

SOLs & Descriptive Statements: Family Life Education Grade 3

3.1 The student will demonstrate a sense of belonging in group work and play.

Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups, such as the scouts, is encouraged. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.

3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.

Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.

3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.

Descriptive Statement: Changes which occur include moving to a new home, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, 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 using positive mental health practices.

3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.

Descriptive Statement: An essential component is providing a 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. In order to foster positive mental health, it is important that feelings be expressed openly in appropriate ways.

3.5 The student will identify and use correct terms for external body parts associated with reproduction and elimination.

Descriptive Statement: External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.

3.7 The student will become aware that both a male and a female are necessary to have a baby.

Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate, medically accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.