

GRADE 1

FAMILY LIFE

THE FAMILY LIFE UNIT

INVOLVEMENT OF PARENTS

Parents are the primary educators of their children on family life education. Schools should play a supporting role to supplement parental education.

Generally, most parents support family life education in school. However, they may have a number of questions about the program before they will give that support. For that reason, it is vital for schools to involve parents in discussing the unit, before using the materials.

Parents must be given an opportunity to find out what will be taught in the lessons, to meet the teachers (and other resource people) who will be delivering the program, and to ask questions. This can be done most effectively by holding a parent information session.

This should include:

- the principal of the school
- teachers who will be teaching the lessons
- any resource people, such as the community health nurse, who might be involved with the lessons.

Most parents attending the meeting want to find

out about the content, objectives and methods used in the unit. Basic information during the session should include:

- a brief outline of the program
- a sample of some of the activities in which students will participate
- sample handouts
- copies of any activities in which parents will participate during the evening
- translation of goals, etc., as necessary
- viewing of any films which may be used

It is important to emphasize that the purpose of the Family Life unit is to support, and not to replace, the parent or family role and responsibility. The parent information session is one important way for teachers to show that they want and welcome parental support, involvement and concern.

Parent meetings are often a good opportunity to initiate ongoing parenting groups. Parents may decide to meet regularly during the year to discuss topics related to Family Life or other health programs in the school. The G.N.W.T. Family Life Education Consultants may be able to assist in the development of parent groups.

Following the meeting, parents will be able to decide whether they want their children to be involved in the lessons.

PARENTS, WHO DO NOT WISH THEIR CHILD (REN) TO PARTICIPATE IN THE LESSONS, MAY INDICATE TO THE SCHOOL THAT THEY WILL BE WITHDRAWING THEIR CHILD (REN) FROM THIS PARTICULAR UNIT. PARENTS MUST MAKE THE FINAL DECISION.

Schools must make alternative arrangements for students who are withdrawn from these classes.

In order to withdraw their child (ren) from the classes; parents must sign a withdrawal form (see sample).

FAMILY LIFE CLASSES

NAME: _____.

GRADE: _____.

I do not wish _____ to participate in the Family Life classes which will be offered by the school in the near future.

Parent/Guardian signature

Date

Because of the need to foster a positive classroom atmosphere, teachers need to take time to get to know their students before teaching the Family Life unit. For that reason, teachers should teach the Mental and Emotional Well-Being and the Growth and Development units first. Many of the skills which students will be developing in the Mental and Emotional Well-Being unit, such as decision-making skills, communication skills, relationship-building and coping skills, will assist in the development of an atmosphere conducive to effective family life education.

FAMILY LIFE

GRADE: 1 LESSON: 1

THEME: FAMILIES

CONCEPT: EACH FAMILY HAS DIFFERENT MEMBERS


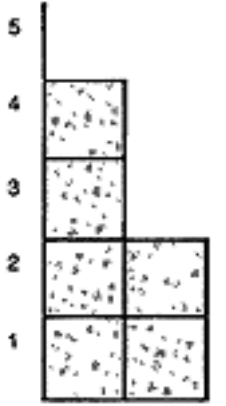
- PREPARATION:
1. Invite two family groups to come to the class
 2. "These Are The People In My House" song (Activity Sheet FL1)
 3. Prepare a class set of My House worksheet (Activity Sheet FL2)
 4. Many small squares (all the same colour) to make a graph
 5. Prepare a large number of Family Album worksheets (Activity Sheet FL3)
-

VOCABULARY: mother, father, brother, sister, (plus any others students identify living in their house)

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|---------------------------|--------------------|---|
| Students will be able to: | Students: | The next three lessons relate to Social Studies, Grade 1, Topic B: I Live With My Family. If you have already taught this concept <u>and</u> its related objective in Social Studies, it is sufficient to review the material in this lesson with students. If you have not taught this specific objective before, you should teach the whole lesson. |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES | | | | |
|---|---|--|----------------|--------------------|---------------|--------------------|
| <p>i) identify family members with whom they live</p> | <p>1. Identify family members who live with two students.</p> | <p>Today, family structures vary greatly in size and composition. It's important that students recognize and accept different structures. Structures might include:</p> <ul style="list-style-type: none"> - the nuclear family - one parent family - extended family - adopted family - foster family - blended family <p>In some native languages in the N.W.T., there is no word to describe the concept of a nuclear family. The concept of a family is that of an extended family and includes family members who do not live in the same house. Family members who live in the house may include people who are not blood relatives. They are "adopted" into the family.</p> <p>Prior to the lesson, invite the household members of two students' families to visit the class. Have students identify all the people who live in each house. Choose families with different structures, if possible. Record the information using a pocket chart and the sentence pattern as illustrated.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%;">Jamie's mother</td> <td style="border: 1px solid black; padding: 5px; width: 50%;">lives in his house</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Mary's sister</td> <td style="border: 1px solid black; padding: 5px;">lives in her house</td> </tr> </table> </div> | Jamie's mother | lives in his house | Mary's sister | lives in her house |
| Jamie's mother | lives in his house | | | | | |
| Mary's sister | lives in her house | | | | | |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|--|---|
| | <p>2. Identify family members who live in their own house.</p> <p>3. Learn 'These Are The People Who Live In My House' song.</p> <p>4. Make a mural of "Family Members."</p> | <p>In preparation for the next activity, have students think about who lives in their house. Family members might include:</p> <ul style="list-style-type: none"> - mother - father - brother - sister - grandmother - grandfather - aunt - uncle - cousin <p>In many native homes, "cousins" are called "brothers" or "sisters."</p> <p>Refer to Activity Sheet FL1.</p> <p>Refer to Activity Sheet FL2.</p> <p>Have each student cut out an outline of a house shape to paste on the mural. Give each student flat popsicle sticks or tongue depressors. On each stick they have to draw someone who lives in their house and paste it on the house, until all the people they live with are in the house. (Don't forget themselves!) Leave lots of room around the mural. Students will be adding to it in the next lesson.</p> |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|---|--|
| | <p>5. Count how many people live in their own house.</p> <p>6. Make a graph of the number of people in their house.</p> | <p>Have each student count the number of people who live in their house. Record their responses using a pocket chart and the sentence pattern as illustrated.</p> <div data-bbox="1199 488 1929 591" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">4 people</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">live in my house</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> </div> <p>Have a large number of small squares ready to make a graph. Give each student one square for each person who lives in their house. (All the squares should be in the same colour.) Make the squares into a strip for each student. Paste each strip on to make a graph.</p> <div data-bbox="1367 870 1591 1321" style="text-align: center;">  <p>Sam Jean</p> </div> |

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

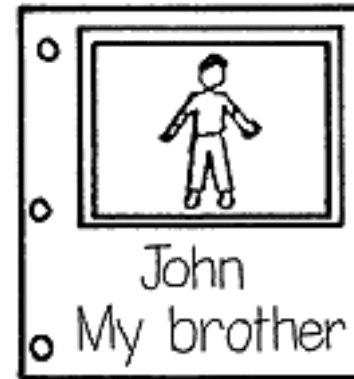
7. Begin to make a Family Album.

Refer to Activity Sheet FL3.

Give students one Family Album worksheet for each person who lives in their house. On each page they have to draw a picture of one person, write that person's name and the relationship. Some students might be able to write the sentence pattern on each page:

My _____ lives in my house.

Make the drawings into a book to which more pages can be added.

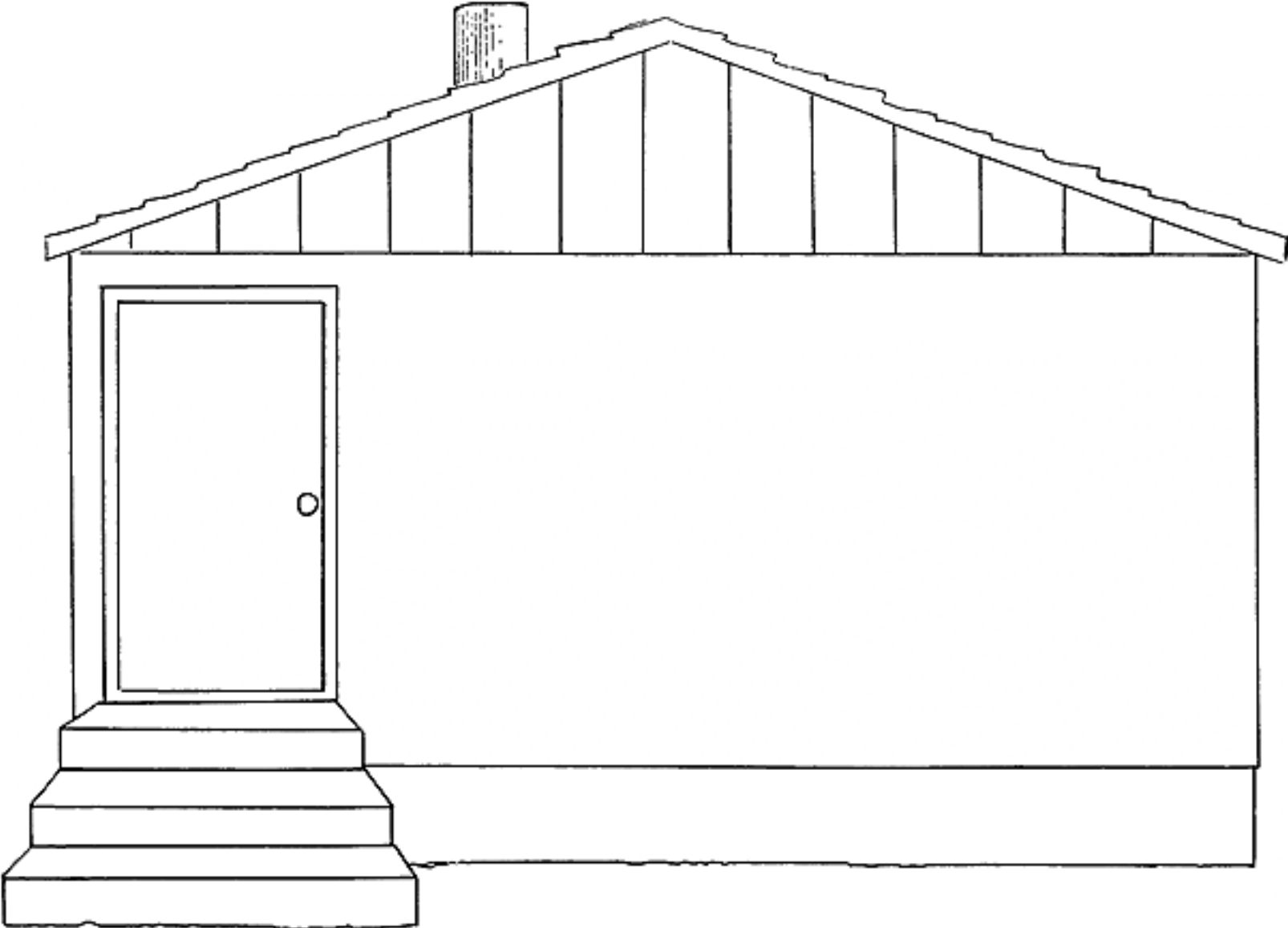


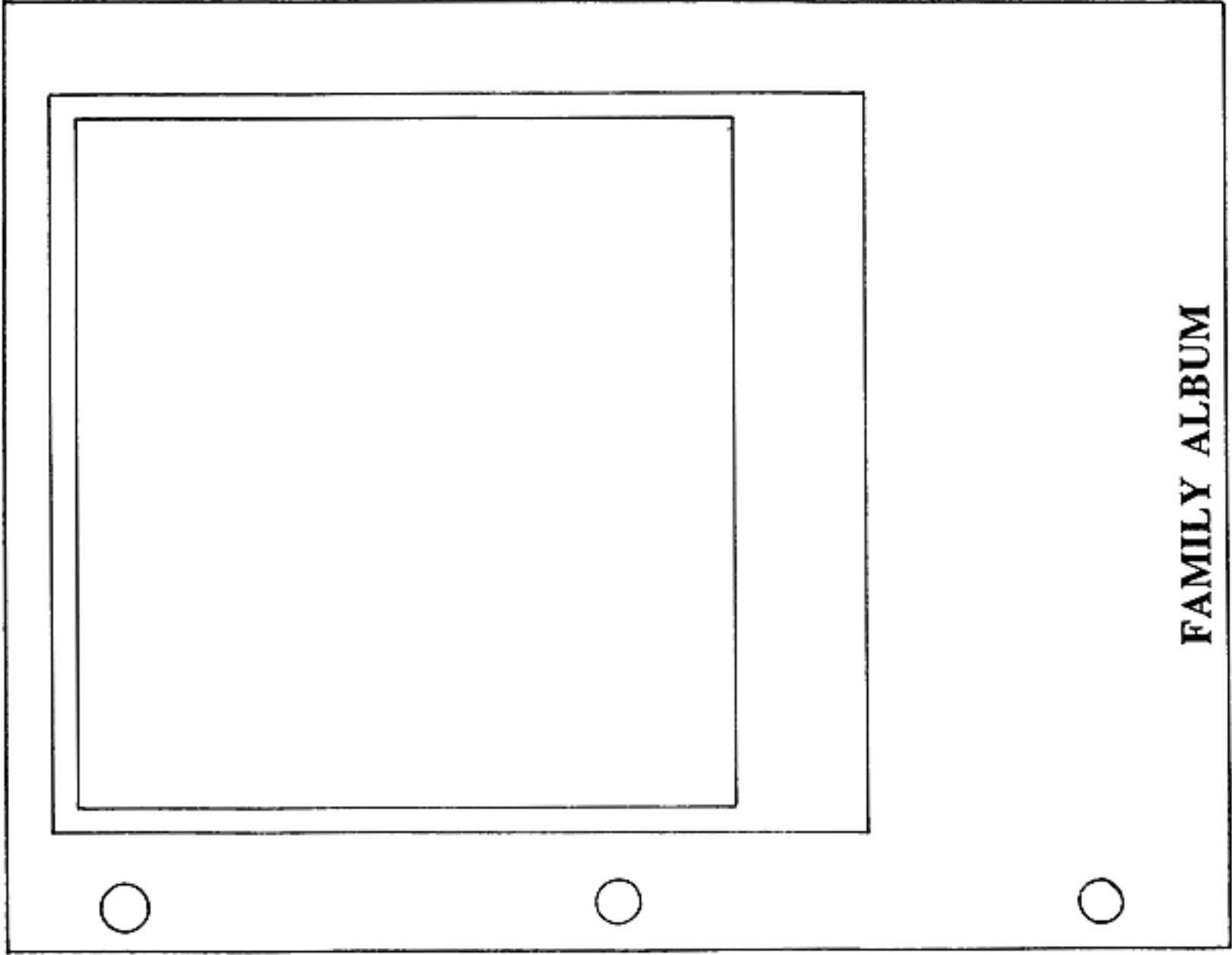
THESE ARE THE PEOPLE WHO LIVE IN MY HOUSE

1. These are the people who live in my house
Live in my house, live in my house;
These are the people who live in my house;
Live in my house.
2. My mother (name) lives in my house
3. My father (name) lives in my house
4. My grandmother (name) lives in my house
5. My brother (name) lives in my house
6. My uncle (name) lives in my house

(Tune: Here We Go Round The Mulberry Bush)
(Teacher will have to help students make up verses to match their Family Albums)

MY HOUSE





FAMILY ALBUM

FAMILY LIFE

GRADE: 1

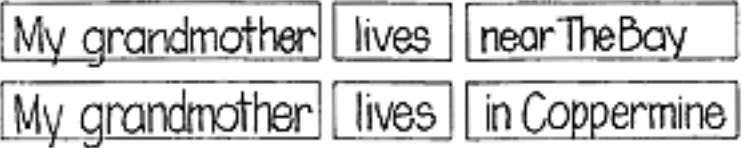
LESSON: 2

THEME: FAMILIES

CONCEPT: EACH FAMILY HAS DIFFERENT MEMBERS

- PREPARATION:
1. Popsicle sticks/string or yarn for the mural in Student Activity 3
 2. Many small squares (all the same colour) to make a graph
 3. Prepare enough Family Album worksheets (Activity Sheet FL3 from Lesson 1) for the extended family members of each student
 4. Invite family members for tea
-

VOCABULARY: family, grandmother, grandfather, uncle, aunt, cousin (any others which students identify)

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|--|---|
| Students will be able to: i) identify extended family members | Students: 1. Name family members who live in their house. 2. Identify family members who live elsewhere and where they live. | This is a review of Lesson 1. Have students think about family members who do not live in their house. Identify some of these using a pocket chart and the sentence pattern as illustrated.  |

OBJECTIVES

STUDENT ACTIVITIES

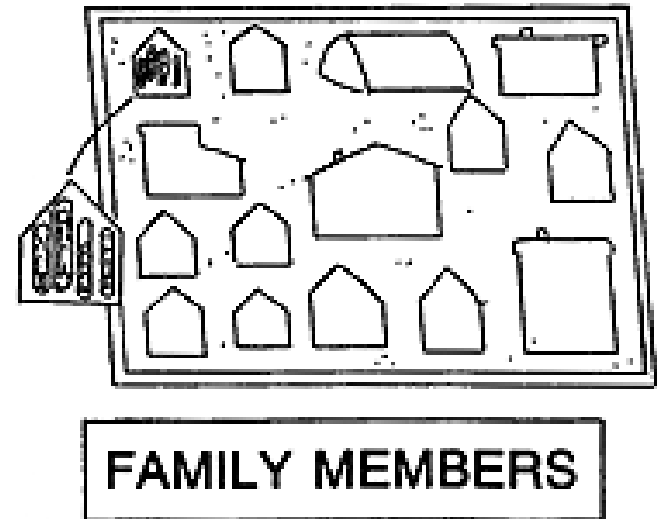
TEACHER NOTES

3. Add extended family members to the mural from Lesson 1.

Family members may include:

- grandmother
- grandfather
- uncle
- aunt
- cousin
- sister or brother adopted to another family or away at school

This is continued from Lesson 1. Give students more popsicle sticks. On each stick they have to draw a member of their family who lives somewhere other than their house. (Family members who were not included in the previous mural.) Paste each popsicle stick on a piece of paper and put it on the wall around the edge of the mural. Attach with a string to the student's house.



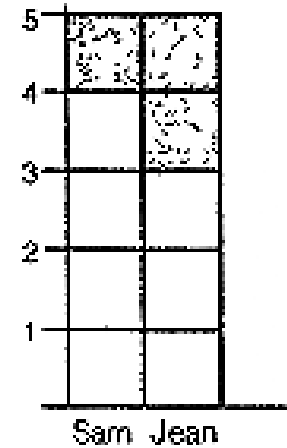
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

4. Add extended family members to the graph from Lesson 1.

Give students one square for each family member who lives somewhere other than their house. Have them add these squares to their strips on the graph from Lesson 1. The squares should be a different colour from those in the previous lesson.



5. Complete their Family Albums by adding extended family members.

Refer to Activity Sheet FL3.

Have students draw a picture of each of their extended family members on a Family Album worksheet. Add these to the books from Lesson 1, Student Activity 7.

FAMILY LIFE

GRADE: 1

LESSON: 3

THEME: FAMILIES

CONCEPT: THERE ARE SIMILARITIES AND DIFFERENCES IN FAMILY STRUCTURES

PREPARATION:

1. "Families" poem (Activity Sheet FL4)
2. Graph from Lessons 1 and 2
3. Pocket chart and drawing materials for Student Activity 3
4. Family stories and flannelboard outlines (Activity Sheets FL5A, 5B, 5C)
5. Family drawings on large cards (Activity Sheets FL6A, 6B, 6C) and one set for each student on small cards (FL6D)
6. Materials to make mobiles

VOCABULARY: same, different, big, biggest, small, smallest, males, females

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|---|--|
| Students will be able to: i) identify similarities and differences in family structures | Students: 1. Listen to the "Families" poem. 2. Identify the biggest family and the smallest family. | Refer to Activity Sheet FL4. Discuss. Using the graphs from the previous lessons, identify the biggest and smallest families. Emphasize that there are big families and small families. They are all families. |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|--|---|
| | <p>3. Decide if they have a big family or a small family.</p> <p>4. Compare different family structures.</p> | <p>Have each student count the number of family members s/he has. Have them decide what size their family is. Record their responses using a pocket chart and the sentence pattern as illustrated.</p> <div data-bbox="1213 467 1801 553" data-label="Image"> <p>The image shows a pocket chart with three boxes. The first box contains the text 'My family is', the second box contains the word 'big', and the third box contains a stick figure drawing of a family with a man, a woman, and two children.</p> </div> <p>You may wish to have students make stick figure drawings of each family member (see illustration) to show graphically how big/small their family is.</p> <p>Refer to Activity Sheets FL5A, 5B, 5C.</p> <p>Using flannelboard outlines, tell the "Family Stories". As you tell each story, put the family members on the flannelboard. Use the same outline for similar relationships, e.g., all brothers have the same outline. Compare all the family structures.</p> |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|---|---|--|
| <p>ii) identify male/female members of families</p> | <p>5. Identify male/female members of the families in the Family Stories.</p> <p>6. Count male/female members of the families in the Family Stories.</p> <p>7. Match pictures of similar family structures.</p> <p>8. Make a family mobile.</p> | <p>Ensure that students understand the terms "male" and "female." Point to outlines and have the class label each as male/female.</p> <p>Have students count how many males/females there are in each family. Record their responses using a pocket chart and the sentence pattern as illustrated:</p> <div data-bbox="1199 505 1923 586" style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> _____ 's family has _____ males </div> <p>Refer to Activity Sheets FL6A, 6B, 6C, 6D.</p> <p>Turn the two sets of Family Drawings on large cards face down on a table or on the floor. Have two students each turn up one card. Students have to look at the cards to see if they match. Do this a number of times.</p> <p>Then give each student one set of the Family Drawings on small cards. Turn up one of the large cards and show it to students. Students then find the matching card from theirs and hold it up.</p> <p>Students draw and cut out all the members of their family and make the figures into a mobile.</p> <div data-bbox="1457 1170 1656 1312" style="text-align: center;"> </div> |

FAMILIES

My family is big as big can be –
There's mum and dad and sister, Lee.
There's my brother Joe and his new wife, Bea.
There's grandma and grandpa
And, of course, there's me!

My other grandparents live far away
So we don't see them everyday.

My friend's family is very small,
Just Johnny, his dad and brother Paul!

But no matter who and no matter where
A family means sharing, love and care!

Heather Nolsoe

FAMILY STORIES

1. Lucy's family

Lucy's family is big.
Lucy's mother, father and brother live in her house.
Her two grandmothers and two grandfathers live in Edmonton.
Her uncle and two aunts live in Coppermine.

2. Mary's family

Mary's mother and grandmother live in her house. Her uncle and aunt live in a house near the Bay store. Her other aunt lives in Yellowknife. Her family is small.

3. John's family

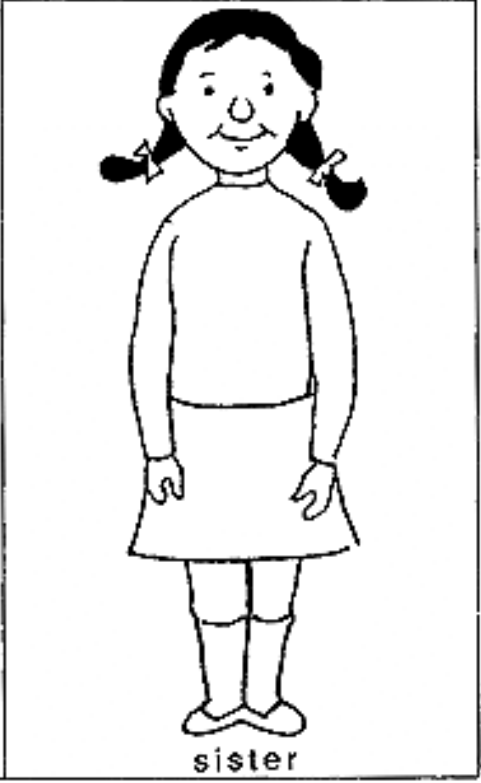
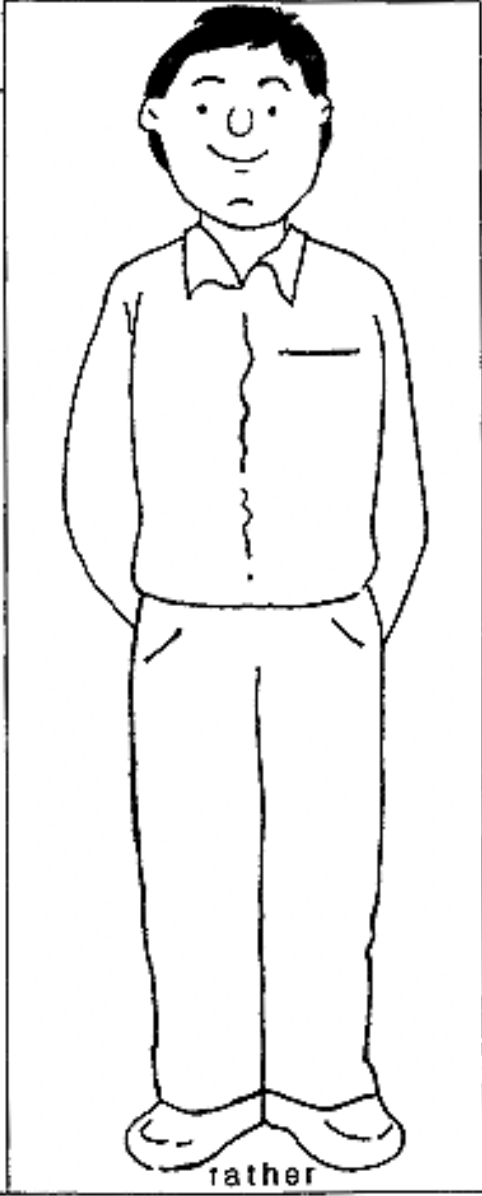
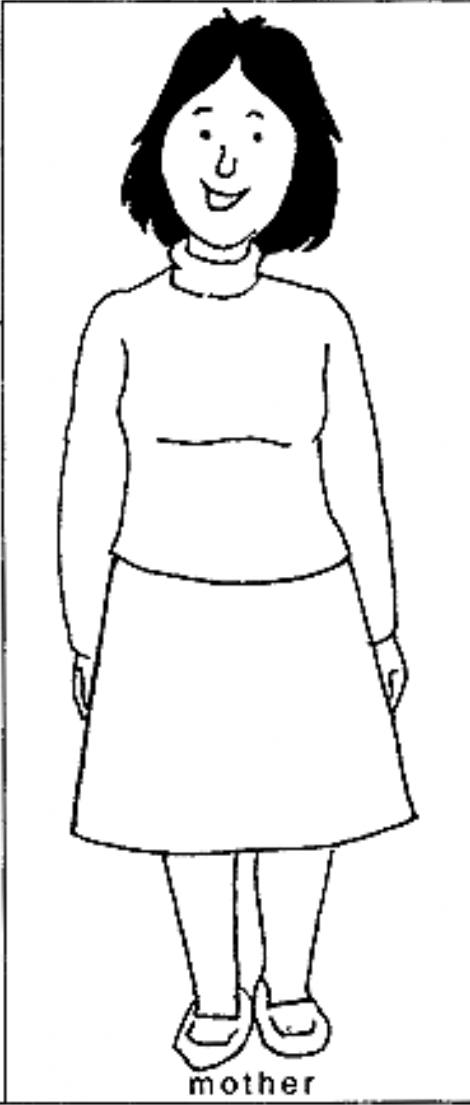
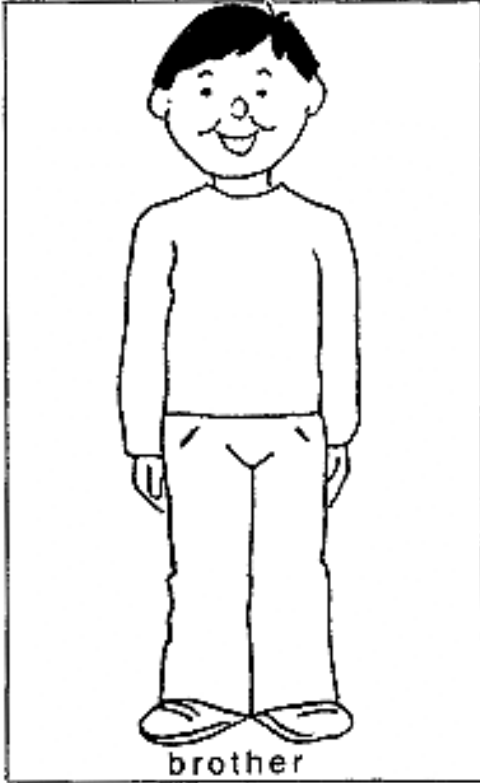
John's mother, father and sister live in his house. His three aunts live with his grandmother. His other grandmother and grandfather live in another house.

4. Jack's family

Jack's grandmother lives in his house. His two sisters and his brother live in another house.

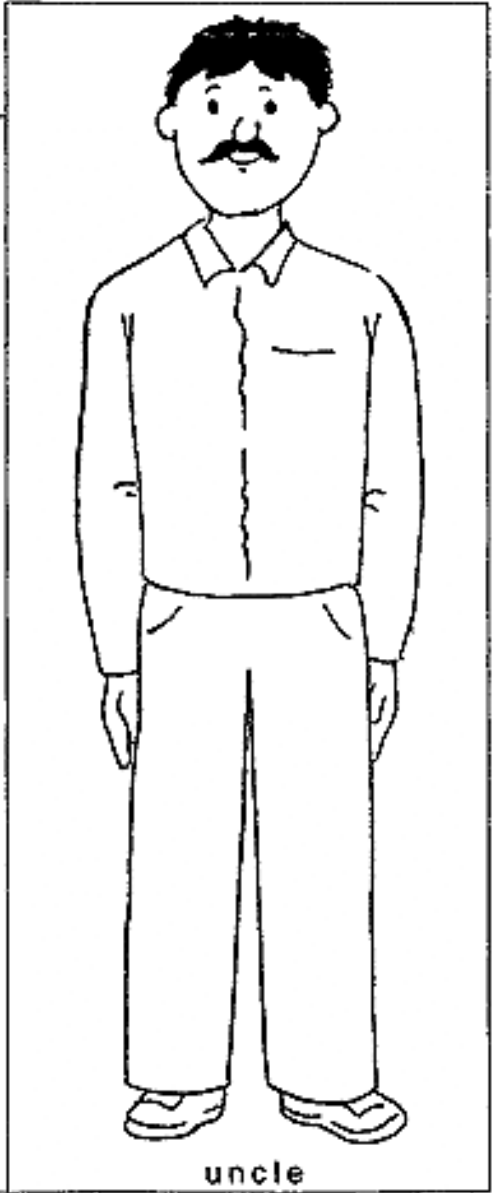
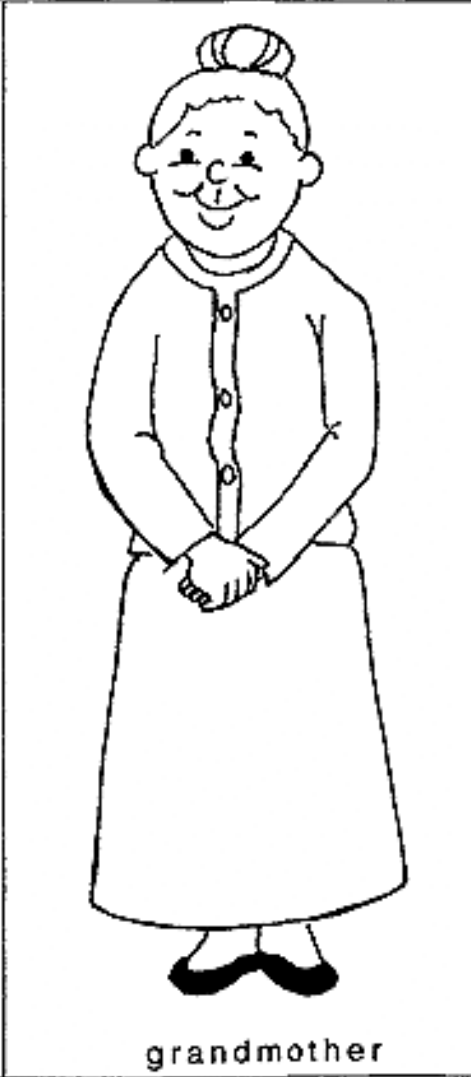
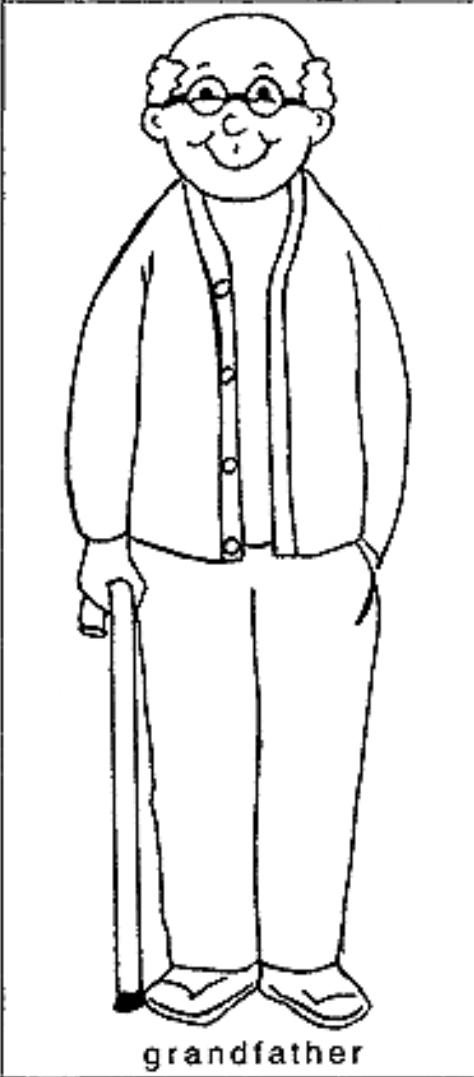
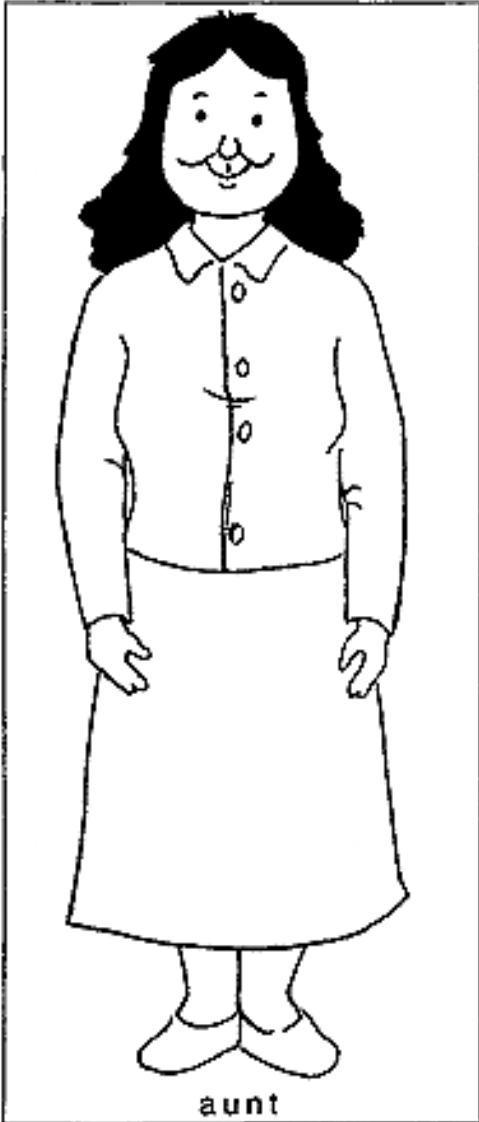
FAMILY OUTLINES

(To match stories)

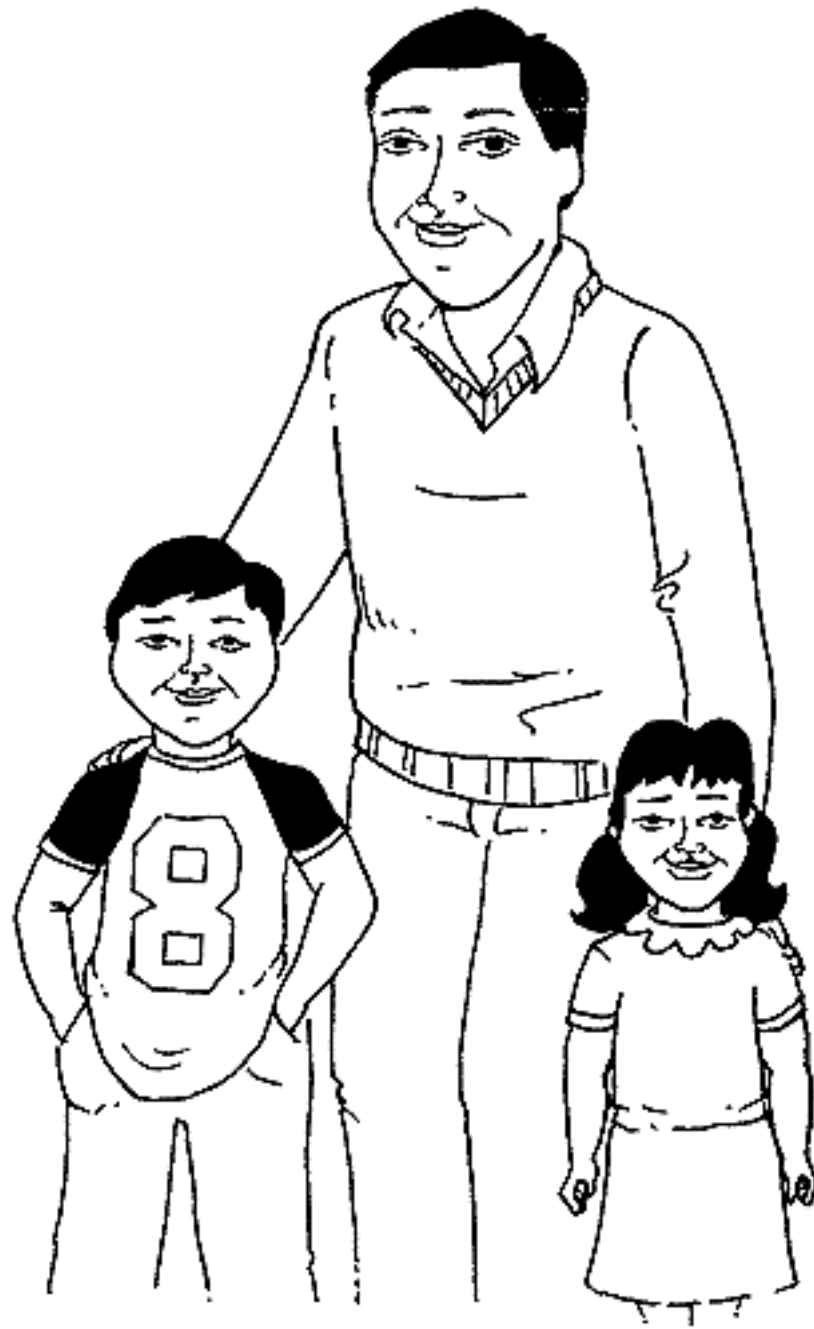


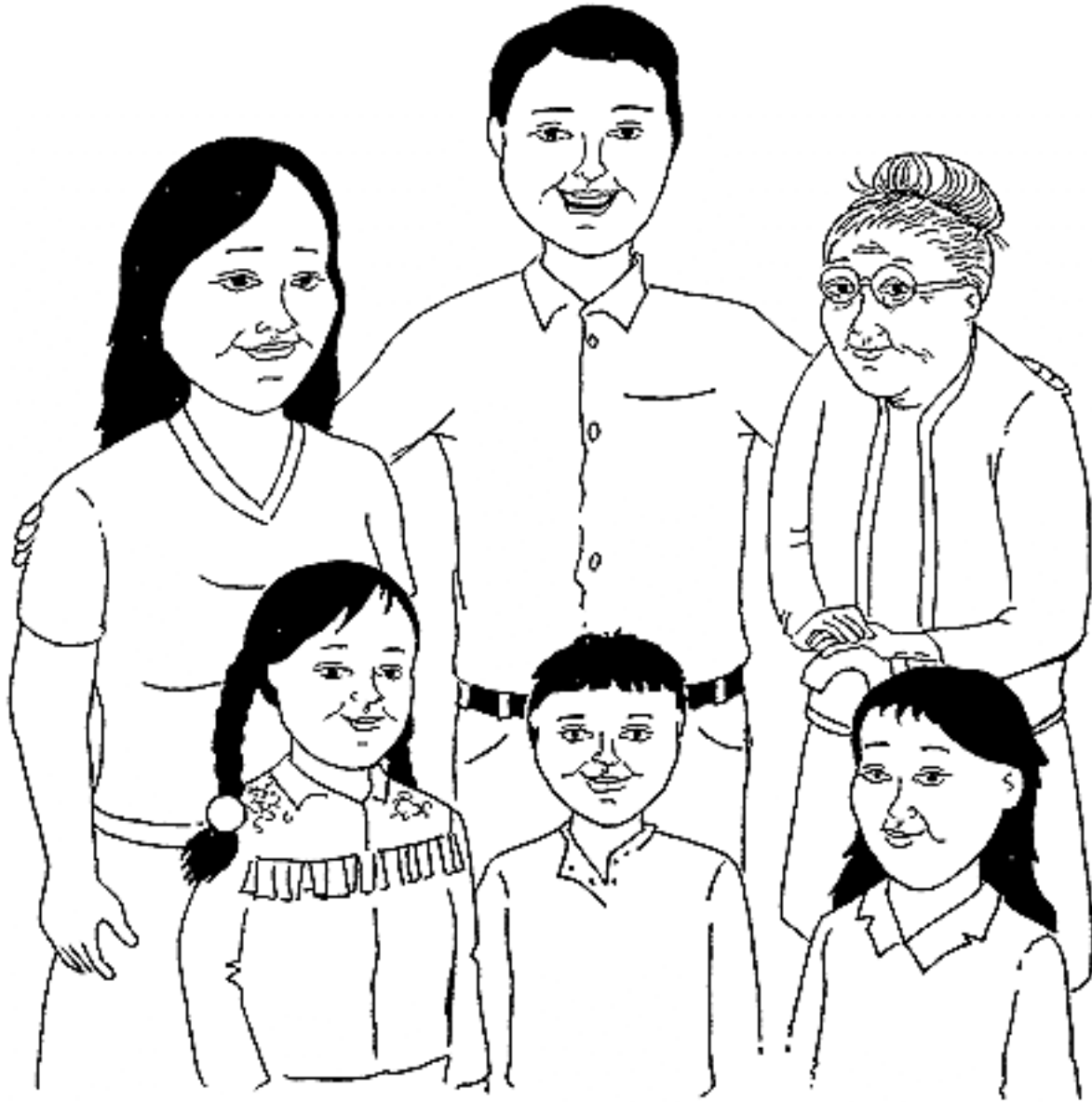
FAMILY OUTLINE

(To match stories)









FAMILY DRAWINGS



FAMILY LIFE

GRADE: 1

LESSON: 4

THEME: HUMAN DEVELOPMENT
AND REPRODUCTION

CONCEPT: THE BODY HAS MANY PARTS

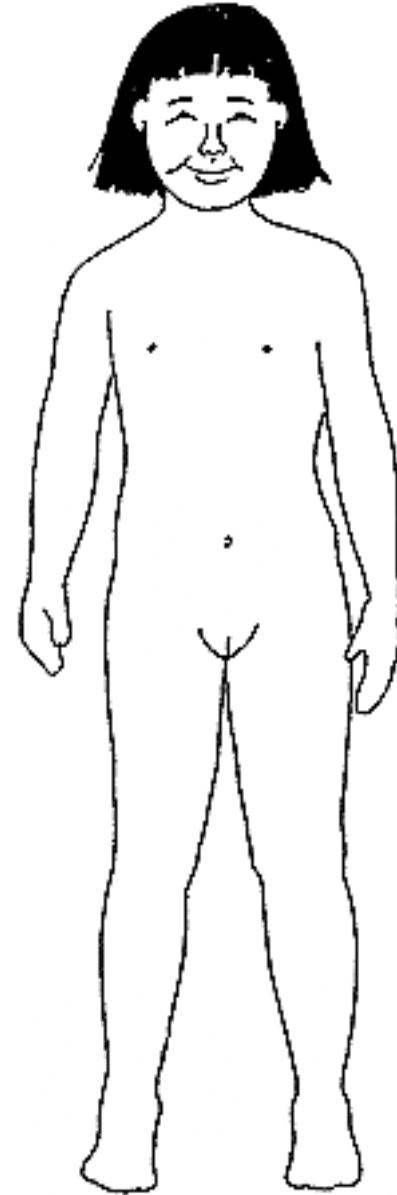
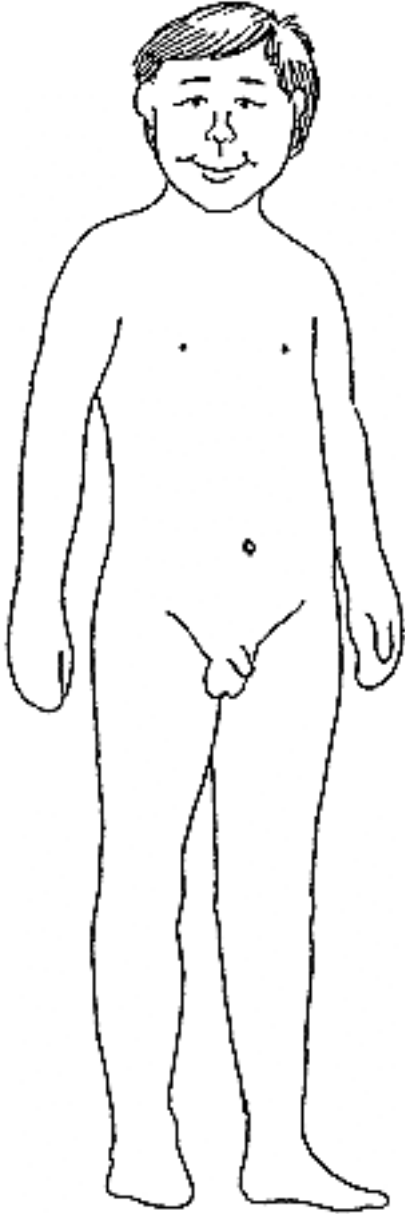
- PREPARATION:
1. Picture of a nurse or a doctor
 2. Overhead transparency and projector (Activity Sheet FL7)
 3. Prepare a class set of Our Bodies worksheet (Activity Sheet FL8)
-

VOCABULARY: penis, vulva, navel, belly button, neck, backside, buttocks

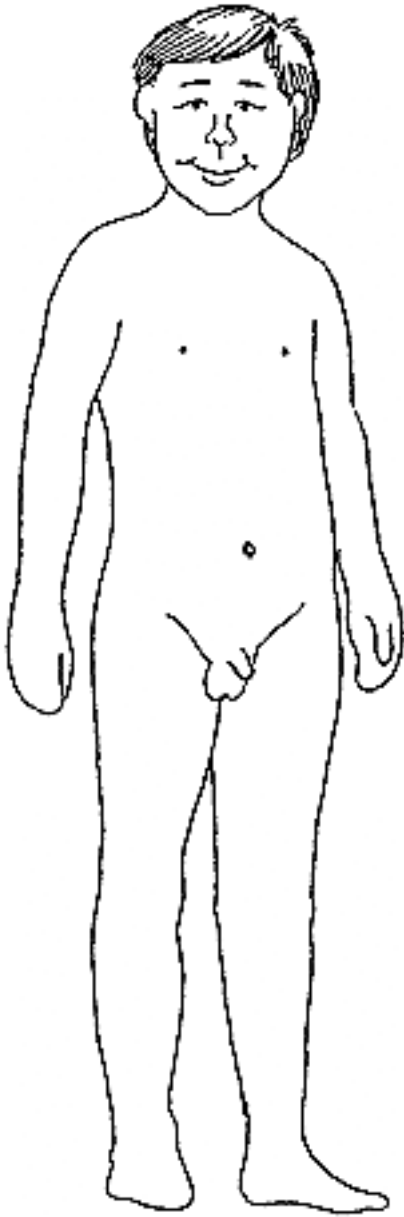
| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|---|--|
| <p>Students will be able to:</p> <p>i) name the external body parts that differ between boys and girls</p> | <p>Students:</p> <ol style="list-style-type: none">1. Review the body parts. 2. Play "Simon Says, Touch Your _____." | <p>Refer to Growth and Development, Grade 1, Lesson 1. Include:</p> <ul style="list-style-type: none">- head, eyes, ears, nose, mouth- shoulders- chest- stomach- legs, knees, feet, toes- arms, hands, fingers |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|-------------------------------------|--|
| | 5. Complete "Our Bodies" worksheet. | Refer to Activity Sheet FL8. Have students draw lines to match the labels in the centre of the worksheet to the correct body parts on both the boy and the girl. Be sure students have a model to follow. |

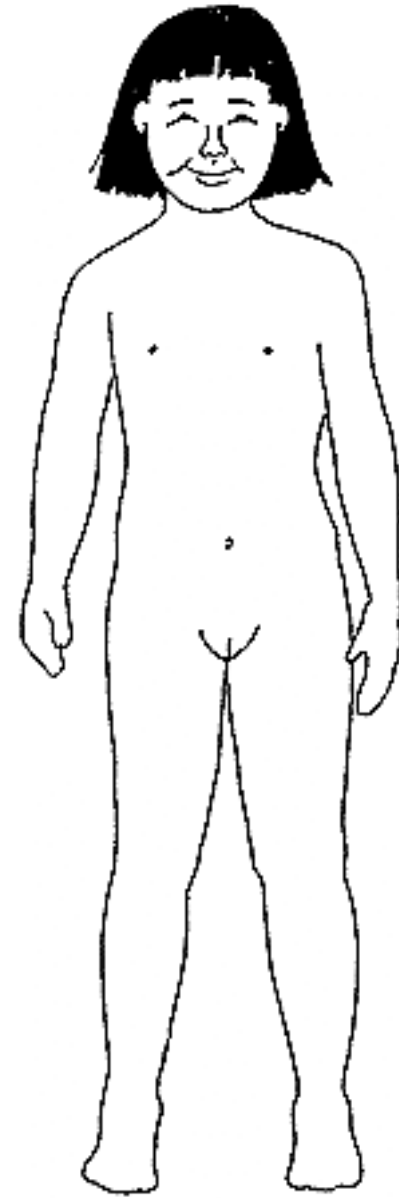
OUR BODIES
(overhead transparency)



OUR BODIES



- chest
- head
- stomach
- navel
- legs
- penis
- vulva
- neck



FAMILY LIFE

GRADE: 1

LESSON: 5

THEME: ABUSE PREVENTION

CONCEPT: TOUCH PRODUCES DIFFERENT FEELINGS

- PREPARATION:
1. Make puppets from puppet outlines (Activity Sheets FL9A, 9B)
 2. Puppet dialogue (Activity Sheet FL10)
 3. Pocket chart and sentence strips
 4. Prepare a class set of Touches worksheet (Activity Sheet FL11)
-

VOCABULARY: touch, feelings, hugging, kissing, pushing, hitting, kicking

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|--|--|
| <p>Students will be able to:</p> <p>i) identify the feelings associated with touch</p> | <p>Students:</p> <ol style="list-style-type: none">1. Identify different kinds of touches. | <p>Refer to Activity Sheets FL9A, FL9B and FL10.</p> <p>Read Part 1 of the dialogue. Emphasize that there are many different kinds of touches:</p> <ul style="list-style-type: none">- hitting, kicking, pushing, punching- hugging, kissing, tickling, shaking hands |

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Identify feelings associated with touch.



3. Brainstorm touches that give them "yes" feelings and touches that give "no" feelings.

4. Describe how the feelings associated with touch vary with particular situations.

Refer to Activity Sheet FL10.

Read Part 2 of the dialogue. Explain that there are touches that people like and touches that people don't like. If we like the touch, it gives us a "yes" feeling. If we don't like it, it gives us a "no" feeling.

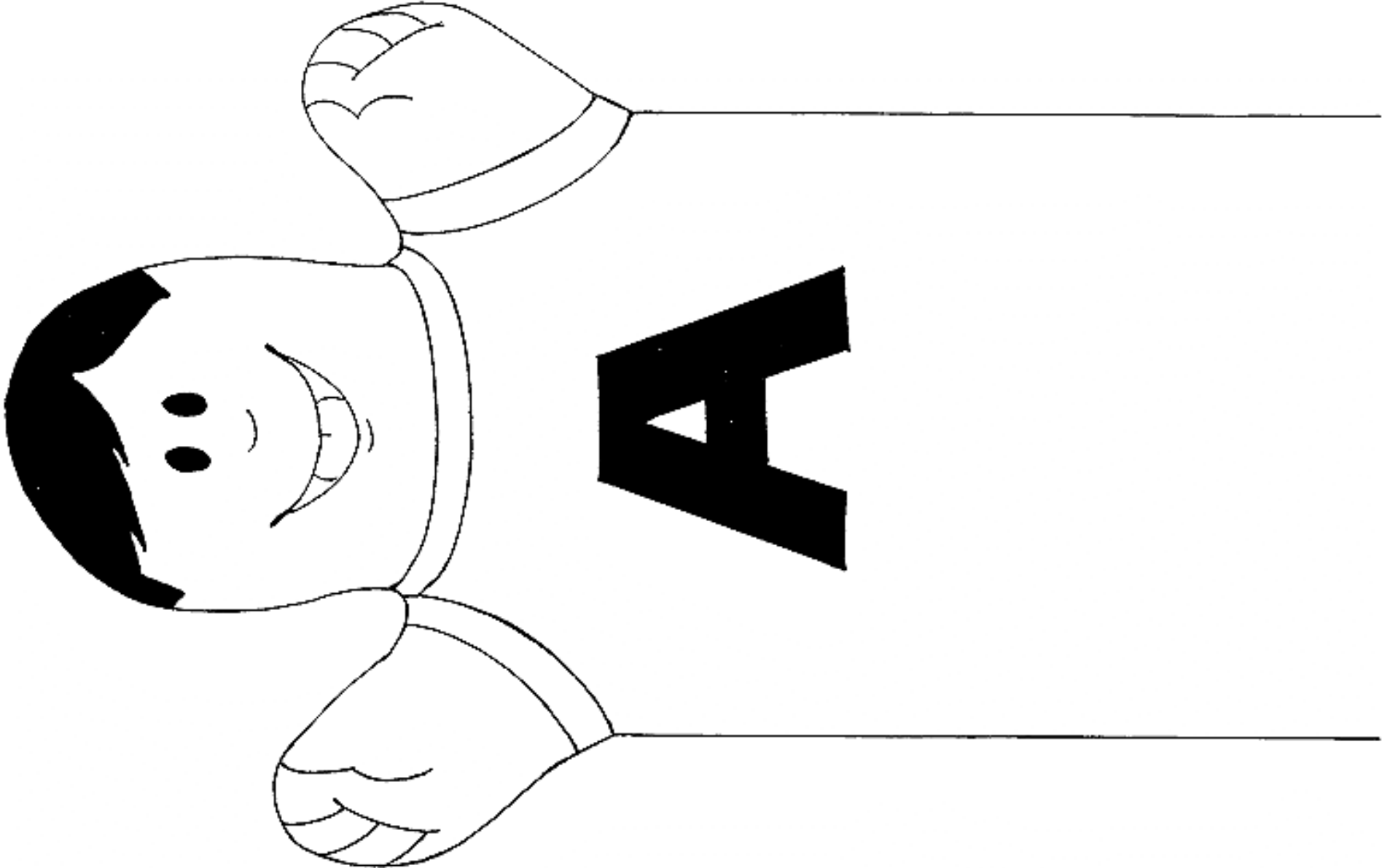
Make a list with students of the kinds of touches that give them "yes" feelings and the kinds of touches that give them "no" feelings. Use a pocket chart as illustrated.

|  Yes |  No |
|---|--|
| hugging | hitting |
| shaking hands | pushing |
| | |

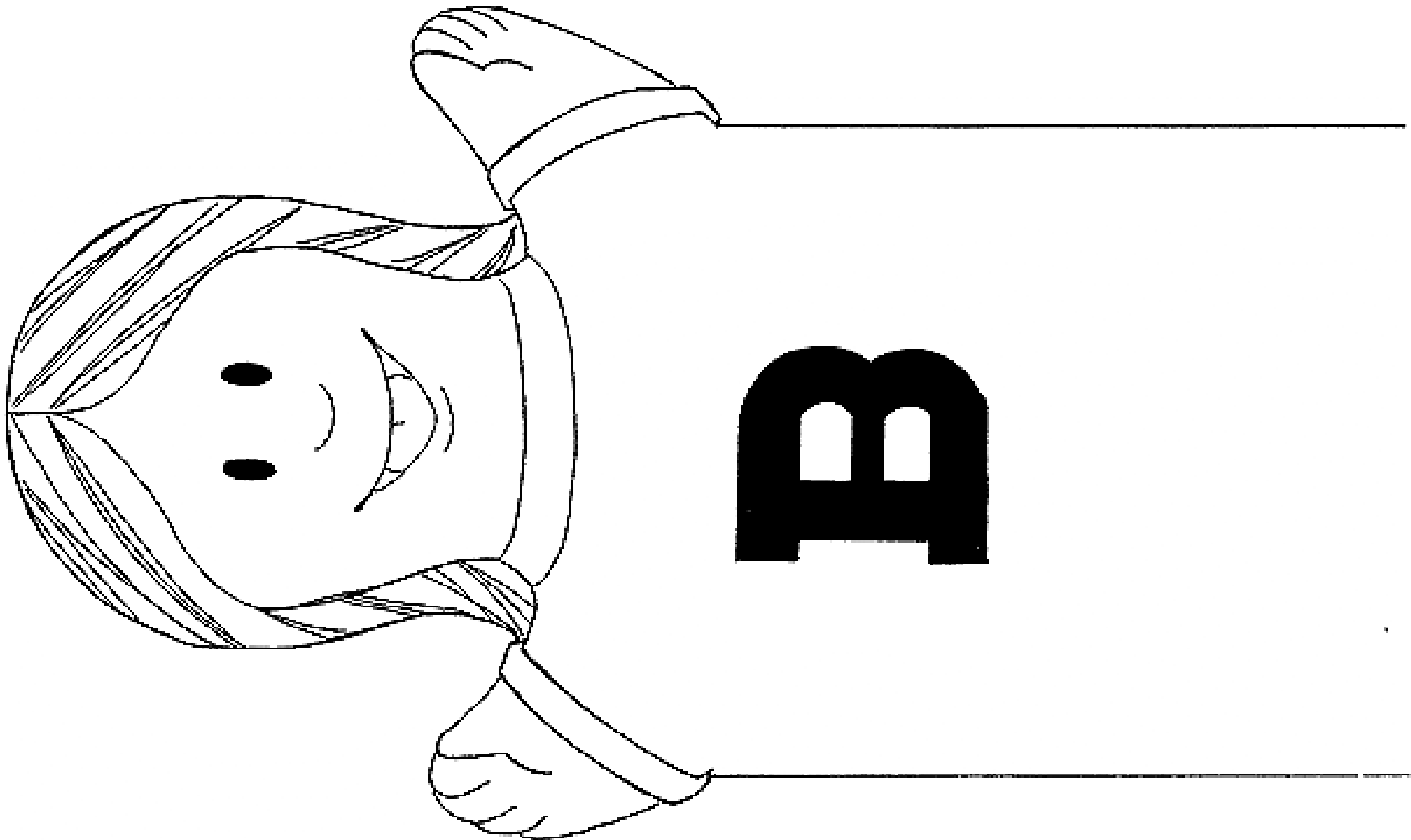
Refer to Activity Sheet FL10.

Read Part 3 of the dialogue. Emphasize that feelings may differ depending on whether:

- the child knows the person
 - the child knows the person well
 - the child likes the person
- e.g., a kiss from mother produces a "yes" feeling, while a kiss from a stranger gives a "no" feeling
- what body parts s/he touches



FL9B
BRENDA
(puppet outline)



ANDY AND BRENDA TALK ABOUT TOUCHING

Have students respond to the questions.

Part 1

- Andy: Hello boys and girls. My name is Andy.
This is my friend Brenda.
- Brenda: Hi, everyone! How are you?
{Puppets put arms around each other.}
- Andy: We're going to talk about something everyone does
- touching! Look! Brenda and I are touching each
other right now. What are we doing?
- Brenda: Look, here's another kind of touch. What
are we doing?
{Puppets shake hands.}
{Puppets demonstrate hugging, kissing,
punching, slapping, hitting, etc.}

Part 2:

- Andy: You know sometimes when people touch me,
I like it. It gives me a "yes" feeling.
- Brenda: Right. When my friend hugs me, I feel great!
- Andy: But sometimes I really hate it! It gives me a
"no" feeling.
- Brenda: Yes. Once when I was going to school, a big kid
pushed and shoved me. I had a "no" feeling.

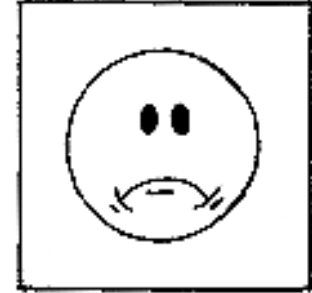
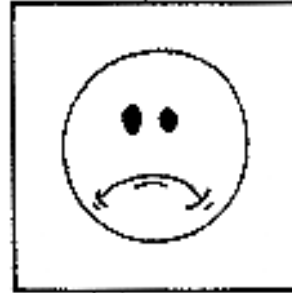
Part 3

- Brenda: Andy, sometimes when someone hugs me, I get a
"no" feeling. My dad's friend came to visit and he
gave me a hug. I didn't know him, so didn't like
getting a hug from him at all.
- Andy: Yes. Sometimes people I don't know very well try
to kiss me, 'cause they think I'm cute. That gives
me a "no" feeling.

Part 4:

- Brenda: My mother told me some rules to follow (you
know, things I should do) if I have a "no" feeling.
- Andy: Gee, maybe if you tell all of us, we can
use these rules too. Right boys and girls?
- Brenda: O.K. Rule #1. Say, "NO! Stop doing that!" really
loudly.
Rule #2. Tell an adult you can trust.
- Andy: I remember the rules.
Rule #1. Say No! Stop doing that.
Rule #2. Tell an adult you can trust.
Thank you, Brenda. Boys and girls, will
you remember the rules'? I hope so! It's
time for us to go. Bye Brenda, bye
everyone.

TOUCHES



FAMILY LIFE

GRADE: 1

LESSON: 6

THEME: ABUSE PREVENTION

CONCEPT: PERSONAL SAFETY BEHAVIOURS MAY REQUIRE FAMILY AND COMMUNITY SUPPORT

- PREPARATION:
1. Pocket chart and sentence strips
 2. Prepare five finger puppet outlines for each student (Activity Sheets FL12A, 12B)
 3. Materials for drawing pictures
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VOCABULARY: family, community, help, Block Parent

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|--|--|--|
| Students will be able to: i) identify family and community support people | Students: 1. Review the personal safety rules for dealing with "no" feelings. | Use the puppets, Andy and Brenda, from Grade 1, Lesson 5. The rules are: - Say "No. Stop doing that!" - Tell an adult you trust. |

| OBJECTIVES | STUDENT ACTIVITIES | TEACHER NOTES |
|------------|---|---|
| | <p>4. Draw a picture of a family or community support person.</p> | <p>Have students choose one adult they can trust to draw. Some students may be able to copy or write the sentence pattern on the bottom:</p> <p style="text-align: center;">If I need help I can tell my _____.</p> <p>Make the drawings into a "Who Can You Tell?" book.</p> |

