

GRADE TWO FAMILY LIFE EDUCATION (FLE) OBJECTIVES

Curriculum Strand	Objective Number	Objective and Description
Human Sexuality / Growth and Development / Reproduction	FLE SOL 1.7 (All Areas)	<p><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></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>
	FLE SOL 3.6 (Science)	<p><i>The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.</i></p> <p>Emphasis is on the idea that people go through many changes as they grow, and that part of growing is changing. Changes that can be seen are physical changes, and those that cannot be seen are called emotional and social changes. Students also learn that the sequence of human changes from birth to death is called the life cycle. Everyone goes through the basic stages of growth during their life cycle, but each person's growth rate is different.</p>
	FLE SOL 2.3 / FLE SOL 3.8 (Science)	<p><i>The student will comprehend that a baby grows inside the mother's body in a special place called the uterus for nine months and then is born.</i></p> <p>Emphasis is on the fact that humans like most other mammals, give birth to babies and take care of them during their infancy. Even before it is born, a human baby depends on its mother to help it grow and develop. Before they are born, human babies develop inside their mothers' bodies in the uterus, or womb. It takes nine months for a baby to develop before it is ready to be born, during which time the baby receives nourishment from the mother through the placenta and umbilical cord. Other mammal babies take different amounts of time to develop in their mothers' womb before birth.</p>
Stress Management and Resistance to Peer Pressure	Guidance 2.P.6	<p><i>The student will recognize different coping strategies to deal with students.</i></p> <p>Students learn that stress is the body that results from strong feelings such as anger or being scared, and that too much stress can make a person tired or can even cause a person to get sick. Short-term body changes can include faster heartbeat, more rapid breathing, tight muscles, and sweaty hands; long-term stress can cause ways to cope with stressful situations.</p>
	FLE SOL 2.8 (Health)	<p><i>The student will become conscious of how commercials use our emotions to influence our choice of products.</i></p> <p>Students are introduced to 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	FLE SOL 2.5 (Health)	<p><i>The student will demonstrate the appropriate way to deal with feelings.</i></p> <p>Emotions can be expressed appropriately in spoken and written words, actions, and through body language. It is important to show emotions in healthful ways, such as; through messages. Emotions are shown in healthful ways: Fear – talk to a parent or guardian; be honest. The adult may be able to help a person get over fearful feelings. Caring – show concern for someone by telling him or her. Sadness, grief, or rejection – it is important to let out emotions by crying or talking to a responsible adult about the pain that is felt. Keeping a journal and writing about feelings also helps. Joy and happiness – show happy feelings by smiling, laughing, and moving with energy. One person's joy and happiness can make others feel happy.</p>

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Development of Positive Self-Concept and Respect for Others (continued)	FLE SOL 2.1 (All Areas)	<p><i>The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.</i></p> <p>All people are special and should be accepted and appreciated as they are. People enjoy many different activities. Every person can do something well, but people don't all do the same things. Being different in these ways makes people special. Physical differences are not very important and should not be used to judge a person's value. People are special because of who they are, how they think and feel, and what they do.</p>
	Health 2.8.3	<p><i>The student will understand how having self-confidence will help lead to personal success.</i></p> <p>Self-esteem is the way people feel about themselves. Positive self-esteem is having good feelings about oneself. People can develop positive self-esteem by choosing responsible actions (doing what is right, telling the truth, showing caring behavior, being fair). When a person has self-respect, he or she recognizes his or her strengths. They learn from mistakes and work on their weaknesses. They do their best to improve both their strengths and weaknesses. This helps them build self-confidence.</p>
	Guidance 2P.2	<p><i>The student will develop an awareness of individual differences.</i></p> <p>Students will learn that they have traits and qualities which make them unique. They learn to respect one another and to develop an appreciation for individual differences and that although their physical appearances may differ, they do have several characteristics in common with their classmates.</p>
Substance Abuse	Health 2.7.1	<p><i>The student will understand how alcohol, tobacco, and other drugs can be addictive.</i></p> <p>Students learned that alcohol, tobacco, and caffeine can be harmful because they are addictive. When people are addicted to a drug, they are dependent on it. This means their body or mind needs it to function. Alcohol is a drug found in some drinks. A person using alcohol cannot walk straight, moves slowly, makes poor decisions, and can have accidents. The alcohol also causes damage to the organs and brain and may cause cancer. Cigarettes, cigars, and smokeless tobacco contain tobacco, which contains the drug nicotine. Nicotine is highly addictive. The tobacco in cigarette and cigar smoke contains tar that covers the lungs, causing difficulty breathing. The tobacco may also cause lung or mouth cancer or heart disease.</p>
	FLE 2.15 (Health)	<p><i>The student will understand why it is important to not give in to peer pressure especially where drugs are concerned.</i></p> <p>Students learn that negative peer pressure is the pressure to do something illegal or dangerous, such as using drugs. It is often hard to resist negative peer pressure, even when the consequences are known, because many people want to be liked, to fit in, or because they worry that their peers may make fun of them if they don't go along with the group. Emphasis is placed on the importance of developing a set of strategies for resisting negative peer pressure and for developing a set of friends who can use positive peer pressure to help each other resist drugs.</p>
	FLE SOL 2.8 (Health)	<p><i>The student will become conscious of how commercials use our emotions to influence our choice of products.</i></p> <p>An advertisement is a message to get us to buy something. Ads may use our emotions to persuade us to purchase a product, even if it is not in our best interest. Ads use funny characters and cool music to influence us. It is important to look for health facts about products before deciding whether to buy them. Students learn to ask questions when seeing health product ads.</p>

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Child Abuse	FLE 2.6 (Guidance)	<p><i>The student will recognize that physical affection can be an expression of friendship, of celebration, or of a nurturing family.</i></p> <p>Family members have many ways they show they care, including using kind words when praising, encouraging, and supporting family members. Family members use kind gestures to show their affection including hugging, handholding, kissing, and back-rubbing. Family members can also spend time with other family members to show nurturing. Playing games, listening, and helping other family members with chores or homework are ways family members show affection.</p>
	Health 2.2.1 / FLE SOL 2.7	<p><i>The student will advance in readiness in using refusal skills to say “no” and to tell a trusted adult in private about inappropriate approaches from family members, neighbors, strangers, and others.</i></p> <p>A bad touch is a touch that does not feel right. A bad touch does not show respect. It might make a person feel upset. Some bad touches occur on a private part of the body. A private part of the body is a part that is covered by the swimming suit. It is important to follow rules when one gets an unsafe or bad touch: tell the other person to stop; yell as loud as you can; run away; and tell a parent, guardian, or another trusted adult right away.</p>