Virginia Family Life Education

Grade 3

The student will demonstrate a sense of belonging in group work and play.	1 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. 3.1
The student will express what he or she likes about himself or herself to continue developing a positive self-image.	2 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. 3.2
The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.	3 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. 3.3
The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.	4 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. 3.4
The student will identify and use correct terms for external body parts associated with reproduction and elimination.	5 External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus. 3.5
The student will recognize that while all human beings grow and develop in a given sequence, patterns of growth vary among individuals.	6 The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Students are taught to be accepting of other's differences, including physical and mental differences. 3.6

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The student will become aware that both a male and a female are necessary to have a baby.	7	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. 3.7
The student will comprehend that the baby grows inside the mother's body for nine months and then is born.	8	The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise. 3.8
The student will describe the types of behavior that enable him or her to gain friends or to lose friends.	9	Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors. 3.9
The student will practice safety rules in the home.	10	This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and Internet. Parents are encouraged to discuss and develop safety precautions at home. 3.10
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.	11	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. 3.11
The student will be conscious of how commercials use our emotions to make us want products.	12	Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use. 3.12