

## KINDERGARTEN FAMILY LIFE EDUCATION (FLE) OBJECTIVES

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	FLE SOL K.4 (Guidance)	<p><b><i>The student will recognize that everyone is a member of a family and that families come in many types.</i></b>                      This includes a variety of family types: traditional or married 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 K.5 (Guidance)	<p><b><i>The student will identify members of his or her own family.</i></b>                      This refers to identifying the adult and child members of the student’s family.</p>
	FLE SOL K.6 (Guidance)	<p><b><i>The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.</i></b>                      The focus is on the positive words and actions that convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also helps the child understand that rules are made for safety and protection.</p>
	Health K.2.1 / FLE SOL K.11	<p><b><i>The student will understand the need for safety rules and practices.</i></b>                      Students recognize that safety rules are necessary. They should be made aware that they are not to speak to strangers or venture away from designated areas, or leave the supervising adult’s side when in a public place. If they are separated or get lost, students should be able to give their full name, address, area code and telephone number(s).</p>
	Health K.3.2 / FLE SOL K.11	<p><b><i>The student will identify people who help provide health and safety information.</i></b>                      Students recognize the need for 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 number(s), and to know how to find reliable help (i.e., community helpers).</p>
Development of Positive Self-Concept and Respect for Others	FLE SOL K.1 (All Areas)	<p><b><i>The student will experience success and positive feelings about self.</i></b>                      This includes experiencing success in school work and home tasks; taking pride in personal appearance; the effect of handling day-to-day situations; and acceptance by others. The teacher will provide these experiences through the climate of the classroom. Parents are encouraged to reinforce these positive experiences and feelings at home.</p>
	Health K.8.1 / FLE SOL K.10	<p><b><i>The student will identify the difference between positive and negative emotions and identify healthful ways to deal with uncomfortable feelings.</i></b>                      Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expression of feelings at home and to work with the teacher in a team approach to achieve this and other objectives.</p>
	Health K.8.5 / FLE SOL K.2 and FLE SOL K.3	<p><b><i>The student will demonstrate respect for the rights of others.</i></b>                      Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.</p>

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Development of Positive Self-Concept and Respect for Others <i>(continued)</i>	Guidance KP.4	<b><i>The student will distinguish between appropriate and inappropriate behavior in school.</i></b> The teacher uses appropriate descriptive language to explain to a child how behavior affects others positively or negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. Other school personnel reinforce this approach. Parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed.
	Guidance KP.1	<b><i>The student will recognize and appreciate one's unique abilities.</i></b> The student will understand that everyone is special, and that being special and sharing feels about being special makes a person feel good about who they are. Students will recognize that people do different things to help them feel special, such as reading or playing. Doing what is right also makes people feel good. Telling the truth, showing caring behavior toward others, and being fair are "right actions" that make people feel good.
Substance Abuse	Health K.7.1	<b><i>The student will understand how drugs and medicines can be both safe and dangerous.</i></b> The student will learn what makes a substance safe or unsafe and the importance of asking a trusted adult before using such substances. The student will learn safety guidelines for the identification, use, and storage of drugs and medicines.
	FLE K.20 (Health)	<b><i>The student will recognize that we can say "no" to a friend's offer of medicine without losing friendship.</i></b> The student will learn to identify ways of saying "no" to peer pressure.
Child Abuse	FLE SOL K.7 (Guidance)	<b><i>The student will realize that physical affection can be an expression of friendship, of celebration, and of a nurturing family.</i></b> It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family.
	FLE SOL K.8 (Guidance)	<b><i>The student will recognize the elements of good and bad touches from family members and neighbors, and how to respond to them appropriately.</i></b> Elements of good touching by others include touching that can be done in front of anyone; touching that is not secret; touching that does not make the child uncomfortable; touch that is done to provide cleaning or medical care; touching that is an expression of affection by a family member. Bad touches include touching on private parts of the body; touching to be kept secret; touching that could produce bad feelings. It is important for children to know they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, guardian, or grandparent.
	FLE SOL K.9 (Guidance)	<b><i>The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.</i></b> This involves learning to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.