injury to a person, such as bruises, broken bones, scratches. Emotionally abusive relationships involve the use of words or gestures to make another person feel worthless, such as insults, repeated treats, constant teasing, and harsh criticism. Neglectful relationships involve the failure of one person to provide proper care, guidance, food, shelter, health care, and emotional support for another person.</p>