

**Grade Kindergarten**

**Objective #1**

**Lesson: Students will identify characteristics, which make children alike and characteristics, which make children different.**

**OBJECTIVES**

- Knowledge: Given a class discussion on similarities and differences between children, students will be able to discuss what characteristics make children alike and what characteristics make children unique and special.
- Comprehension: Given a class discussion on similarities and differences between children, students will be able to demonstrate appreciation and respect of similarities and differences in everyone's physical, emotional, and cultural composition.
- Analysis: Given pictures of children, some similar and some dissimilar, students will select the similarities and dissimilarities of each.

**INSTRUCTIONAL FORMAT**

- Discuss hobbies or interests. Show how we each have our own ideas and interests.
- Draw a self-portrait.
- List favorites: food, color, etc.
- Color of hair, eyes: (optional graphing activity)

**EVALUATION**

Display self-portraits. Students will tell one thing that makes him/her unique and special, and one way that he/she is like classmates.

**Grade Kindergarten**

**Objective #2**

**Lesson:** Students will define the term “prevention” associated with strangers.

**OBJECTIVES**

Knowledge: Given a discussion on prevention, students will demonstrate how to recognize possible dangers associated with strangers.

Comprehension: Given a discussion on prevention, students will be able to discuss the following safety strategies for avoiding some potentially dangerous situations.

- a. Always know who is at your door before unlocking it.
- b. Don't give information about yourself to a stranger.
- c. Never tell anyone that you're home alone.
- d. Never get into a car with a stranger.
- e. Avoid areas like shrubbery, space between buildings, dark areas, and being alone.
- f. Tell an adult you trust about any situation that makes you feel uncomfortable or confused.

Analysis: Given various situations involving strangers, students will demonstrate the correct ways to behave toward strangers.

**INSTRUCTIONAL FORMAT**

Define stranger: Someone you do not know.

Define prevention: Taking steps to stop something from happening.

Visit Safety Center.

Discuss situations presented and strategies for handling each.

Have students role-play “stranger” situations.

## **RESOURCES**

Kenosha Police Department Safety Center Kindergarten Program “Strangers”

## **EVALUATION**

Through role playing situations, students will demonstrate correct ways to behave toward strangers.

Role-playing situations:

- a. Someone knocking at the door when you are home alone.
- b. Meeting someone you don't know and getting asked many questions.
- c. Answering the phone when you are home alone.
- d. Strangers trying to get you to ride with them.
- e. Being in dangerous places. Discuss safer places to be.

**Grade 1      Objective #1**

**Lesson:          Students will understand that living things grow and change during the life cycle.**

**OBJECTIVES**

Knowledge:          Given pictures of young plants and animals and mature plants and animals, students will match the young plant or animal with the mature plant or animal.

Comprehension:      Given a set of pictures of various stages in a plant/animal's life cycle, students will place the pictures in proper sequence.

Analysis:              Given a set of pictures of various stages in an animal's life cycle, students will be able to compare the growth cycle of a baby chick from the laying of the egg to its hatching with the birth of a baby mammal and compare their differences as well as their similarities OR Given a list or set of pictures, students will identify those where the young are born alive, rather than hatched.

**INSTRUCTIONAL FORMAT**

Review and discuss life cycles of simple plants/animals: dandelions, milkweed, chrysalis (cocoon), tadpoles, nymphs and chicks.

**RESOURCES**

Life Cycles Birds, Amphibians, Insects by Jo Ellen Moore and Joy Evans, Evan Moor

Life Cycles Rabbits and Turtles by Jo Ellen Moore and Joy Evans, Evan Moor

Life Cycles Science Sequencing by Jo Ellen Moore and Leslie Tryon, Evan Moor

**EVALUATION**

Students will be able to sequence life cycles.

**Grade 1      Objective #2**

**Lesson:          Students will understand the concept of family.**

Knowledge:                  Given appropriate media, students will be able to identify and tell about the various types of family units (nuclear families, single parent families, blended families, extended families, adopted children).

Comprehension:              Given an appropriate activity, students will realize that both animals and humans have mothers and fathers that care for their young.

Analysis:                      Given an appropriate activity, students will indicate ways that parents in human and animal families nurture their young.

**INSTRUCTIONAL FORMAT**

Define:

**Nuclear Family**---Biological, adopted, and or foster child/children living with parents.

**Single Parent Family**---Child living with one parent or guardian.

**Blended Family**---Child living with one biological parent and a stepparent; might also include step-brothers/step-sisters.

**Extended Family**---A family that may include grandparents, aunts, uncles, or other relatives.

**Adopted Child**---Child who is not living with biological parent(s) but is legally adopted and raised as one's own.

NOTE: Teachers should be sensitive to the fact that students represent various family structures.

**RESOURCES**

Have students bring in pictures of their families OR

Have students cut out pictures of families from magazines, newspapers, etc.

## **EVALUATION**

Using pictures brought in by students, students will list ways parents nurture their children.

Through discussion, students will list ways animals nurture their young.

**Grade 1 Objective #3**

**Lesson: Students will respect the rights and privileges of every family member.**

**OBJECTIVES**

Knowledge: Given appropriate media showing family members in a variety of situations, students will be able to identify those activities where family members are being helpful and displaying mutual respect.

Comprehension: Given paper and crayons, students will be able to draw examples of the family working together as a family unit and showing mutual respect.

Analysis: Using pictures from magazines and other sources, students will be able to put together a booklet or prepare a poster showing examples of responsibilities each child could have at home (picking up clothes, making beds, picking up toys, feeding the family pet).

**INSTRUCTIONAL FORMAT**

List ways families help and respect its members.

Ask: How do you help your family? Support when sad/upset; share; chores; listening to other's problems; talk to others; leave others alone (quiet time); follow rules; spend time with someone

**RESOURCES**

Have students bring in pictures of family activities. If pictures are unavailable, they may bring in an object or magazine picture showing families working together.

**EVALUATION**

Using pictures from magazines, or student created pictures, a booklet can be created showing examples of responsibilities and activities children can take part in to help the family.

Examples: Picking up clothes; making beds; picking up toys; feeding pets; etc.

**Grade 1      Objective #4**

**Lesson:          Students will distinguish between positive and negative groups and describe how to work cooperatively in a positive group setting.**

**OBJECTIVES**

Knowledge:          Given a variety of pictures showing groups of people, students will be able to identify which groups they are a member of (family, place of worship, Girl Scouts, Boy Scouts, a team, e.g., baseball, basketball, soccer, or a classroom membership picture).

Comprehension:      Given a variety of pictures showing groups of people cooperating in positive activities, students will be able to describe the qualities that are needed to be a good group member.

Analysis:              Given crayons, pencils and paper, students will be able to construct posters showing various responsibilities a person has as a member of a positive group working together cooperatively, sharing, taking turns.

**INSTRUCTIONAL FORMAT**

Discuss ways we belong to a group.

Discuss types of groups.

Discuss negative and positive groups.

Draw pictures of groups to which students belong.

**EVALUATION**

Construct poster showing various responsibilities (See Analysis).

Through role-play, demonstrate positive cooperation.

**Grade 1      Objective #5**

**Lesson:            Students will understand that the health and safety of all children is an individual, family and community responsibility.**

**OBJECTIVES**

Knowledge:            Given a class discussion on safety and health, students will be able to describe what parents and children do to promote a healthy family.

Comprehension:      Given a class discussion on safety and health, students will realize that if approached by a stranger with a gift, a promise, a ride, threat, they should say “no” and run to tell someone whom they trust.

Analysis:                Given a class discussion on safety and health, students will be able to describe ways that a stranger or even people they know can be harmful and understand that every child has the choice to accept or reject affection.

**INSTRUCTIONAL FORMAT**

Visit the Safety Center

Discuss safety involving strangers.

Have students give reasons why they should not:

- Accept candy from someone they do not know.
- Accept rides from strangers.
- Go with someone they do not know.
- Talk to strangers.

**RESOURCES**

Safety Center

**EVALUATION**

Provide practice by role playing.

Have students practice saying “no” to dangerous situations with strangers: Candy offers, ride offers, “Come with me” offers, etc.

**Grade 2      Objective #1**

**Lesson:            Students will understand that every family member has a responsibility to their family.**

**OBJECTIVES**

- Knowledge:            Having studied the unity of families, students will understand the role of all family members and the contributions they make to the family unit.
- Comprehension:        Having discussed family roles, students will be able to compare their duties or responsibilities to those of other members of the family and understand how they can become a responsible family member.
- Analysis:                Having learned about family members' roles, students will be able to make a list of individual family members and decide what important responsibilities they have to each other.

**INSTRUCTIONAL FORMAT**

Definition of Family: A group of people related by blood, marriage, or adoption. A family unit usually consists of an adult or adults living together and cooperating in the care and rearing of their own, adopted or foster children. Parents and children make up a nuclear family. A family consisting of one parent and children is a single-parent family. An extended family may include spouses of children, or other relatives such as aunts, uncles, cousins, and grandparents, who live with a nuclear family.

Class will discuss what a family is and the jobs different members of the family do to keep the household running smoothly.

Teacher will assign each student the task of drawing each of the people in their families and writing about the responsibilities of each person in their family.

**RESOURCES**

Unlined and lined paper, markers or crayons needed.

**EVALUATION**

Each student will construct a booklet drawing each family member and writing about the responsibilities of each family member.

**Grade 2      Objective #2**

**Lesson:          Students will learn to recognize and value caring adults who are significant in their lives.**

**OBJECTIVES**

- Knowledge:          Having discussed the influence of adults on their children, students will understand the importance of parents and other significant adults in influencing attitudes and behavior in children.
- Comprehension:      Having discussed the influence of adults on their children, students will understand the caring relationship between parents and their children.
- Analysis:              Having discussed the influence of adults on their children, students will develop projects/activities showing family members participating in activities that demonstrate caring of one another.

**INSTRUCTIONAL FORMAT**

Discussion/role playing/art project—collage.

Class will discuss adults who influence attitudes and behavior of children. If the following types of adults are not mentioned the teacher should suggest them: parents/step or foster parents, extended family members, older siblings, teachers, school personnel, clergy, health professionals, firemen, law enforcement officials.

Make sure students understand that the rules adults make are to protect children and show caring.

Practice Emergency Phone Calls

**RESOURCES**

Suggested list of role playing situations:

1.      Parent will have child clean room.
2.      Child will care for younger sibling.
3.      Family members will work together moving the lawn or shoveling snow.
4.      Parent will have all children buckle up before driving.
5.      Parent will hold hand of younger child while crossing street.
6.      Parent will have child help in preparing dinner.

7. Parent will care for sick child.
8. Parent will make sure child is dressed properly for rainy or snowy weather.
9. Parent will instruct child on how to get out of house in case of fire.
10. Parent will cheer up child after a disappointing event such as losing a ball game.

## **EVALUATION**

Given situations showing caring by adults, students will act out the situations and class members will guess what is happening and how it shows caring

OR

Class will construct a collage showing caring adults using pictures from home or magazine pictures.

**Grade 2      Objective #3**

**Lesson:          Students will understand that living things reproduce their own kind.**

**OBJECTIVES**

- Knowledge:                  Given pictures of human families and adult animals with their young, students will demonstrate knowledge that species reproduce their own kind.
- Comprehension:          Having observed physical characteristics of infants growing into adults, students will demonstrate knowledge of the sequence of development from infancy to adulthood.
- Analysis:                      Having observed the sequence of development from infancy to adulthood, students will recognize the cycle of generations.

**INSTRUCTIONAL FORMAT**

Using photographs or pictures from magazines, teacher will initiate discussion of how long it takes humans to grow to adulthood. The teacher will then state that humans are mammals and that the class will read about other mammals that also reproduce only their own kind of living thing.

The lesson will then be presented as a reading lesson.

May want to introduce term “mammal” before reading and discussing booklet.

**RESOURCES**

Tape and booklets for class of National Geographic “Mammals and How They Grow”.

**EVALUATION**

Use animal adult/young match-up worksheet to assess understanding of the concept that living things reproduce their own kind.

To assess understanding of the cycle of generations, the teacher may bring in photos and have the class sequence them or have cooperative groups find photos or pictures or draw people to show the sequence of growth from infancy to adulthood.

**Grade 2      Objective #4**

**Lesson:          Students will identify, locate and describe the major organs in the human body.**

**OBJECTIVES**

- Knowledge:            Given a diagram of the human body, students will be able to identify the brain, lungs, heart, stomach, kidneys, large and small intestines and skin.
- Comprehension:      Given a model of the human body, students will be able to identify the main body organs and identify their function.
- Analysis:              Given a diagram of the human body, students will be able to locate the major body organs and tell their main functions in the human body.

**INSTRUCTIONAL FORMAT**

Students will brainstorm body organs that they know about and explain their function.

The teacher will then correct any misconceptions and tell the class that they will be focusing on the following parts and locating them on a diagram of the human body: brain, lungs, heart, stomach, kidneys, skin, large and small intestines.

The teacher will locate the organs on the diagram and talk about the function of each organ.

Then the class will fill in a blank transparency and again review the function of each organ.

The teacher will assign the blank worksheet for students to label and match definitions after students have had ample time to practice locating different body organs using the diagram or looking at the completed transparency.

**RESOURCES**

Transparency of human body with labels supplied.

Diagram of human body with labels for body organs deleted.

Worksheet with body organ names and definitions supplied. Students must label and complete.

List of definitions for instructor.

## **EVALUATION**

Students will fill in names of major body organs on worksheet and match organ names with definitions.

**Grade 3      Objective #1**

**Lesson:          Students will be able to describe the many different kinds of human relationships.**

**OBJECTIVES**

- Knowledge:                  Students will be able to define the different kinds of relationships a person can experience.
- Comprehension:              Students will be able to explain the contributions these relationships make to their daily life.
- Analysis:                      Students will be able to explain the responsibilities, rights and privileges these relationships bring to themselves and others.

**INSTRUCTIONAL FORMAT**

Given the heading “relationship,” students will brainstorm different kinds of relationships. If the following types do not occur to students, the teacher will list and describe these types of relationships: family, peer, neighborhood, older/younger children, multi-generational, casual, handicapped/disabled.

In a discussion, students will determine which categories are most important in their daily lives and discuss why this is so. After discussing the responsibilities, rights and privileges, of family relationships, students will list the responsibilities, rights and privileges of the other categories of relationships the group has listed, working as a class or in cooperative groups.

**EVALUATION**

Informal evaluation: Observation of student participation in discussion.

**Grade 3      Objective #2**

**Lesson:            Students will be able to identify people who can be trusted to protect them and help them with personal and family problems.**

**OBJECTIVES**

Knowledge:            Given a discussion on various types of family, school and community resources, students will be able to identify individual's available to help them when problems arise.

Comprehension:      Given a discussion on various types of family, school and community resources, students will be able to explain how these individuals and resources contribute to the physical and mental health of one another.

Analysis:              Given a discussion on various types of family, school and community resources, students will be able to illustrate ways family members and others can help with personal and family problems.

**INSTRUCTIONAL FORMAT**

Discussion: When you have a personal or family problem, who can you turn to for help?

Family Members: parents, guardians, siblings, grandparents, other relatives.

School Personnel: teacher, counselor, principal, psychologist.

Community Professionals: doctor, dentist, nurse, hospital staff, clergy, and family counselor.

Protective Services: law enforcement, fire department, rescue squad, (social service department).

How and when can each of these people or agencies help? How can they help you physically? Emotionally?

After discussion of the various types of family and community resources available to help with physical and emotional problems, students will cite particular problems and be able to tell which person or group could best help in that situation. Teacher may decide to have students work together on skits or drawings to illustrate these situations.

## **RESOURCES**

Kenosha Police Department, Safety Center, Strangers and Home Alone Safety

Practice emergency phone calls

Field trips to hospital, fire department

Guest Speakers: school counselor, doctors, nurses and clergy

## **EVALUATION**

Informal: participation in class discussion

Safety Center skits

\*Optional: participation in skit or drawing to illustrate ways family or others can help with personal and family problems.

**Grade 3      Objective #3**

**Lesson:          Students will identify their contribution to the family's living and working together.**

**OBJECTIVES**

Knowledge:                  Given an activity which describes what a family is, students will be able to explain why children need families.

Comprehension:              Given an activity which describes what a family is, students will be able to explain how family members contribute to the physical and mental health of one another.

Analysis:                      Given an activity which describes what a family is, students will be able to explain the contribution, responsibilities, rights and privileges of each family member.

**INSTRUCTIONAL FORMAT**

Students will chart the number of adults and children living in their families. They will then discuss the reasons children need families.

If the following needs are not brought out, the teacher should list them: food, clothing, shelter, emotional needs, family values

Students will be able to explain how family members contribute to the emotional and physical health of one another. Students should also understand that a family is defined as a group of people related by blood, marriage, or adoption. A family unit usually consists of an adult or adults living together and cooperating in the care and rearing of their biological, adopted, or foster children. Parents and children make up a nuclear family. A family consisting of one parent and children is a single-parent family. An extended family may include spouses of children, or other relatives such as aunts, uncles, cousins, and grandparents, who live with a nuclear family.

As a class or in cooperative groups, students should go back to their charts of family members and now note contributions, responsibilities, rights and privileges for each member. Lists could be compared so that students again see that families are alike and different.

The instructor may also want to have small groups of students take particular age groups of family members such as toddlers, school age children, teens and adults to examine the contributions, rights, responsibilities and privileges of family members.

## **EVALUATION**

Participation in class discussion and cooperative group activity.

**Grade 3 Objective #4**

**Lesson: Students will identify the life cycle as a process with different stages.**

**OBJECTIVES**

Knowledge: Having listed and discussed the different stages in the life cycle, students will be able to identify these different stages from birth to death of mammals compared to those stages of egg laying animals.

Comprehension: Having listed and discussed the different stages in the life cycle, students will be able to identify two (2) ways living things reproduce, egg or live birth.

Analysis: Having listed and discussed the different stages in the life cycle, students will be able to discuss the needs and roles of a living thing in the various stages of its life.

**INSTRUCTIONAL FORMAT**

Using the following worksheets, the class will discuss the differing life cycles of chickens, frogs, butterflies, turtles, and rabbits: Animals Life Cycles: Birds, Amphibians, Insects by Jo Ellen Moore and Joy Evans, Evan-Moor

Worksheet Page 2 and 3 Frogs  
Worksheet Page 6 and 7 Butterflies  
Worksheet Page 10 and 11 Chickens

Life Cycles: Rabbits and Turtles by Jo Ellen Moore and Joy Evans, Evan-Moor

Worksheet Page 2 and 3 Rabbits  
Worksheet Page 8 and 9 Turtles

(Other worksheets from the unit may be used to supplement information.)

**RESOURCES**

Animal Life Cycles: Birds, Amphibians, Insects by Jo Ellen Moore and Joy Evans Evan-Moor, EMC 803 (Science mini unit)

Life Cycles: Rabbits and Turtles by Jo Ellen Moore and Joy Evans, Evan-Moor

Additional materials:

Life Cycles, Science Sequencing, Jo Ellen Moore and Leslie Tryon Evan-Moor

## **EVALUATION**

Given life cycle sequence cards, or pictures, students will correctly sequence them and explain the stages of growth.

\*Optional: Students will draw pictures illustrating the growth cycle of people and label those stages.

**Grade 4      Objective #1**

**Lesson:**      **Students will review the various types of family units (nuclear families, single parent families, blended families, extended families, adopted children) and describe the importance of cooperation in the family structure.**

**OBJECTIVES**

- Knowledge:              Given a discussion on family chores and responsibilities, students will define cooperation, dependability, and interdependence.
- Comprehension:        Given a discussion on family chores and responsibilities, students will restate ways in which they cooperate at home.
- Analysis:                After a discussion on family chores and responsibilities, students will explain ways they practice cooperation and dependability at home.

**INSTRUCTIONAL FORMAT**

In a discussion, students will discuss the different types of families:

**Nuclear Family** – Biological, adopted, and/or foster children living with parents.

**Single Parent Family** - Child living with one parent or guardian.

**Blended Family** – Child living with one biological parent and a stepparent; might also include stepbrothers/stepsisters.

**Extended Family** – A family unit that may include grandparents, aunts, uncles, or other relatives.

Class will define the terms:

**Adopted child:** Child who is not living with biological parents, but is legally adopted and raised as one's own child.

**Foster children:** A temporary living arrangement when one's natural parents cannot care for a child for a time.

**Cooperation:** working together toward a common goal.

**Dependability:** being able to be depended upon, trustworthy.

**Interdependence:** being dependent on one another.

**Biological:** the product(s) of living organism(s); a child is created (made) by a man and a woman

## **EVALUATION**

Informal: Through participation in discussion students will draw a picture of their families showing cooperation, dependability and/or independence.

**Grade 4      Objective #2**

**Lesson:            Students will describe the importance of mutual respect, care, and concern in the family structure.**

**OBJECTIVES**

Knowledge:            Given a discussion on family interdependence, students will define mutual respect and concern for family members toward each other.

Comprehension:      Given a discussion on family interdependence, students will give examples of ways in which mutual respect, care and concern for each other are shown at home.

Analysis:                Given a discussion on family interdependence, students will discuss the benefits of providing and consequences of withholding respect, care and concern.

**INSTRUCTIONAL FORMAT**

Discussion: Teacher will define the term “mutual respect and concern”.

*Definition:* mutual respect- directed and received in equal amounts, a willingness to show consideration and/or appreciation

*Definition:* concern – regard for or interest in someone or something

**EVALUATION**

Informal through discussion.

**Grade 4      Objective #3**

**Lesson:            Students will identify the changes in their body as they approach puberty. Menstruation will be included in the curriculum for girls and nocturnal emissions will be included in the curriculum for boys. Taught by Health Educator/School Nurse.**

**OBJECTIVES**

Knowledge:            Students will be able to provide a definition of puberty during class discussion.

Comprehension:       Students will be able to state puberty can occur any time after age nine during class discussion.

Analysis:                Students will be able to describe the physical and emotional changes during puberty during a class discussion.

**INSTRUCTIONAL FORMAT**

Health Educator/School Nurse will present information on puberty and the human reproductive systems in single sex class sessions.

**RESOURCES**

Videos: Just Around the Corner for Girls, Marsh Media  
          Just Around the Corner for Boys, Marsh Media

**EVALUATION**

Informal: Through participation in discussion. (No formal evaluation will be conducted since this is the first exposure to this information in school.)

**Grade 4      Objective #4**

**Lesson:            Students will identify their respective major structures of the human reproductive system. Taught by Health Educator/School Nurse.**

**OBJECTIVES**

- Knowledge:            Students will be able to use accurate terminology to identify their respective human reproductive parts.
- Comprehension:        Students will be able to use accurate terminology to explain the structures and function of their respective human reproductive systems.
- Analysis:                Students will identify their respective parts and functions in the reproductive process.

**INSTRUCTIONAL FORMAT**

Health Educator/School Nurse will present information on puberty and the human reproductive systems in single sex class sessions.

**RESOURCES**

Videos: Just Around the Corner for Girls, Marsh Media  
Just Around the Corner for Boys, Marsh Media

**EVALUATION**

Informal: Through participation in discussion. (No formal evaluation will be conducted since this is the first exposure to this information in school.)

**Grade 5      Objective #1**

**Lesson:          Review Grade Four Family Life Objective number three.  
                      Taught by Health Educator/School Nurse.**

**OBJECTIVES**

Knowledge:                Students will be able to provide a definition of puberty during class discussion.

Comprehension:        Students will be able to state puberty can occur any time after age nine during class discussion.

Analysis:                 Students will be able to describe the physical and emotional changes during puberty during a class discussion.

**INSTRUCTIONAL FORMAT**

Classroom teacher will review Objectives #1 and #2 from the Grade 4 curriculum.

Health Educator/School Nurse will review Grade 4 material for Objective #3.

All materials presented in single sex classes.

**RESOURCES**

Videos: Growing Up For Girls, Marsh Media  
          Growing Up For Boys, Marsh Media

**EVALUATION**

Informal: through participation in discussion.

**Grade 5      Objective #2**

**Lesson:          Students will identify, locate and describe the major parts of their human reproductive system. Taught by Health Educator/School Nurse.**

**OBJECTIVES**

Knowledge:          After reviewing diagrams of their reproductive systems, students will be able to use accurate terminology to identify the major human reproductive parts.

Comprehension:      After reviewing diagrams of their reproductive systems, students will be able to use accurate terminology to explain the structures and functions of the human reproductive systems.

Analysis:              After reviewing diagrams of their reproductive systems, students will identify the respective parts and functions in the reproductive process.

**INSTRUCTIONAL FORMAT**

Health Educator/School Nurse will review the human reproductive systems for the male and female utilizing worksheets the class will complete together in single sex classes.

**RESOURCES**

Worksheets of the male and female reproductive system (doing own sex).

**EVALUATION**

Informal: through participation in discussion.



**Grade 5      Objective #4**

**Lesson:          Students will define marriage and identify factors which contribute to a strong marriage relationship.**

**OBJECTIVES**

Knowledge:            Given a class discussion on marriage, students will define marriage as a legally and emotionally binding commitment between a man and a woman.

Comprehension:      Given a class discussion on marriage, students will list factors that contribute to a strong marriage, e.g., mutual love, respect, commitment, compromise, responsibility, communication and financial stability.

Analysis:              Given a class discussion on marriage, students will be given examples of ways in which positive factors, discussed under COMPREHENSION, can be demonstrated in a marriage.

**marriage:** the legal union of a man and woman as husband and wife

**INSTRUCTIONAL FORMAT**

Define: marriage – the legal union of a man and woman as husband and wife

Discuss marriage relationships.

List factors that contribute to a strong marriage through a student discussion period.

Examples: love, concern, respect, emotional support, financial stability, commitment, compromise, honesty, caring, responsibility, communication, encouragement, self-management, self-improvement, recognizing strengths, recognizing weaknesses, pride in accomplishments, showing appreciation, admitting mistakes, keeping your word

**EVALUATION**

In a class discussion, students will examine and discuss the list of examples citing ways each contributes to a strong marriage.



Getting along with others  
Learn to handle challenges  
Think positively  
Think of others' needs and wishes as well as their own  
Show consideration  
Help others with work  
Share responsibilities  
Take interest in others  
Communication

Knowing when to turn to others for support:

Clergy  
Counselor  
Teacher  
Coach  
Nurse  
Extended Family  
Community Support System

**Grade 5      Objective #6**

**Lesson:          Students will demonstrate empathy and respect for others, and be able to define negative and positive behaviors.**

**OBJECTIVES**

- Knowledge:                  Students will define the following types of behavior: respect/friendly, bullying, hate/harassment, flirting and sexual harassment.(see glossary)
- Comprehension:              Students will evaluate the effect of their own behavior towards others by observing others words, tone of voice, gestures, facial\_expression and body language.
- Analysis:                        Students will be able to recognize negative behaviors directed to themselves and peers, and know the steps to take in dealing with these behaviors.

**sexual harassment:** behavior that is un-welcomed or unwanted, targets sexuality, body and/or gender, continues or is repeated despite knowledge of it's undesirability.

**INSTRUCTIONAL FORMAT**

Draw inner circle of handout on board, divide into quarters, labeling each with bullying, sexual harassment, flirting and respectful/friendly.

- define bullying, sexual harassment, flirting and respectful/friendly
- mark each as positive or negative behaviors
- ask students to write two post-it notes

1. situations they have seen or experienced, they feel are sexual harassment of bullying
2. situation they have seen or experienced, they feel are flirting or respectful/friendly

\*emphasize not to use names; a boy, a girl, person #1 instead

-read each post-it aloud, discuss, sort behaviors/actions into one of these four categories, sticking it on the appropriate quarter of the circle.

Draw second circle around first. Generate list of feelings target may have when bullied, sexually harassed, flirted with and treated in a respectful/friendly manner. Write in second circle.

Generate a list on board of the ways we communicate  
Body language

Facial expression  
Tone of voice  
Words/sounds

Using the post-it-notes, have students demonstrate (using the ways of communicating) how they feel when targeted with behaviors written on post-it notes.

\*At no time should students be allowed to play the role of the sexual harasser or bully. Adults should always take this role.

Generate list of actions a target may take in response to bullying and sexual harassment (ask them to stop, walk away, report to an adult). Role play these responses using situations on post-it cards.

## **RESOURCES**

Circle Chart  
Safety Center (Supportive Resource)

## **EVALUATION**

Class participation

