Virginia Family Life Education

# Kindergarten

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| The student will experience success and positive feelings about self. K.1 | 1 These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences. K.1 |
| The student will experience respect from and for others. K.2 | 2 Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners. K.2 |
| The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself. K.3 | 3 The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The student is introduced to the concept of privacy, especially in the use of bathroom facilities. The importance of privacy and boundaries of self and others is introduced and tools are provided to support the child in respecting the personal privacy and boundaries of others. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the Internet, are introduced. K.3 |
| The student will recognize that everyone is a member of a family and that families come in many forms. K.4 | 4 This includes a variety of family forms: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families or guardians; families with stepparents; and other blended families; and the value of family relationships. K.4 |
| The student will identify members of his or her own family. K.5 | 5 This refers to identifying the adult and child members of the student's family. K.5 |
| The student will develop an wa me...bers show love, | 6 The focus is on the appropriate words and actions that promote positive mental ealth development. Through words and actions which convey care, protection nd guidance, such as touching, listening, hugging, praising, encouraging, |

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| affection, respect, and appreciation for each other. K.6 | | supporting, helping and playing, the child will understand that rules are made for safety, and protection. K.6 |
| The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family. K.7 | 7 | It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community. The student will begin to understand the differences between appropriate and inappropriate expressions of affection. K.7 |
| The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others. K.8 | 8 | Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings. K.8 |
| The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others. K.9 | 9 | This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds. K.9 |
| The student will identify "feeling good" and "feeling bad." K.10 | 10 | Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning. K.10 |
| The student will find help safely. K.11 | 11 | Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place. K.11 |