

## GRADE ONE FAMILY LIFE EDUCATION (FLE) OBJECTIVES

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	FLE SOL 1.4 (Guidance)	<p><b><i>The student will develop an understanding of the importance of family and of different family types.</i></b>                      The emphasis is on the need for nurturing parents or other responsible adults in the family, regardless of the type of family. The student advances from awareness of family types at the kindergarten level to understanding the importance of the family and its various types at the first grade level. Family types include traditional two-parent families, extended families, one-parent families, adoptive families, foster families, families with step-parents, and blended families (new families formed by the marriage of a man and woman with children from previous marriages).</p>
	FLE SOL 1.5 (Guidance)	<p><b><i>The student will identify family members and their responsibilities in contributing to the functioning of the family.</i></b>                      The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or disabled family members; and providing for fun and play.</p>
	FLE SOL 2.2 (Guidance)	<p><b><i>The student will realize that individuals other than parents also provide care and support for children.</i></b>                      Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.</p>
	Guidance 1P.2	<p><b><i>The student will develop an awareness of the importance of personal safety.</i></b>                      Students will review the essentials of public safety, such as avoiding strangers, and not venturing away from designated areas or from supervising adults. They should be able to recite their full name, address, area code and telephone number(s), and identify safety personnel who can help them if they are lost.</p>
Human Sexuality / Growth and Development	FLE SOL 1.7 (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>                      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>
	FLE SOL 1.6 (Science)	<p><b><i>The student will realize that human beings and other mammals have babies and that the babies can be nourished with milk produced by their mothers.</i></b>                      Animals, including human beings, are living things and have needs that must be met for them to live and grow. Animals need water, food, shelter, and a suitable space to live. Many baby animals depend on their parents to meet their needs. Animals known as mammals provide parental care for their young after they give birth to them. Mammal mothers make milk and feed the milk to their young. The babies drink milk from their mother, which is called nursing. Examples of mammal babies that drink milk from their mothers include deer fawns and cow and seal calves. Human mothers' body, which nurse their babies in the same way that other mammals do, although some human mothers choose to nurse their babies using bottles instead.</p>
Stress Management and Resistance to Peer Pressure	FLE SOL 1.9 (Health)	<p><b><i>The student will become aware of appropriate behavior to use in dealing with his or her feelings.</i></b>                      The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed.</p>

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Development of Positive Self-Concept and Respect for Others	Health 1.8.4 / FLE SOL 1.8	<p><b><i>The student will understand the difference between positive and negative emotions.</i></b>            Students will learn that there are many different kinds of emotions, or strong feelings, some they like and some they don't like. It is normal to have many different kinds of feelings. Positive emotions are those that make people feel good, such as feeling happy, safe, or loved. Negative emotions are those that make people feel bad, such as feeling scared, angry, or sad. There are different ways people can show how they feel, such as talking about anger or laughing or jumping when happy.</p>
	Health 1.8.3 / FLE SOL 1.8	<p><b><i>The student will understand how to express ideas and thoughts to create positive relationships.</i></b>            Students learn that it is good to have friends they enjoy spending time with, talking to, and playing with, and that there are many ways to make friends.            Positive relationships are built on good communication. Sending messages (through speaking and writing, body language, and sign language) and listening are important in communicating. "I- messages" are good ways to express feelings.</p>
	Guidance 1P.1 / SOL 1.8	<p><b><i>The student will describe how to express feelings in constructive ways.</i></b>            The focus of this objective is on the effectiveness of "I-messages" as healthful ways to say or write about feelings. Students learn the three parts of an "I-message", including what happened; how it affected him or her; and how he or she felt.</p>
	FLE SOL 1.1 (All Areas)	<p><b><i>The student will experience continuing success and good feelings about self.</i></b>            The teacher continues to provide a classroom environment that fosters experiences of success in schoolwork, in self-acceptance of personal appearance, in the handling of day-to-day situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem at home.</p>
	Health 1.8.5 / FLE SOL 1.3	<p><b><i>The student will demonstrate how to accept responsibility and to show respect.</i></b>            Emphasis is on respect—being thoughtful and careful in the way students talk, touch, or act around other people. Students learn how to show respect by getting along with others, or cooperating in work and play. Emphasis is also placed on how gossiping, or saying unkind words, about others hurts people's feelings and can change the way people think about them.</p>
	Health 1.8.9 / FLE SOL 1.3	<p><b><i>The student will show respect for others and identify how to earn respect.</i></b>            In healthful relationships, people respect each other. There are ways to earn respect from others, including having self-respect, or thinking highly of oneself. When a person shows self respect, others will respect him as well. Setting limits, or saying what actions are okay and not okay; using honest talk, or telling someone how one feels; and asking others to change disrespectful actions; such as telling someone not to push or shove again, are also ways to earn respect.</p>
	FLE SOL 1.2 (All Areas)	<p><b><i>The student will experience continuing respect from others.</i></b>            Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical and emotional infringement by others.</p>
	Health 1.8.7 / FLE SOL 1.3	<p><b><i>The student will demonstrate how to get along with others.</i></b>            The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings.</p>

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Development of Positive Self-Concept and Respect for Others <i>(continued)</i>	FLE SOL 1.10 (Health)	<p><b><i>The student will experience the logical consequences of his or her behavior.</i></b></p> <p>The student will learn the opportunity to make developmentally appropriate choices in his or her daily living and experience outcomes (positive and negative) of his or her choices. The foundation for responsible decision – making involves being allowed to learn from one’s choices.</p>
Substance Abuse	Health 1.7.1 / FLE 1.16	<p><b><i>The student will understand how misusing medicines and drugs can be harmful.</i></b></p> <p>Students learn that misusing drugs is dangerous. A person can become sick if he or she takes a medicine prescribed for someone else or if he or she takes too much over-the-counter medication or takes it too often.</p> <p><b><i>The student will recognize and resist pressure to use drugs.</i></b></p> <p>To refuse means to say no to something. A person can refuse drugs by saying no and telling why; thinking about what could happen; suggesting to do something else; repeating no; not changing his or her mind; and walking away.</p>
Child Abuse	FLE SOL 1.11 (Guidance)	<p><b><i>The student will realize that physical affection can be an expression of friendship, of celebration, or of a nurturing family.</i></b></p> <p>Students learn that physical affection, including hugs and kisses, can be expressions of caring and loving in a family or between friends. Children recognize that people learn about love and getting along with others from their families. Family members should treat each other with caring, kindness, love, and respect. Family rules are rules a family makes to keep family members safe and healthy.</p>
	FLE SOL 1.12 (Guidance)	<p><b><i>The student will demonstrate strategies for responding to inappropriate approaches from family members, neighbors, strangers, and others.</i></b></p> <p>Students learn that a good touch shows kindness and caring. Good touches are those that can be done in front of anyone; touches that are not secret; touching that makes us feel good; touching that is done to provide cleaning or medical care; and touching that is an expression of affection by a family member. A bad touch is one that makes a person upset. Bad touches are those occur on private parts of the body (a body part covered by a swimsuit); touches to be kept secret; and touching that produce bad feelings. Students learn how to say “no” to bad touches.</p>