

**GRADE 2**

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**FAMILY LIFE**

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## 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 going on 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.

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**FAMILY LIFE**

GRADE: 2

LESSON: 1

THEME: FAMILIES

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CONCEPT: FAMILIES PROVIDE FOR THE PHYSICAL, EMOTIONAL AND SOCIAL NEEDS OF THEIR MEMBERS

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PREPARATION:

1. Collect a number of props/pictures. Include some things which are essential to stay alive, some which are not
2. Pocket chart and sentence strips
3. Collect a number of pictures of things which families provide
4. Magazines and art materials for collage

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VOCABULARY: stay alive, shelter, provide, basic needs

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify the basic needs provided for in a family	Students:  1. Identify what people need to stay alive.	The next two lessons relate to Social Studies, Grade 1, Topic B: I Live With My Family. Most students will have already learned this concept and its related objective. If they have, it is sufficient to review the material in this lesson. If they have not, teach the whole lesson.  Show students a number of props and/or pictures. Some should be things which people need to stay alive; others are things which are not essential. Have students identify those things that are essential to stay alive. Essentials should include:

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Identify that families provide for these basic needs.

- food
- clothing
- shelter
- love (Teachers may need to help students identify this.)

Non essentials can include:

- toys
- T.V.

Have students list the basic needs that families provide. Use a pocket chart and the sentence pattern as illustrated.



3. Identify the three categories of basic needs.

Explain to students that the things on the list are only some of the things families give us. The things families give us fit into three categories.










Make an experience chart like the one illustrated. Have students try to think of other things to add to the chart.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

4. Categorize some of the things which families provide.
5. Make a class collage of basic needs which the family provides.

things our bodies need	love and care	doing things together
food 	love 	learning 
clothes 	care 	someone to talk to 
shelter 		someone to listen 
		fun together 

Show students a number of pictures of things which families provide. Let them decide which category on the experience chart each picture fits. Have students attach the pictures to the right column on the chart.

Divide the class into three groups. Each group cuts out magazine pictures or makes drawings appropriate for one of the categories from the chart. Make the pictures into a mural with three sections, each one illustrating one category. Discuss the pictures with each group and the mural with the class using the sentence pattern:

Families give us \_\_\_\_\_.

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	6. Roleplay ways to provide some of these needs for family members.	In the house centre, provide appropriate props to allow students to act out providing for these basic needs.

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**FAMILY LIFE**

GRADE: 2

LESSON: 2

THEME: FAMILIES

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CONCEPT: MEMBERS SHARE IN THE MAINTENANCE OF THE FAMILY UNIT

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- PREPARATION:
1. Collect a variety of household items that illustrate household tasks, e.g., broom
  2. Pocket Chart and sentence strips
  3. "Just For You" book by Mercer Mayer
  4. Art materials for making Big Book
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VOCABULARY: tasks (jobs), share, responsibility

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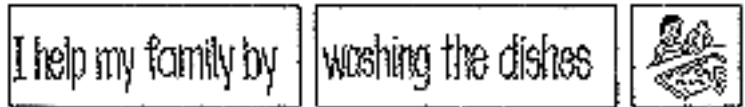
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify their tasks within the family	Students:  1. Identify their tasks within the family.	Show students a variety of common household items that illustrate household tasks. Items may include: <ul style="list-style-type: none"><li>- broom</li><li>- pot</li><li>- fishing line</li><li>- dishtowel</li><li>- garbage bag</li><li>- laundry detergent</li><li>- axe</li><li>- hammer</li><li>- needle and thread</li></ul>

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

	<ol style="list-style-type: none"> <li>2. Roleplay a task for which they are responsible.</li> <li>3. Play the game "I Help My Family By ..."</li> <li>4. Listen to the story "Just For You."</li> </ol>	<p>Make a list of tasks which students perform at home using a pocket chart and the sentence pattern as illustrated.</p> <div style="text-align: center;">  </div> <p>Have students roleplay a task for which they are responsible. Have other students guess what the task is.</p> <p>Have students sit in a circle. The first student says: "I help my family by washing the dishes." The second student repeats what the first student said and adds something else: "I help my family by washing the dishes and taking out the garbage." Continue until all students have had a turn. (Divide students into two or three groups if they have trouble remembering a number of tasks.)</p> <p>Read the story "Just For You" by Mercer Mayer. Have students share some of their own experiences trying to do a task which was too difficult for them.</p>
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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify tasks other people are responsible for within the family</p>	<p>5. Identify tasks for which other family members are responsible.</p> <p>6. Roleplay a task for which another family member is responsible.</p> <p>7. Make a Big Book "Family Jobs."</p>	<p>Discuss with students what tasks other members of their families have to do. Make a list for each family member on an experience chart, using the sentence pattern as illustrated:</p> <div data-bbox="1218 373 1953 544" style="text-align: center;"> </div> <p>Have students roleplay a task for which another family member is responsible. Have other students guess what the task is.</p> <p>Have each student choose one family member and on a large sheet of paper make a drawing of that person doing a task for which s/he is responsible. Students can use the sentence pattern from the experience charts to describe what the person is doing. Make the drawings into a Big Book for the classroom library.</p>

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**FAMILY LIFE**

GRADE: 2

LESSON: 3

THEME: HUMAN DEVELOPMENT  
AND REPRODUCTION

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CONCEPT: ALL LIVING THINGS REPRODUCE AND GROW

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- PREPARATION:
1. A doll or picture of a baby
  2. Pictures of different eggs (Activity Sheets FL13A, B, C, D)
  3. Prepare a class set of "Mothers and Eggs" worksheet (Activity Sheet FL14)
  4. Materials for drawings
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VOCABULARY: egg, mother, fish, puppies, baby, calves, lifecycle

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify that a baby grows from an egg	Students:  1. Discuss where babies come from.	This lesson relates to Science, Grade 1, Topic: Living and Non-Living Objects, and Grade 2, Topic: Properties of Living Objects. The Language Development/Science units on animals, birds and fish teach related concepts.  Use a doll or a picture of a baby. Ask students where babies come from. Then ask where other baby animals come from. Include: <ul style="list-style-type: none"><li>- puppies</li><li>- chickens (or other familiar birds)</li><li>- caribou calves</li><li>- baby fish, etc.</li></ul>

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify that some eggs grow inside the mother, some grow outside</p>	<p>2. Identify that babies (animal or human) grow from an egg.</p> <p>3. Draw a simple lifecycle for different animals.</p> <p>4. Identify eggs that they can see growing and changing from those they cannot see.</p>	<p>Refer to Activity Sheets FL13A, B, C, D.</p> <p>Show students the pictures of different eggs. Talk about what grows from each kind of egg. Emphasize that eggs are very small at first. A human egg is the size of a pin head, but then it grows. Use the sentence pattern:</p> <p style="text-align: center;">A baby _____ grows from an egg.</p> <p>Draw a simple lifecycle on the blackboard for students. Discuss it. Then have students each choose one animal and make a lifecycle for that animal.</p> <div style="text-align: center;">  </div> <p>Ask students what kind of eggs they have seen. Where did they see them? Discuss their experiences. Ask if anyone has ever seen a human egg or a caribou egg. Lead students to understand there are some eggs they can see growing and some they cannot. Make an experience chart as illustrated.</p>

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 5. Match eggs to appropriate mother.
- 6. Make a class book of "Eggsactly Right."

Eggs you can see	Eggs you can't see
fish hen gull	human baby dogs caribou

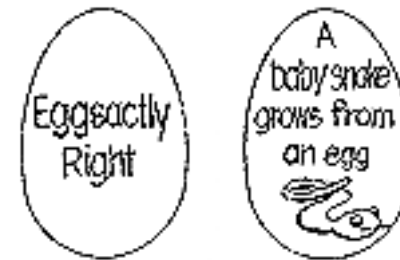
Refer to Activity Sheet FL14.

Give each student a copy of the worksheet and have them draw a line to match the egg (s) to the appropriate mother.

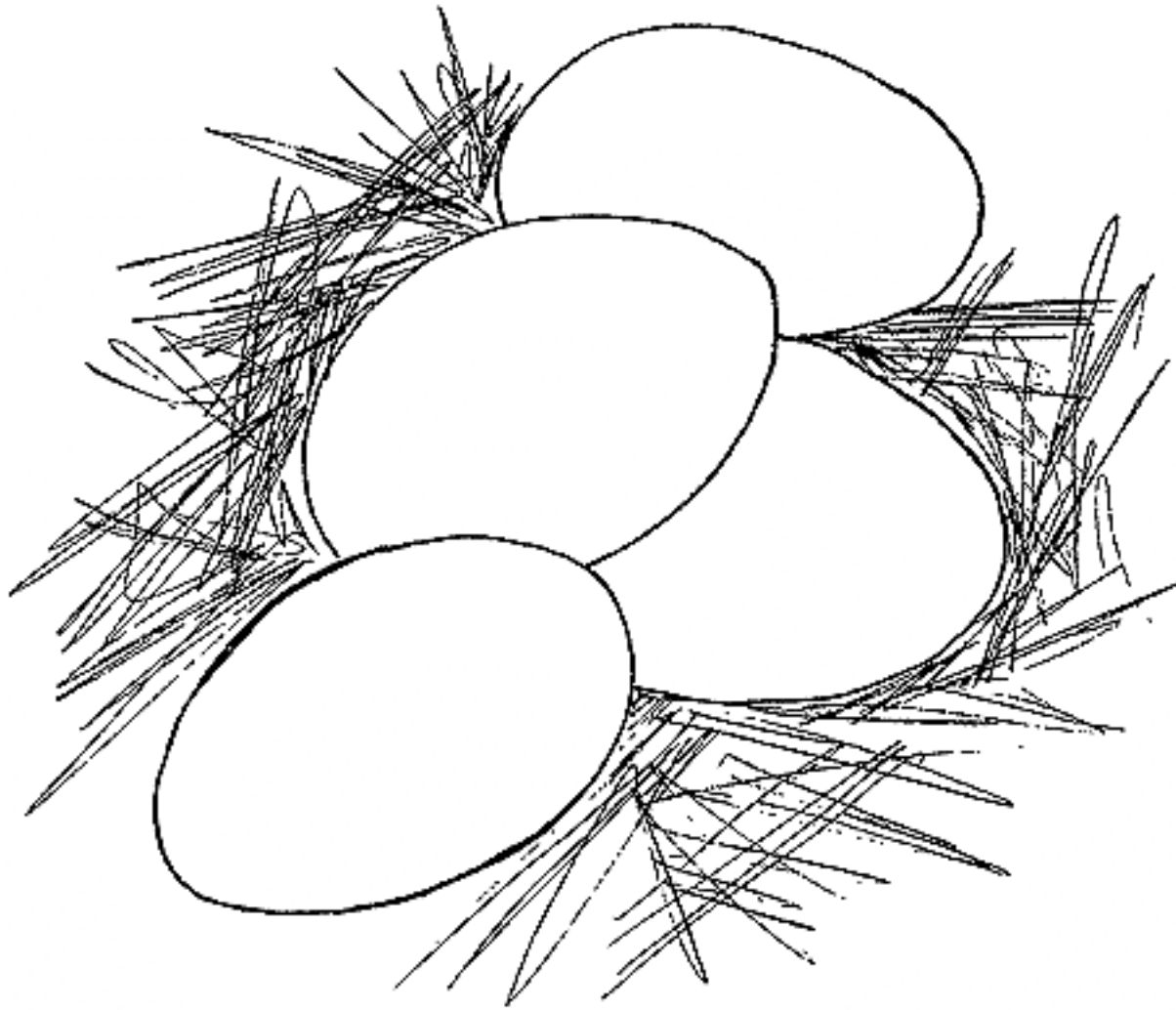
Have each student choose a different animal. They should draw a picture of the animal and write under the picture:

A baby \_\_\_\_\_ grows from an egg.

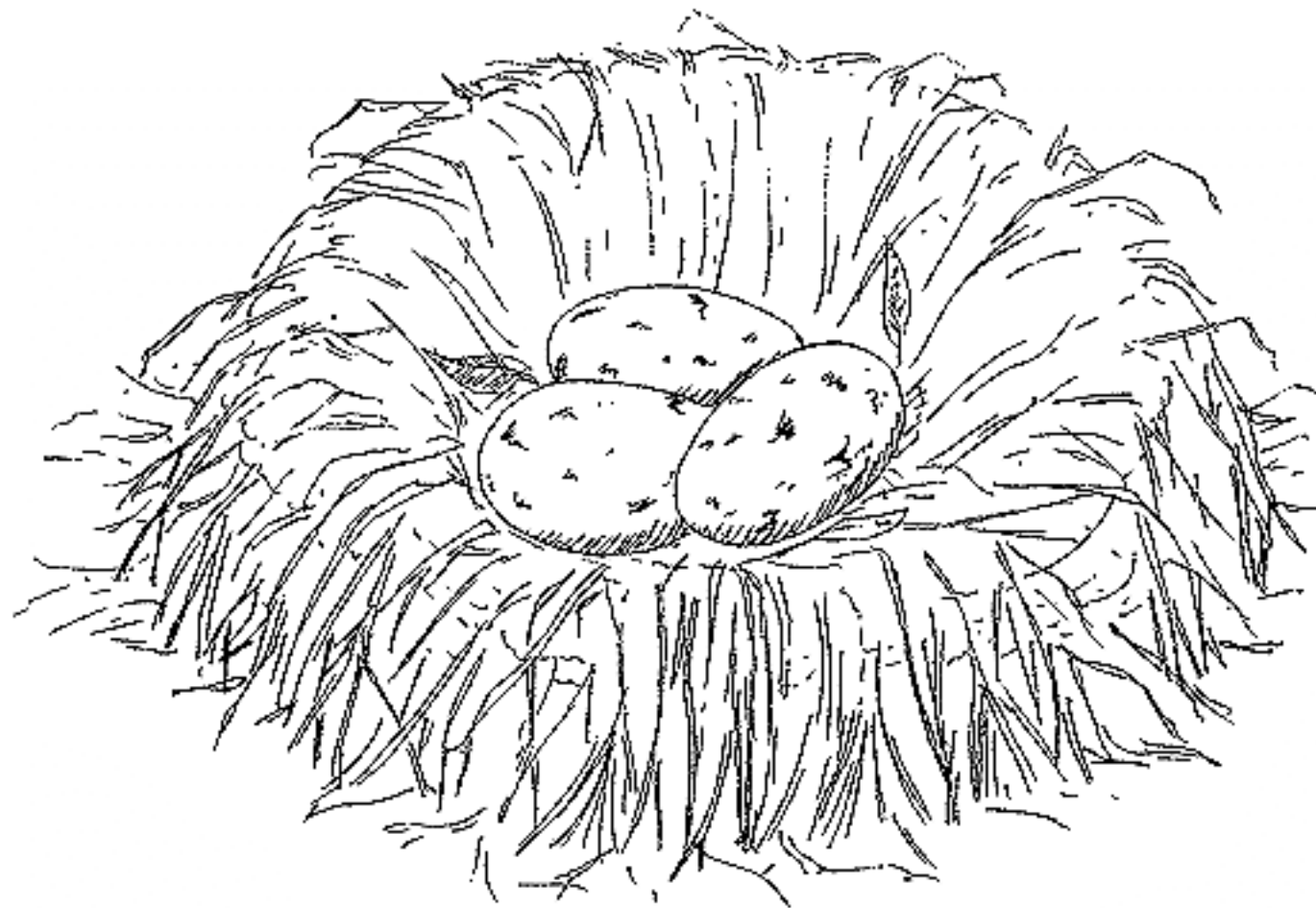
Make all the pictures into a class book.



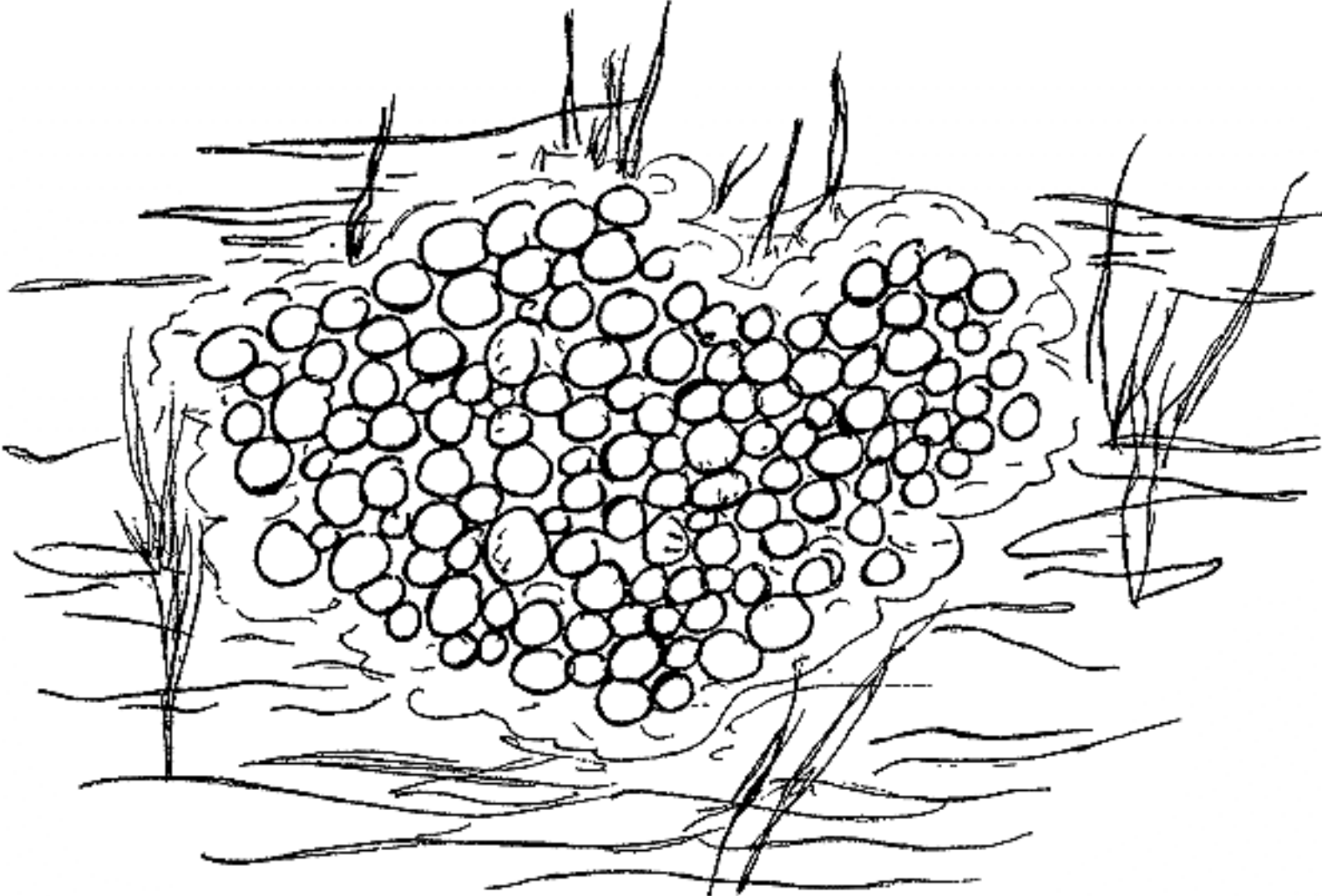
# CHICKEN EGGS



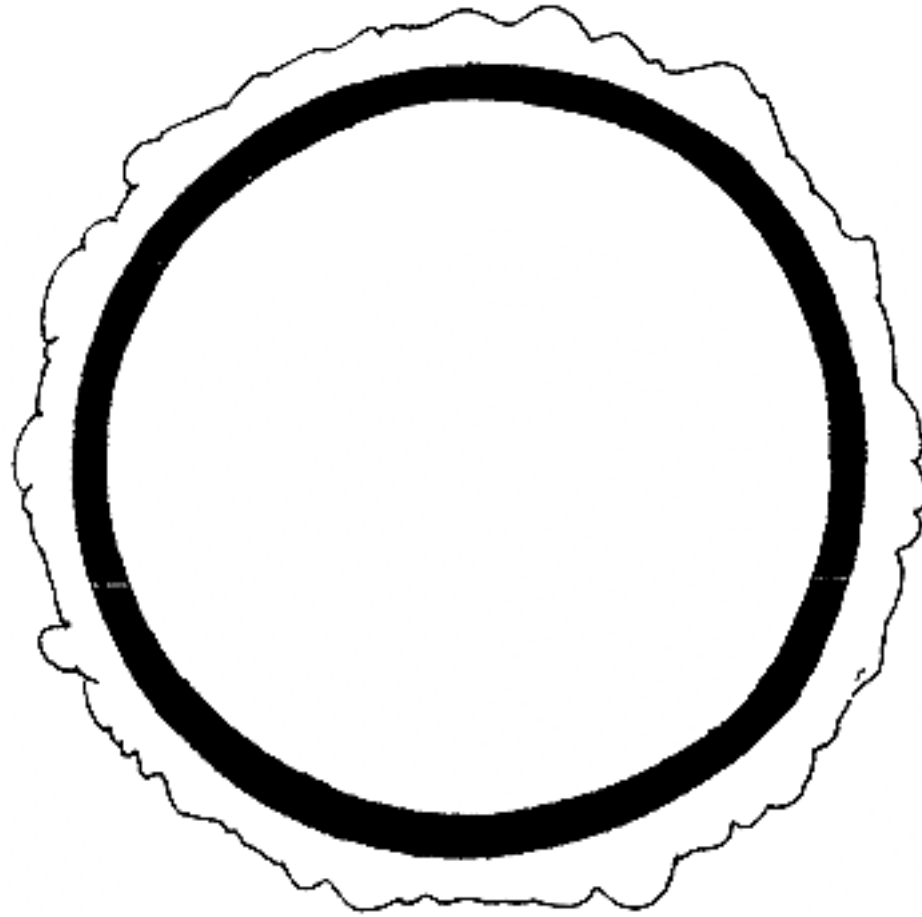
# GULL EGGS



# FISH EGGS

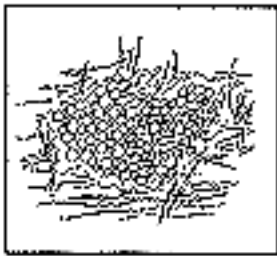
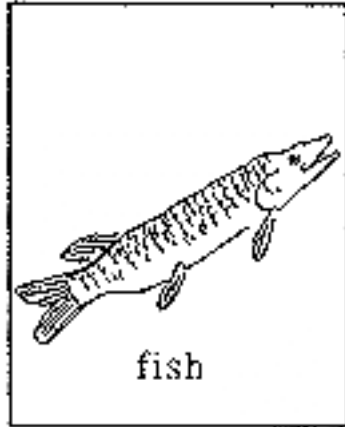


# HUMAN EGG



# MOTHERS AND EGGS

Draw a line to show which egg belongs to which mother.



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**FAMILY LIFE**

GRADE: 2

LESSON: 4

THEME: ABUSE PREVENTION

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CONCEPT: PERSONAL SAFETY BEHAVIOURS HELP PROTECT FROM POTENTIALLY ABUSIVE SITUATIONS

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- PREPARATION:
1. Puppet outlines and dialogue (Activity Sheets FL15A, 15B, 15C)
  2. Scenarios sheet and a class set of happy and sad faces (Activity Sheets FL16A, 16B)
  3. Art materials to make posters
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VOCABULARY: feelings, rules, safe, private parts

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify potentially abusive situations	Students:  1. Review "no" feelings related to touch.	This is a review of Grade 1, Lesson 5.  Refer to Activity Sheets FL15A, 15B, 15C.  Ask students to identify the kinds of touches which give them "no" feelings. (Use the puppets and the dialogue.) Touches may include: <ul style="list-style-type: none"><li>- hitting</li><li>- slapping</li><li>- kicking</li><li>- pushing</li><li>- touching "private parts"</li></ul>

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

ii) describe behaviours which help protect them from potentially abusive situations

- 2. Identify situations which give "no" feelings.
- 3. Describe personal safety rules to follow for situations which give "no" feelings.

Emphasize that touches which sometimes give "yes" feelings may also give "no" feelings, e.g., a kiss from someone you don't know.

Refer to Activity Sheets FL16A, 16B.

Use the scenarios to identify situations which may produce "no" feelings. Read the scenarios to the students. Give students a happy and a sad face. Ask them to identify how they feel by holding up a happy or a sad face.

Make an experience chart with students which describes possible situations and what they should do in each. The rules should include:

- stop and think
- say "No"
- go to a safe place
- tell an adult you trust

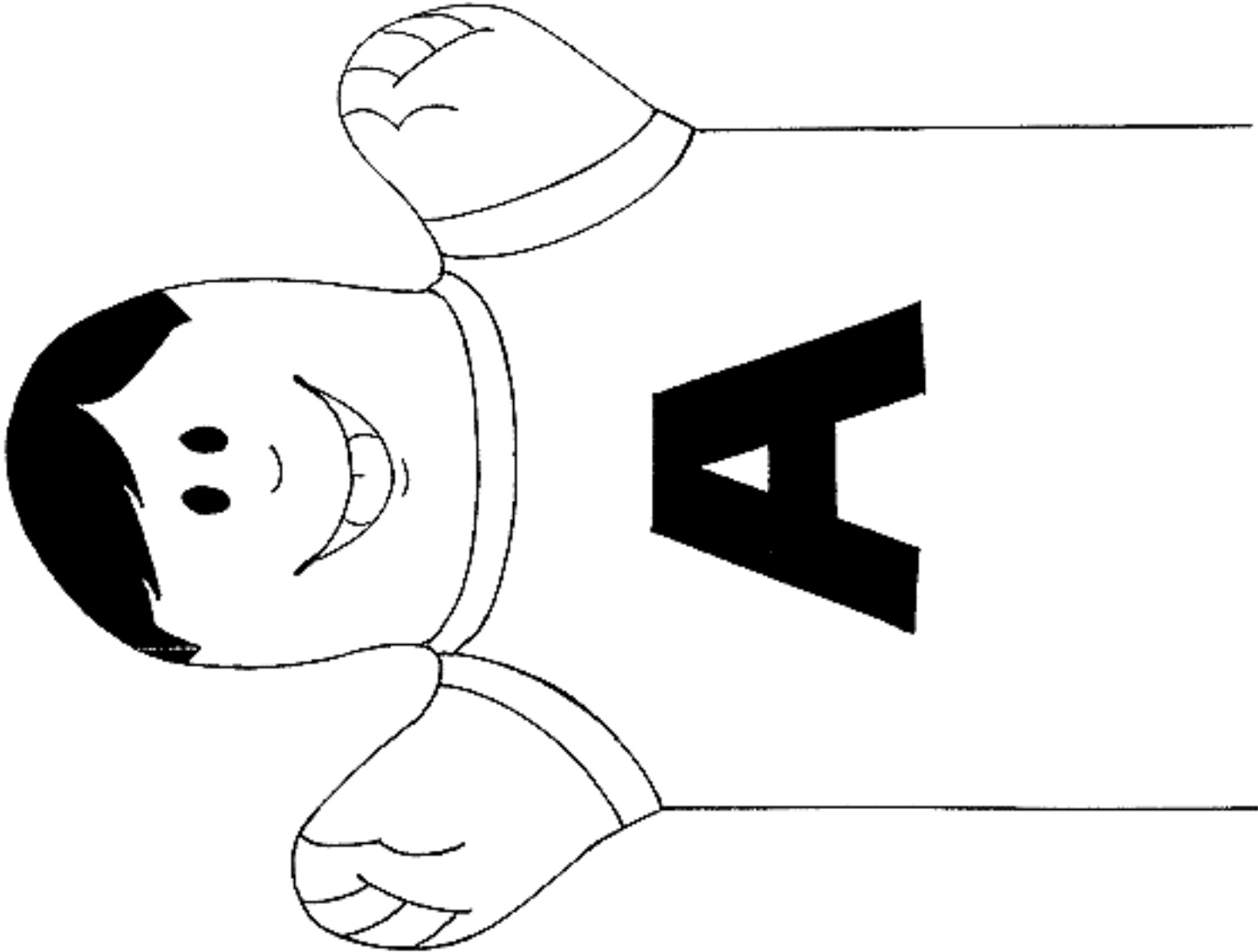
Situation	Feeling	Rules
• someone threatens you	No	• say no • go to a safe place • tell
• a neighbour invites you in	?	• Stop and think
• someone is following you	No	• go to a safe place • tell

Review the chart with students using the sentence pattern:

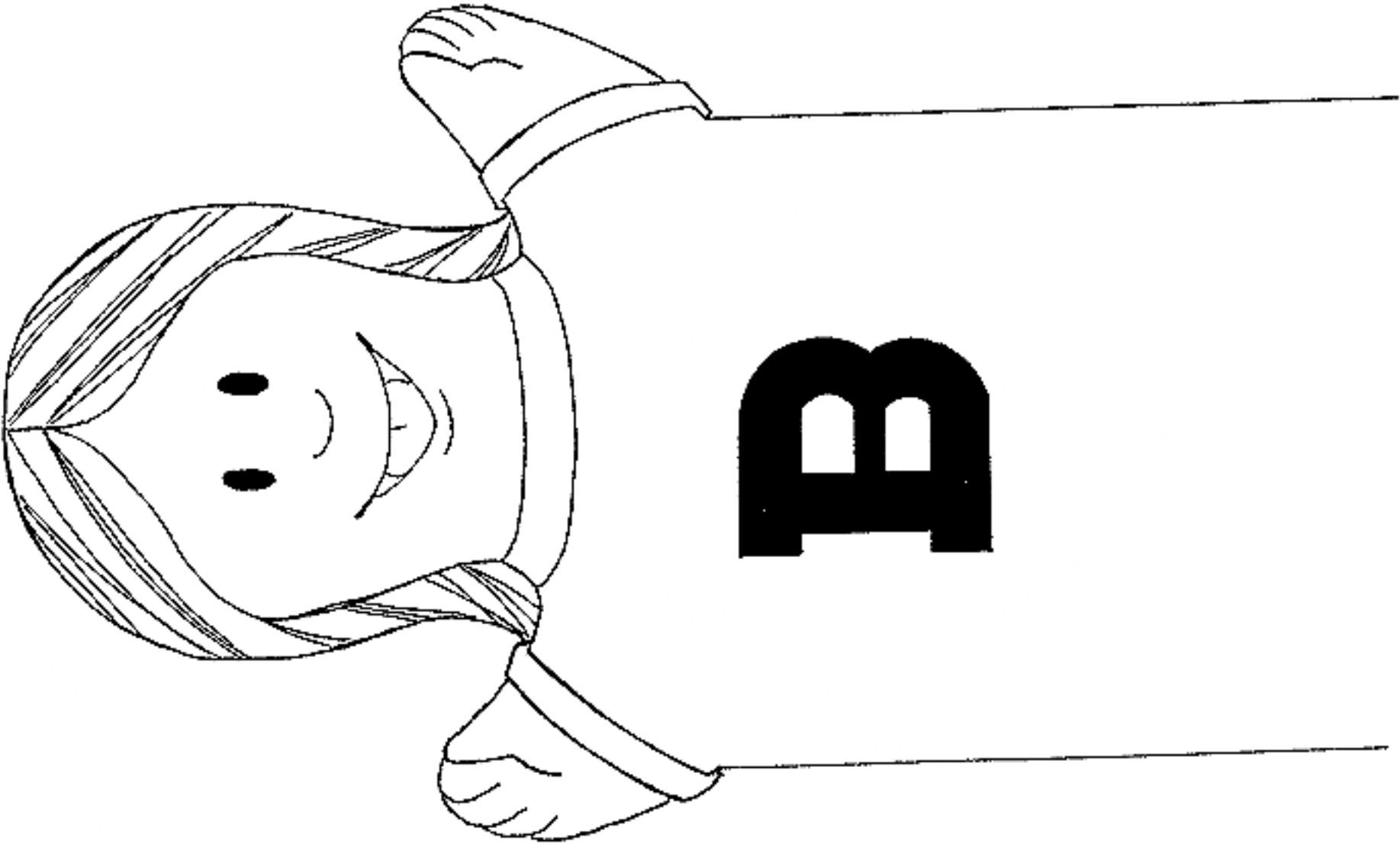
When you have a "no" feeling, you should \_\_\_\_\_.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) demonstrate behaviours which help maintain personal safety</p>	<p>4. Practise using the personal safety rules.</p> <p>5. Draw posters illustrating the personal safety rules to follow in situations which give "no" feelings.</p>	<p>Refer to Activity Sheet FL16A.</p> <p>Use the scenarios which are appropriate for the community. Have students practise what they would do in each situation</p> <p>Display the posters around the school.</p>

ANDY



BRENDA

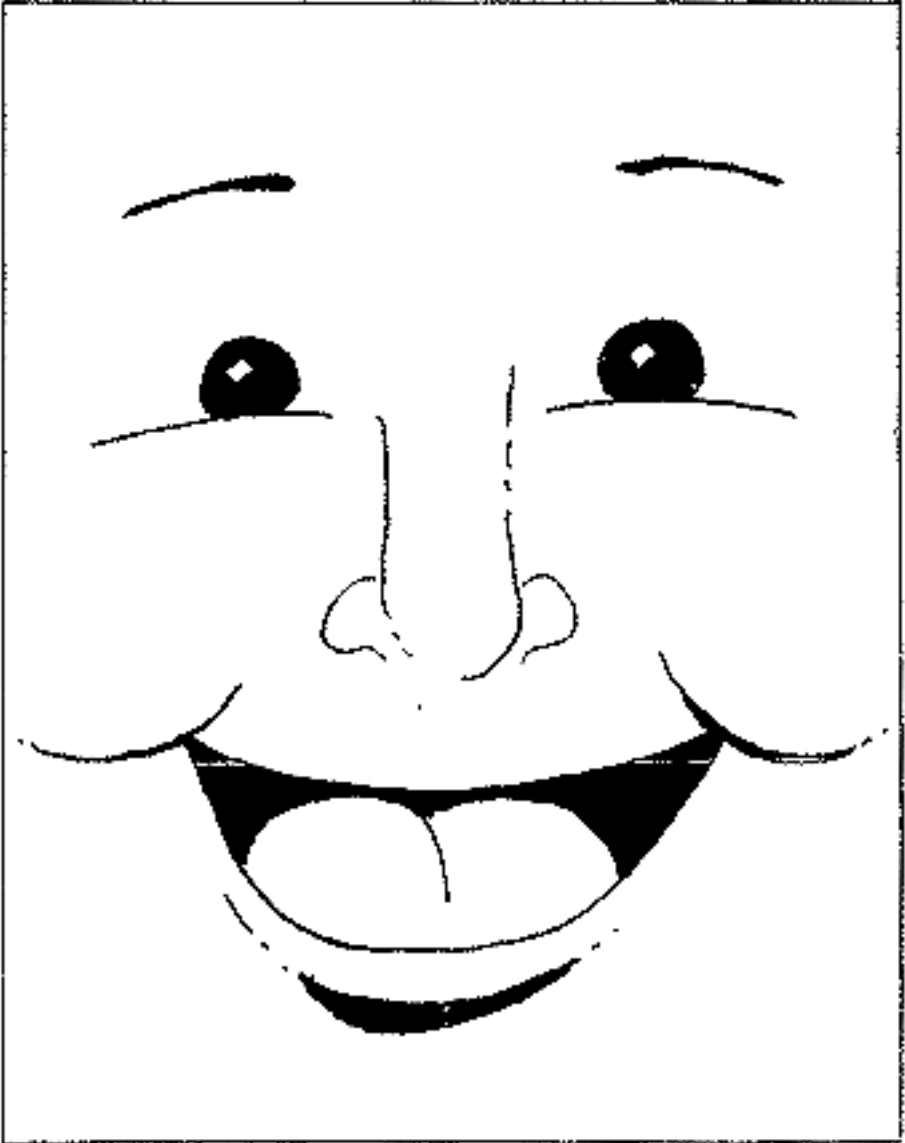
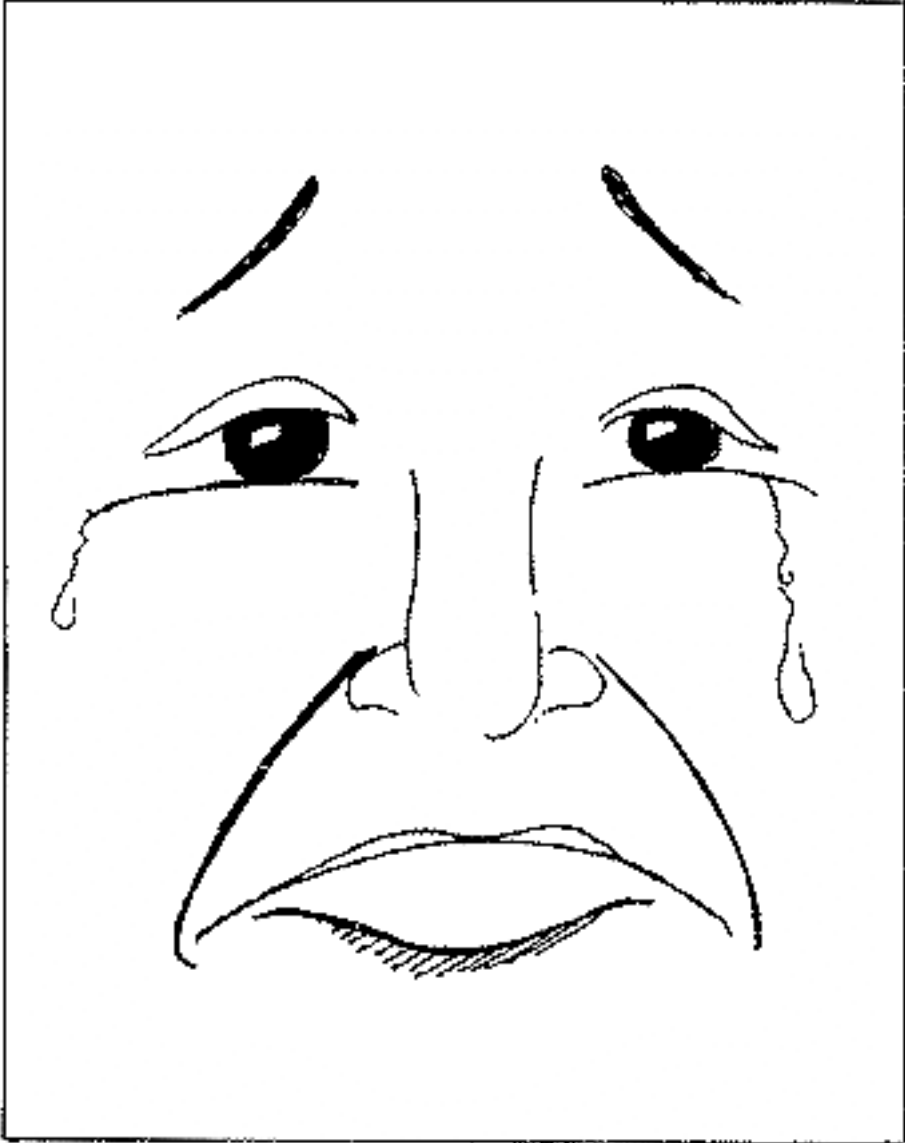


## ANDY AND BRENDA TALK ABOUT "NO" FEELING

- Andy : Brenda, remember we talked to the boys and girls before about touching?
- Brenda : I remember, about people hitting you and things like that.
- Andy : That's right. Let's see if the boys and girls remember different kinds of touch. Tell us all the different kinds of touch you know.  
{STUDENTS BRAINSTORM DIFFERENT KINDS OF TOUCH}
- Brenda : Great! Now tell me which of these touches give you a "no" feeling. {STUDENTS IDENTIFY TOUCHES WHICH GIVE "NO" FEELINGS}
- Andy : These girls and boys remember really well! But do you think they remember about touches that give a "yes" feeling sometimes and a "no" feeling other times, Brenda?
- Brenda : You know once the man next door to me kissed me. I didn't like it at all. I had a real "NO" feeling. But when my father kisses me, I have a "yes" feeling.
- Andy : Mm! Sometimes it's because of who touches you and where they touch you.
- Brenda : The boys and girls are going to learn more about this. Come on, Andy, let's watch them.

**SCENARIOS**

<p>1. An older girl tells you she will beat you up if you don't give her part of your chocolate bar.</p>	<p>2. You are walking home when it is dark. Someone is following you.</p>
<p>3. The man next door asks you to come into his house to see his new T.V.</p>	<p>4. A woman you don't know says she will buy you pop if you go with her.</p>
<p>5. A man in a truck grabs you and tries to get you to go with him.</p>	<p>6. A man touches you on your private parts. He tells you it is a secret and you must not tell anyone.</p>



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**FAMILY LIFE**

GRADE: 2

LESSON: 5

THEME: ABUSE PREVENTION

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CONCEPT: PERSONAL SAFETY BEHAVIOURS MAY REQUIRE FAMILY AND COMMUNITY SUPPORT

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- PREPARATION:
1. Pocket chart and sentence strips
  2. Community map
  3. Prepare a class set of Block Parent symbol worksheet (Activity Sheet FL17)
  4. Phone numbers for support people
  5. Materials to make phone book
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VOCABULARY: help, tell, call, phone

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
<p>Students will be able to:</p> <p>i) locate family and community support people</p>	<p>Students:</p> <ol style="list-style-type: none"><li>1. Review family and community support people.</li></ol>	<p>This is a review of Grade 1, Lesson 6.</p> <p>Ask students who can help them if someone is doing something that gives them "no" feelings. Make a list using the pocket chart and sentence pattern as illustrated.</p> <div data-bbox="1199 1146 1927 1328"><table border="1"><tr><td data-bbox="1199 1146 1570 1224">If I need help I can tell</td><td data-bbox="1570 1146 1837 1224">my mother</td><td data-bbox="1837 1146 1927 1224"></td></tr><tr><td></td><td data-bbox="1549 1243 1837 1328">my grandfather</td><td data-bbox="1837 1243 1927 1328"></td></tr></table></div>	If I need help I can tell	my mother			my grandfather	
If I need help I can tell	my mother							
	my grandfather							

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OBJECTIVES

STUDENT ACTIVITIES

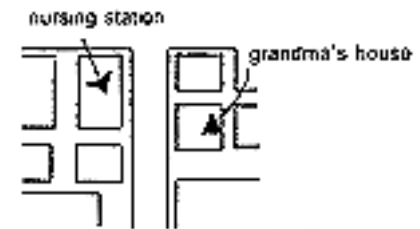
TEACHER NOTES

2. Locate family and community support people on a community map.

Family and community support people may include:

- parents, grandparents, other relatives
- close adult friends, elders
- Block Parents, neighbours
- teacher, nurse, doctor, R.C.M.P., clergy

On a map of the community, indicate where students can find support people.



(This activity reinforces mapping skills.)

Discuss each support person and their location using a pocket chart and the sentence pattern as illustrated.

I can find	the nurse	at	the nursing station
	my mother		the house

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify how to contact family and community support people</p>	<p>3. Go for a community walk to locate family and community support people.</p> <p>4. Tell how to contact family and community support people.</p> <p>5. Recognize the Block Parent symbol.</p> <p>6. Make a list of phone numbers of family and community support people.</p> <p>7. Practise calling family and community support people.</p>	<p>Discuss ways that students can contact support people:</p> <ul style="list-style-type: none"> <li>- going to where they are located</li> <li>- calling them on the phone</li> </ul> <p>Refer to Activity Sheet FL17.</p> <p>Although not all communities have Block Parents, it is important that students recognize the symbol in those communities which do.</p> <p>Make a phone booklet in the shape of a phone with one page for each support person. Students identify the person and the appropriate telephone number.</p> <div style="text-align: center;"> </div> <p>In pairs, have students use toy phones to call a support person. They should:</p> <ul style="list-style-type: none"> <li>- state their name</li> <li>- state their address (if necessary)</li> <li>- describe the situation (i.e. someone is following me)</li> <li>- tell they have a "no" feeling</li> <li>- say "Will you help me?"</li> </ul>

# BLOCK PARENTS

