

Family Life Kindergarten

Bartlett City Schools

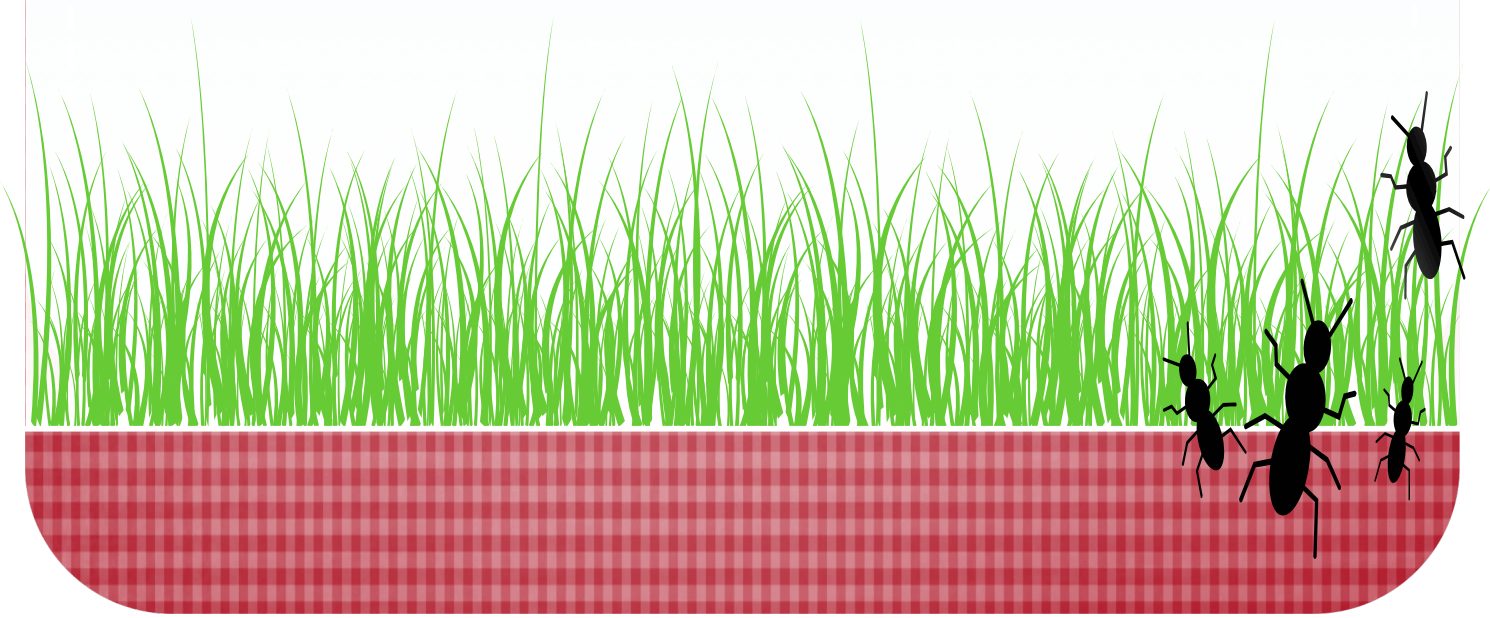
Dr. David Stephens, Superintendent

Family Life Curriculum

Notice

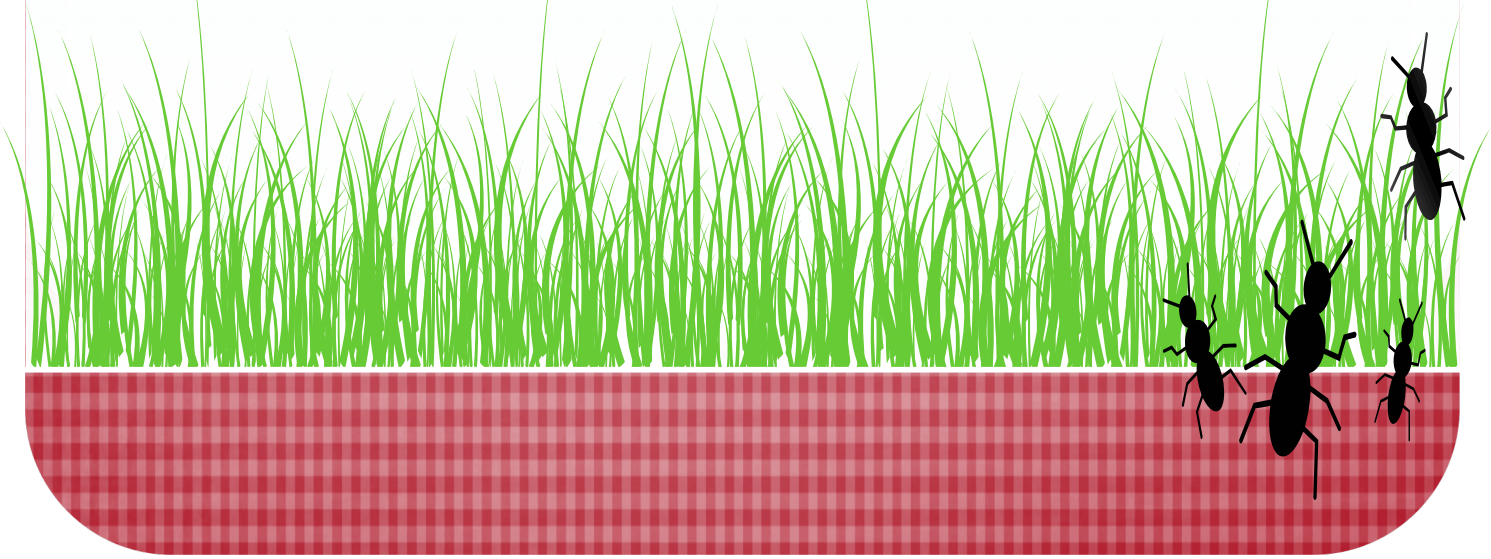
- This curriculum will be taught on the dates determined by the Department of Teaching & Learning. These dates will be determined annually.

- Only teachers who have attended Family Life Workshops or training conducted or sponsored by the Department of Teaching & Learning may teach this curriculum.



Kindergarten, Lesson 1

- Standard 1: Emotional/Social/Mental Health
  - The student will understand the importance of a positive self-concept, interpersonal relationships, and the relationships of sound social, emotional, and mental health practices to wellness. To achieve this standard, the learner will:
    - Identify feelings and methods of expressing feelings.
    - Recognize the need for rules and fair treatment of others.
    - Describe ways to deal with pleasant and unpleasant situations.
  - **Materials:** Happy Face; Sad Face
  - **Set:** Display happy (smile) face and sad (frown) face. Ask students to name things that make them happy or sad. Teacher then names family situations that make students happy such as going on a family outing, learning a new game, or sharing a treat with a friend.
  - **Instruction:** Tell students, "Today we will discuss different feelings that people experience in the family and talk about ways these feelings can be expressed."
  - **Closure:** "Today we have discussed various feelings that people feel in families. Name one good feeling. Tell how you show this feeling."



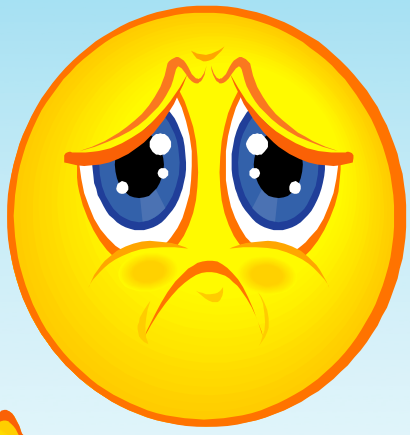




Happy

Sad













FEELINGS

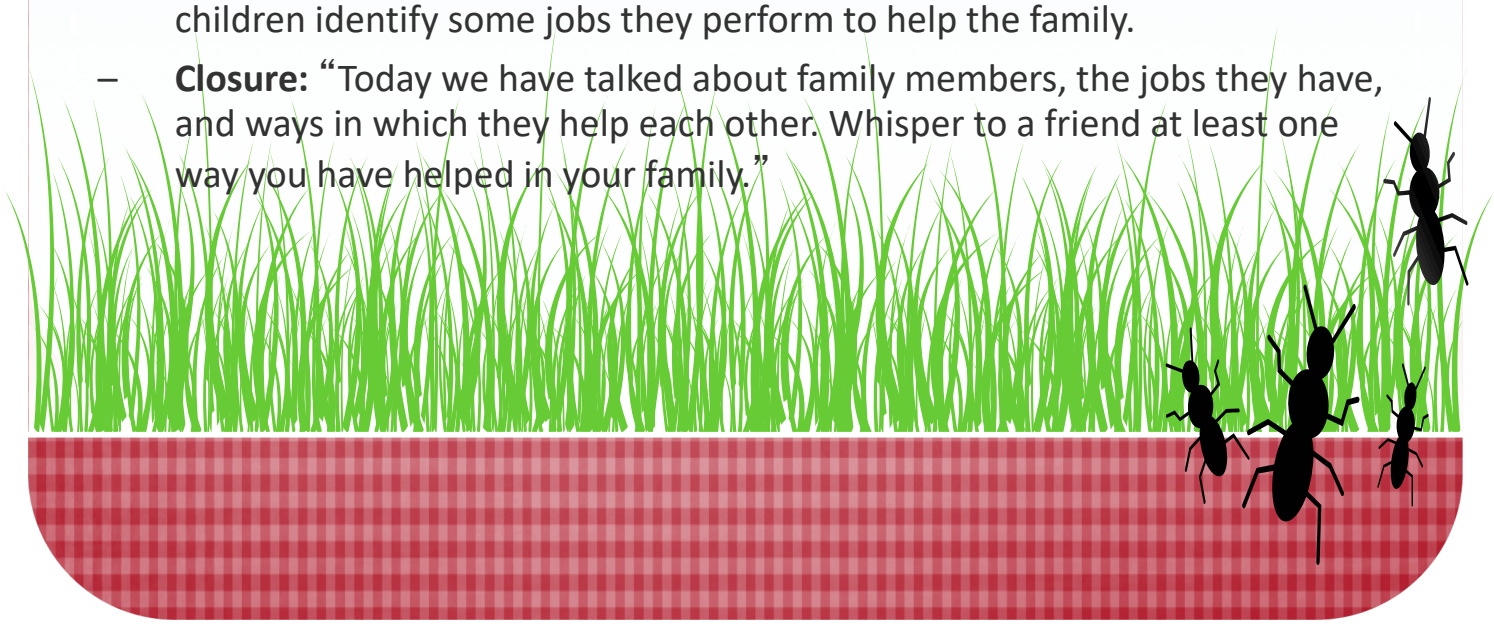
Kindergarten, Lesson 2

- **Standard 1: Family Life**

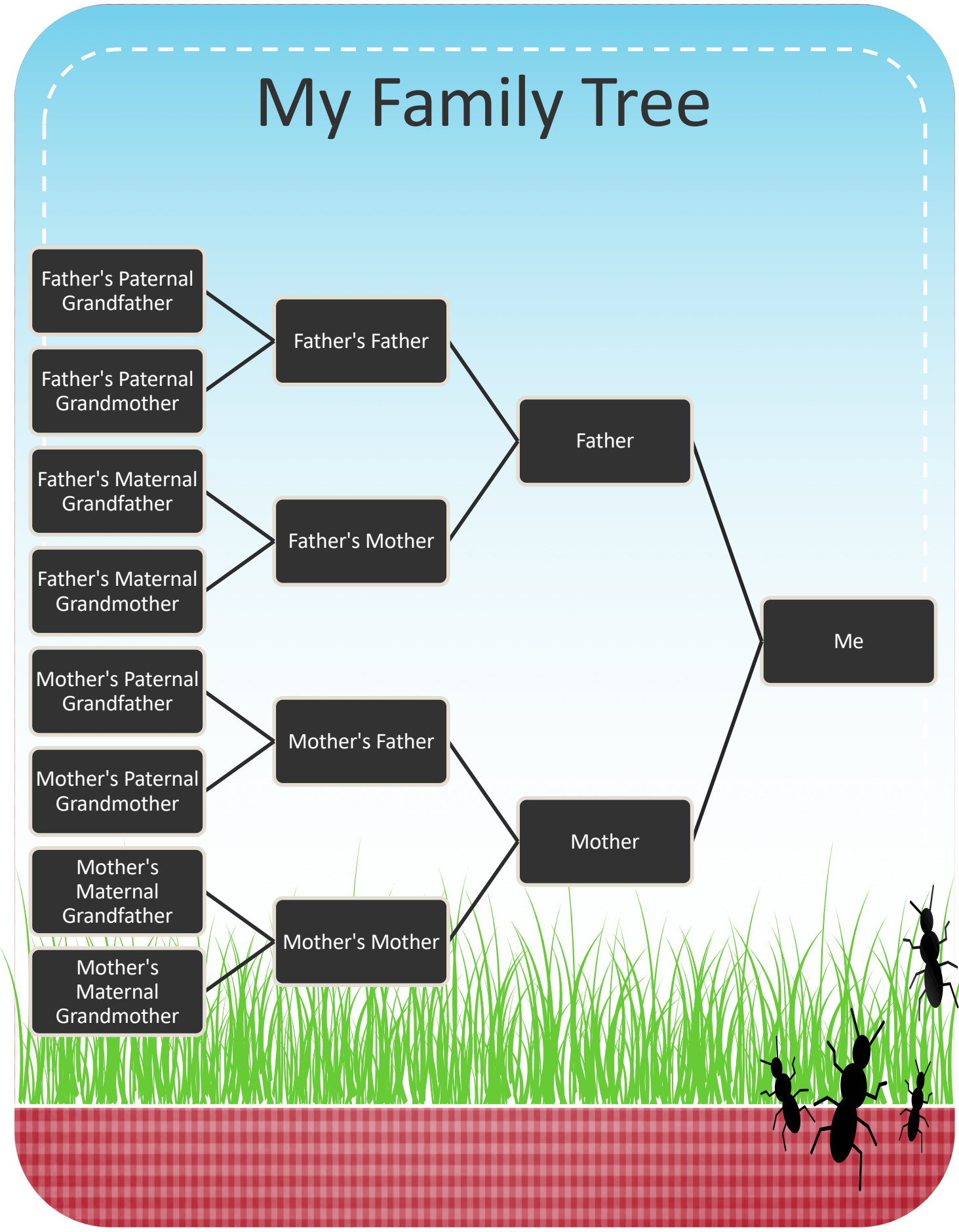
  The student will understand roles, values, responsibilities, and contributions of family members. To achieve this standard, the learner will:

  - **Identify ways to contribute to a healthy family.**
  - **Review the rights and privileges of every family member.**
  - **Recognize the various types of family structure.**

- **Materials:** Pictures of various families in a variety of situations.
- **Set:** Display pictures of several different family groups (single parent with child or children, two parents with child or children, extended family groups). Without using the word **family**, briefly describe each group as including an adult or adults and children. Describe the activities that the people are engaged in. Ask students to give reasons why these people might be together.
- **Instruction:** Tell students, "Today you will learn about families and how they work together to help each other." Define a family as a group of people to whom you are related. Special care should be taken to ensure that children from single parent families and blended families have their families included. Extend the definition to include families consisting of other relatives or guardians who take care of the children. Next, have the children identify some jobs they perform to help the family.
- **Closure:** "Today we have talked about family members, the jobs they have, and ways in which they help each other. Whisper to a friend at least one way you have helped in your family."



My Family Tree



Kindergarten, Lesson 3

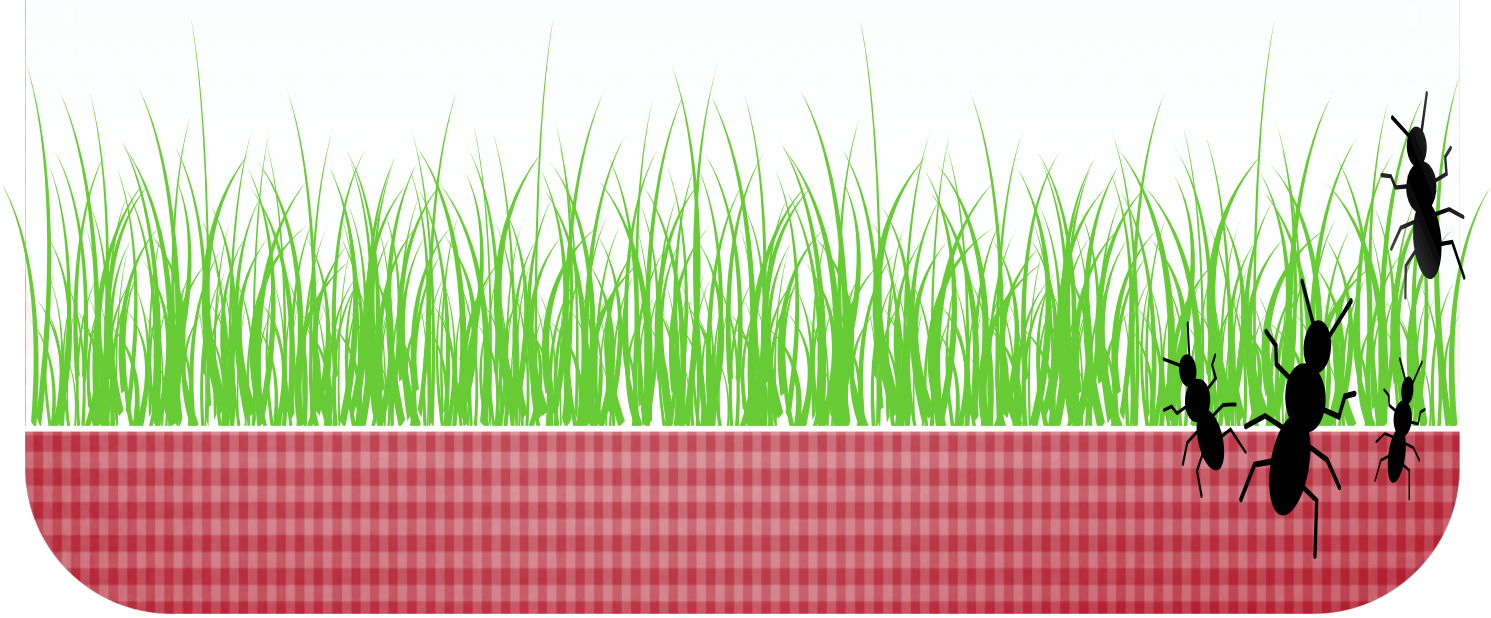
- **Standard 1: Disease Prevention**

  The student will understand attitudes and behaviors for preventing and controlling disease. To achieve this standard, the learner will:
  - Identify common communicable diseases.
  - Know and understand the importance of universal precautions and be able to use as necessary.

- **Materials:** Paper, crayons

- **Set:** Ask students if they have ever had a cold. Tell students, "When we don't feel well, we are sick. Today we are going to discuss ways to keep from getting sick, and also talk about what we should do if we get sick or hurt."

- **Instruction:**
  Discuss with the children some feelings, or symptoms they might have when they are sick. Symptoms may include runny nose, sneezing, coughing, fever, or a rash.



Lesson 3
Activities

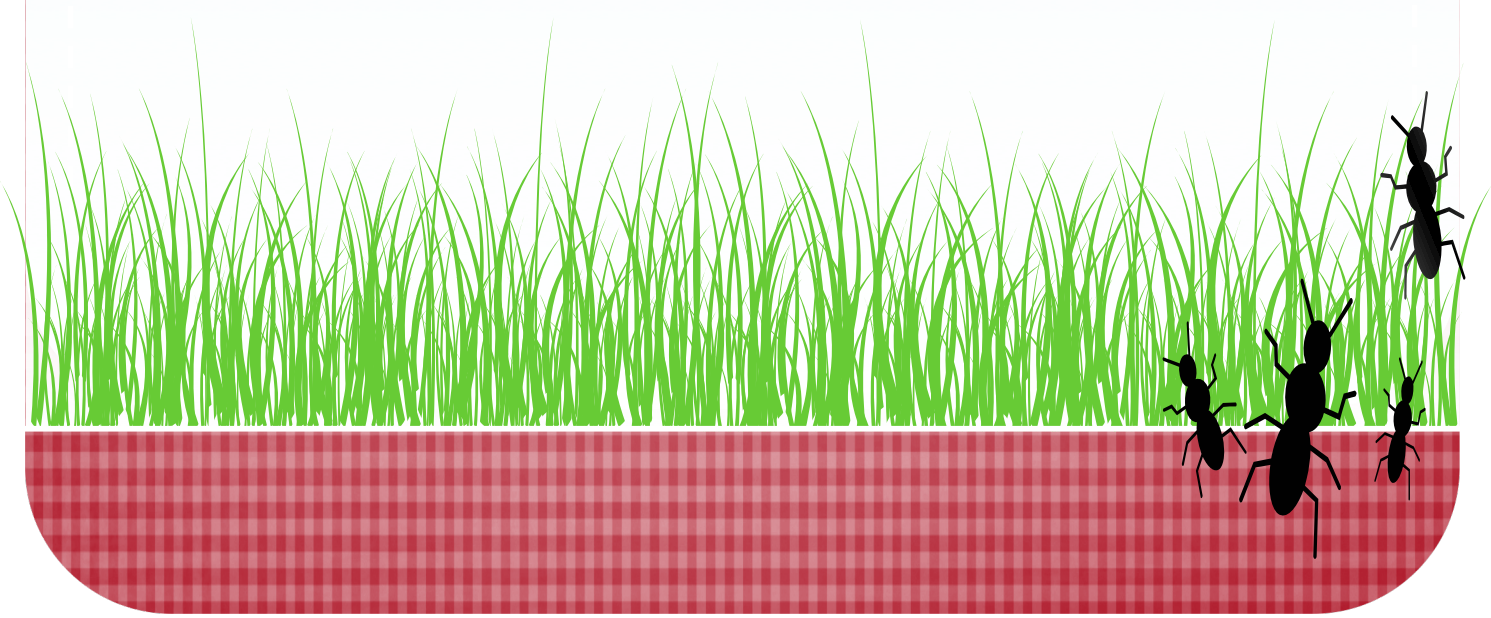
IT IS DEVELOPMENTALLY INAPPROPRIATE TO DEVELOP AND IMPLEMENT AN EXTENSIVE LESSON DESCRIBING AIDS/HIV FOR KINDERGARTEN STUDENTS.

- **Activity One:** Have students draw a picture of a sick person and a well person. Display these pictures.

- **Activity Two:** Hand washing lesson.

  How to properly wash your hands:

  - Turn on the faucet and wet your hands.
  - Use soap and work up a good lather.
  - Scrub your palms, the backs of your hands, in between your fingers and underneath your fingernails.
  - You need to scrub for at least 15 second to kill all the germs… That's about how long takes you to sing the "Happy Birthday" song. You can sing while you scrub to make sure you're doing it right.
  - Then rinse the soap off your hands and dry them with a paper towel.
  - It's a good idea to turn the faucet off using the towel so that you don't get any germs from touching the faucet.



Kindergarten, Lesson 4

Standard 1: Disease Prevention

Ask the children to discuss ways to prevent spreading germs. Students may suggest washing hands, using tissues for sneezes, covering your mouth when you cough or sneeze.

Watch and listen to Henry the Hand.

Students also need to be instructed on what to do if they or another student is bleeding. If a child witnesses or is involved in a body fluid spill, they should do the following:

1) Do not touch the spill.

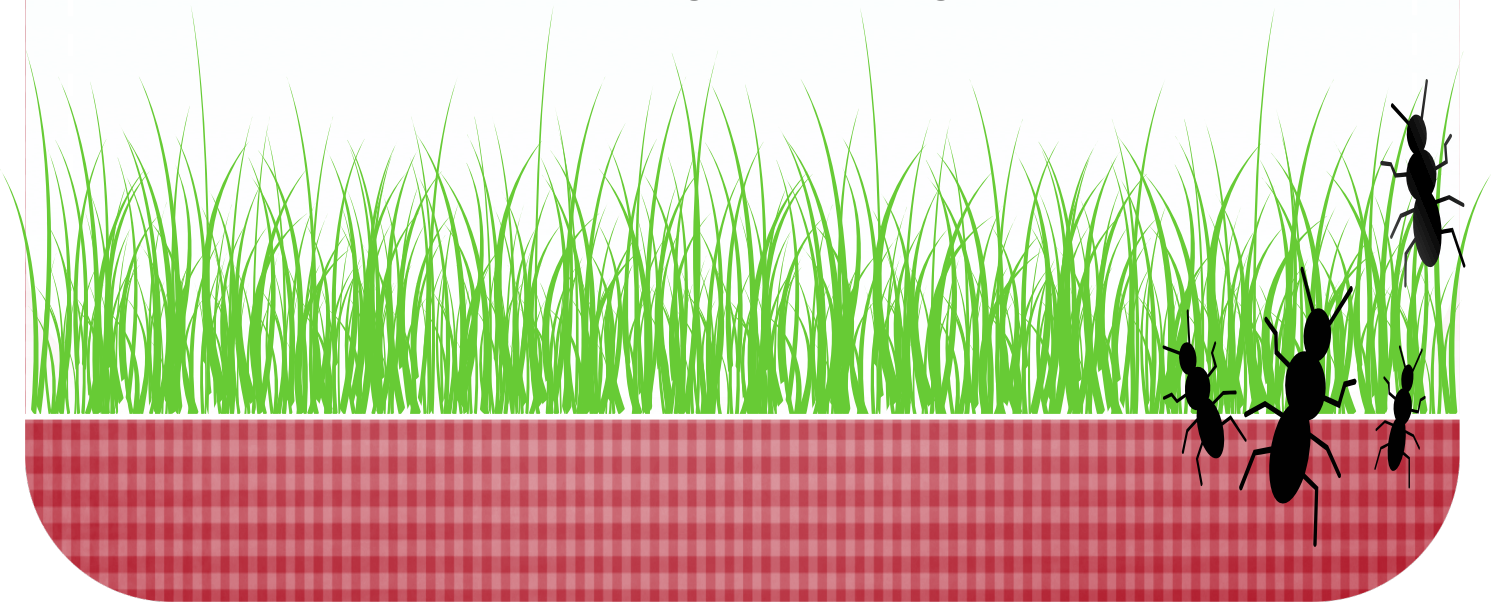
2) Get an adult to clean up the spill.

Students should also be instructed on what to do if they are injured:

1) Tell an adult.

2) Be sure to wash your hands with soap and water before and after a bandage is applied.

3) Cover a wound with a clean gauze or bandage.



Kindergarten, Lesson 4

Standard 1: Disease Prevention

Tell students when you should wash your hands.

- After sneezing or coughing to prevent spreading germs.
- After touching things outside.
- After going to the bathroom.
- After petting or playing with an animal.
- Before you eat.
- Before you prepare food.
- ***It takes at least 15 seconds to wash your hands properly.***

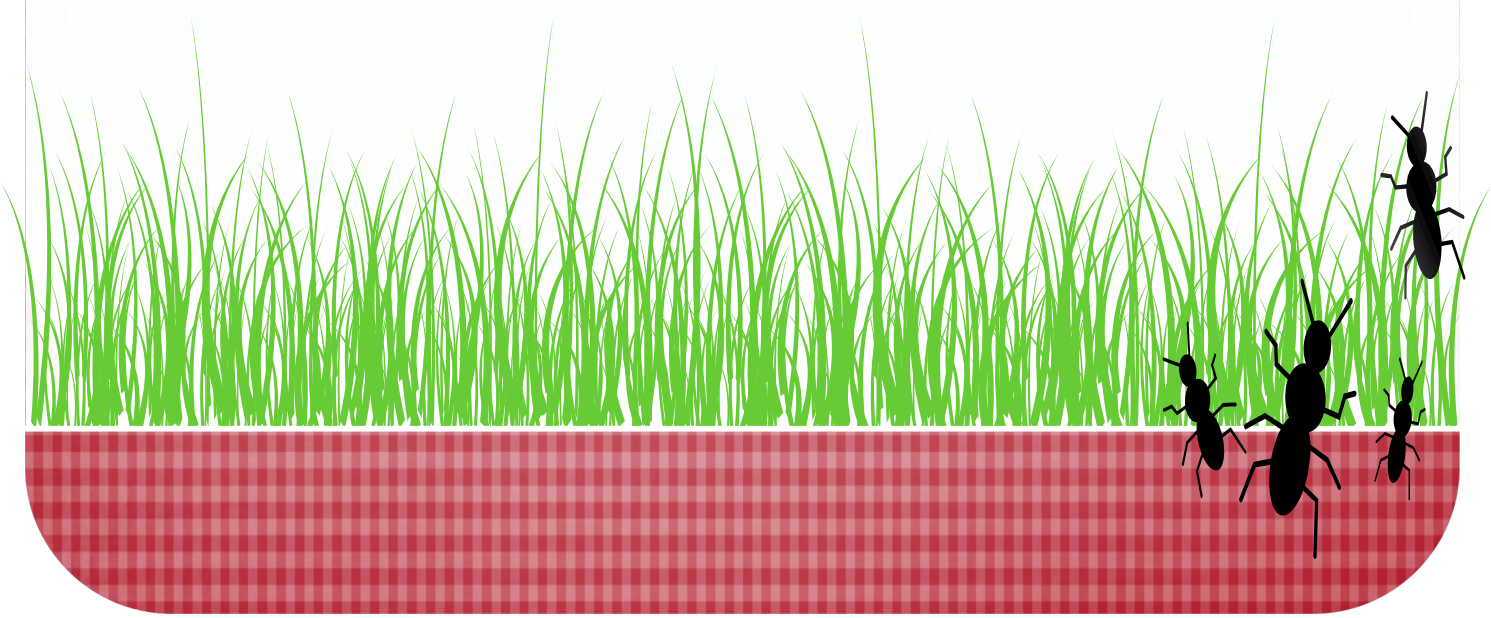
How to properly wash your hands:

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- Use soap and work up a good lather.
- Scrub your palms, the backs of your hands, in between your fingers and underneath your fingernails.
- You need to scrub for at least 15 second to kill all the germs… That's about how long takes you to sing the "Happy Birthday" song. You can sing while you scrub to make sure you're doing it right.
- Then rinse the soap off your hands and dry them with a paper towel.
- It's a good idea to turn the faucet off using the towel so that you don't get any germs from touching the faucet.

So remember, wash your hands for at least 15 seconds before you eat, after using the bathroom, coughing or sneezing, going outside, playing with a pet and before preparing food. Washing your hands can help you, your family and your friends from getting sick.



- **Closure:** “Today we have talked about ways you can tell if you are sick or well. We have also talked about what you can do to keep from getting sick, and what you are to do if you find a body fluid spill. Tell us one disease you can catch from another person, and how you can keep from getting it. Name one thing you should do if you come across a body fluid spill.



Kindergarten, Lesson 5

National Science Standard:

- Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no.
- The student will understand "**NO GO TELL**" and be able to apply those concepts to any dangerous situation.
- The student will identify what a stranger is, where strangers are found, and what to do when encountering a stranger.

Set:

- Teacher asks students what a stranger is.
- (Answer: Anyone you do not know.)
- · Teacher: Can a stranger be
- 1. Man or woman?
- 2. Someone walking on the street?
- 3. Someone in a restroom?
- 4. Someone in a store?
- 5. Someone on a sidewalk?
- 6. Someone on a playground?
- 7. Someone on the telephone?
- 8. Someone you never met before?
- 9. A police officer? (NO!)

- **Teacher Modeling:**

Students are split into groups and given a scenario to practice. A correct response to any scenario is **NO GO TELL** rule.

I'm here to pick you up because your mom is sick, come get in the car with me.

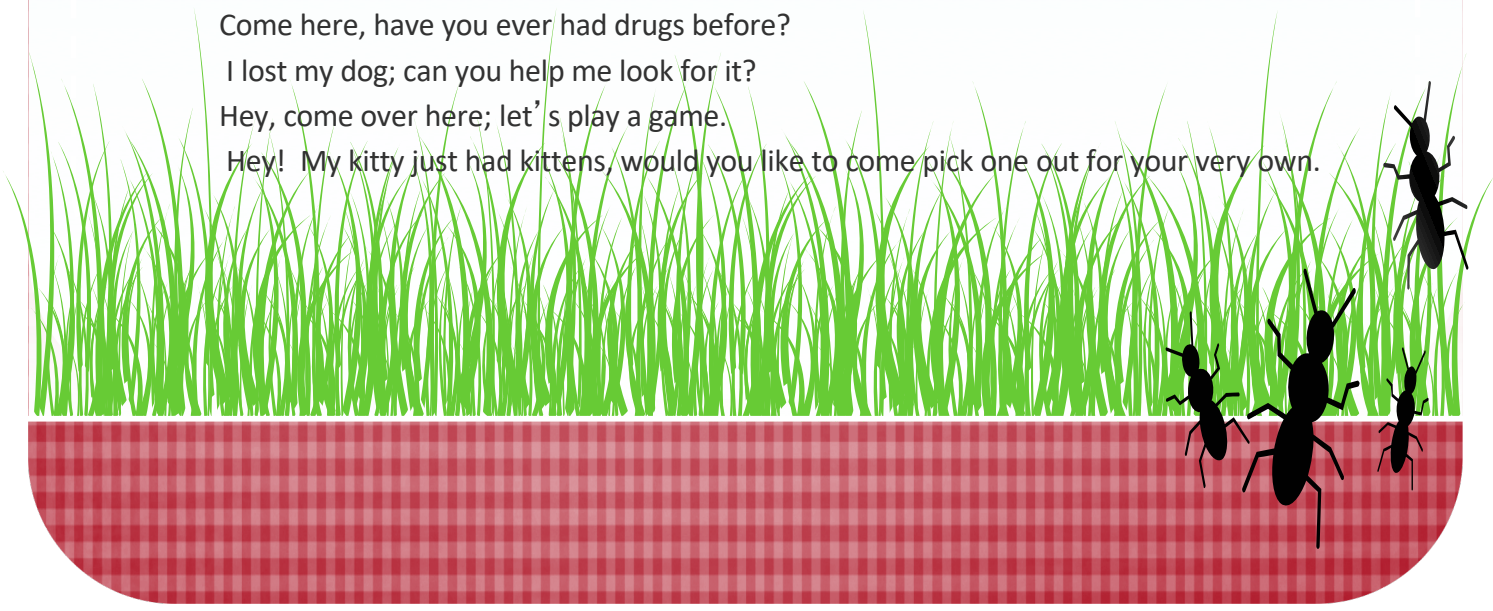
Hey! Come here, I have some candy and money for you.

Come here, have you ever had drugs before?

I lost my dog; can you help me look for it?

Hey, come over here; let's play a game.

Hey! My kitty just had kittens, would you like to come pick one out for your very own.



- **Closure:** Remember to **NO GO TELL** every time you meet someone you do not know or someone who makes you uncomfortable or unsafe.

Teacher gives students 3 scenarios and observes to make sure students respond safely.

1. You are home alone and a stranger comes to the door. What do you do?

- **NO**, do not answer the door.
- **GO** to the telephone
- **TELL** a friend or 911 if appropriate

2. A stranger comes to the door and says, "My car has a flat tire, can I come in to use your telephone?"

- **NO**, do not open the door for anyone
- Say, I will **GO** and call 911 for you
- **TELL** the police

3. A stranger calls and asks who lives with you and if anyone else is home. What do you say?

- **NO**, I will not answer your questions
- I have to **GO**
- **TELL** your parents what was said

