

FAIRFAX COUNTY PUBLIC SCHOOLS
FAMILY LIFE EDUCATION

KINDERGARTEN PROGRAM DESCRIPTION

In kindergarten, Family Life Education instruction includes Emotional and Social Health lessons.

Kindergarten Instructional Objectives—Emotional and Social Health

K.1 The student will identify members of his or her own family.

Descriptive Statement: This refers to identifying the adult and child members of the student's family. The student will be encouraged to regard his or her parents and family as the primary support group and caretaker(s).

K.2 The student will recognize that everyone is a member of a family and that a family is the first experience of community, which is made up of many families that are alike and different.

Descriptive Statement: The child will begin to describe a community as people living and working together and will understand that family members make up a community. The family community may include different kinds of families: traditional or two-parent families--mother, father, children; extended families--relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families formed by the marriage of a man and woman with children from previous marriages.

K.3 The student will recognize the positive ways family members show love, affection and appreciation for one another.

Descriptive Statement: The focus is on appropriate expression of affection, such as hugging, handholding, kissing, and actions that convey care, safety, protection, and guidance. The importance of family rules and interactions such as listening, encouraging, supporting, helping, and playing are included.

K.4 The student will study the reasons for personal hygiene practices and the consequences of the lack of them.

Descriptive Statement: This includes reasons for basic health routines such as washing hands, covering mouth when coughing, using tissue to clean nose, bathing, etc., and the consequences of neglecting personal hygiene practices.

K.5 The student will learn that hurting someone on purpose, physically or mentally, is unacceptable behavior.

Descriptive Statement: Inappropriate behaviors such as hitting, kicking, biting, scratching, pushing, and name-calling will be identified as unacceptable ways of expressing feelings. Alternative ways of showing anger will be explored.

K.6 The student will recognize his or her right to say “no” to bad touches by strangers, neighbors, family members, or others.

Descriptive Statement: This involves learning how to say “no” in a loud voice while standing up and looking directly at any person who attempts inappropriate touching including strangers, neighbors, family members, or others. It is important for children to distinguish appropriate and inappropriate touching and to understand that they should report inappropriate approaches to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, children should realize the need to continue talking about inappropriate approaches until someone listens and responds.

K.7 The student will practice making appropriate self-protection decisions.

Descriptive Statement: Teachers will read short stories in which students discuss probable courses of action and identify what is best to do to ensure personal safety. The “safe house” symbol will be discussed.

K.8 The student will demonstrate how to avoid interactions with strangers.

Descriptive Statement: This includes instruction by a school-community relations officer of the Fairfax County Police Department about situations to avoid and what to do if approached by a stranger. Safe sources of help will be identified.

K.9 The student will know how and where to get help in an emergency.

Descriptive Statement: This includes learning that the emergency telephone number 911 is a source of immediate help for serious situations and understanding that a police officer is a friend who can help with a problem.

K.10 The student will learn that safe things to eat are good for your body and there are unsafe things called poisons which we should never eat, drink, or smell.

Descriptive Statement: This involves learning that only healthy and nutritional foods and beverages are safe and good for our bodies; i.e., apple, orange, banana, fruit juice, water. Empty containers and packages from items that are unsafe to eat, drink, or smell will be discussed and labeled with “Mr. Yuk” stickers.

Kindergarten Print Materials—Emotional and Social Health Education

All Kinds of Families. Norma Simon.

The book acknowledges that families do not always consist of two parents and their children; that there are happy times as well as separation and sadness in families; and that love, trust, belonging, and support are the most important elements in a family.

Peter’s Chair. Ezra Keats.

There is a new baby in the house and Peter’s world has changed. His parents help to reassure him by giving him his own grown-up chair.

Optional Kindergarten Media—Emotional and Social Health Education

Different Kinds of Love. Encyclopaedia Britannica Educational, 1972. (4 minutes)

Explains the varying feelings of caring and love that children may have toward special things and special people: love for families, love of playing outdoors, and many others.

Every Family is Special. Encyclopaedia Britannica Educational, 1972. (4 minutes)

Stevie, an adopted child, learns that through love and caring all members of a family can feel they belong. Stresses the uniqueness of every family and family member and discusses their care for one another.

Tell Us How You Feel, Encyclopaedia Britannica Educational, 1972. (4 minutes)

Stresses the importance of communicating feelings. Encourages children to communicate with others.

Where Are You in Your Family? Encyclopaedia Britannica Educational, 1972. (4 minutes)

Explains the differences in family sizes, shows the importance of concern and care among family members, and highlights each person's special place in the family.