

**GRADE 3**

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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 CHILDREN) 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: 3

LESSON: 1

THEME: FAMILIES

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CONCEPT: THE FAMILY STRUCTURE CHANGES OVER TIME

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PREPARATION: 1. "My Family's Always Changing" poem (Activity Sheet FL18A)  
2. Flannelboard figures made from outlines (Activity Sheets FL18B, 18C, 18 D)  
3. Enough squares of paper so each student can draw each family member this year and last year for Student Activity 3  
4.

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VOCABULARY: bigger, smaller, changes, changing

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify ways in which family size increases and decreases	Students:  1. Listen to the poem "My Family's Always Changing."	The next three lessons relate to Social Studies, Grade 1, Topic B: I Live With My Family. However, the Social Studies program outline does not include this concept so the material covered in this lesson may be new to students.  Refer to Activity Sheets FL18A,B,C,D.  As you read the poem, use flannelboard figures to show the changes in the family. Ask the students about the changes for each verse. Use the sentence pattern:  How did the family get bigger? smaller?

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

	<p>2. Identify ways in which their family has increased or decreased.</p> <p>3. Make a graph showing family changes.</p>	<p>Discuss ways in which family changes may occur. Include:</p> <ul style="list-style-type: none"> <li>- new baby</li> <li>- adoption</li> <li>- foster child</li> <li>- marriage</li> <li>- divorce</li> <li>- separation</li> <li>- moving away to school or for employment</li> <li>- death</li> </ul> <p>Ask each student to think about ways in which his/her own family has changed. Use the sentence pattern to ask individuals:</p> <p>How did your family get bigger? Smaller?</p> <p>Students should respond, e.g.,</p> <p>My family got (<u>bigger</u>) when (<u>my Mum had a baby</u>).</p> <p>Teachers should be aware that students may be sensitive about some family changes.</p> <p>Have each student draw each of his/her family members on a separate square of paper. Make the squares into a graph for each student showing how many people are in his/her family now. Have students repeat the procedure to show how many family members s/he had last year.</p>
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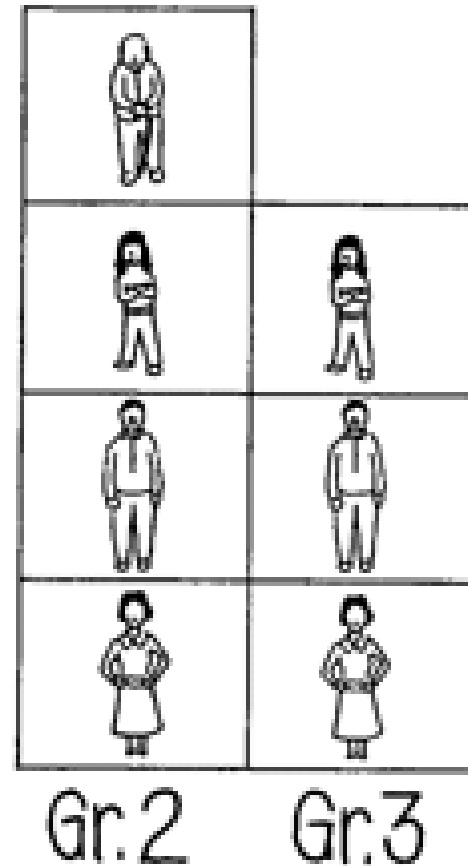
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

Have each student identify if and how their family changed using the sentence pattern:

My family got (smaller) when (my grandfather died).



# MY FAMILY'S ALWAYS CHANGING



My sister got married last April;  
We all had fun with each other.  
Now my sister's got a new husband And I've got a  
new big brother!

My mum had a baby in July;  
The first time I saw her I kissed her. Now my  
parents have got a new daughter  
And I've got a new baby sister!

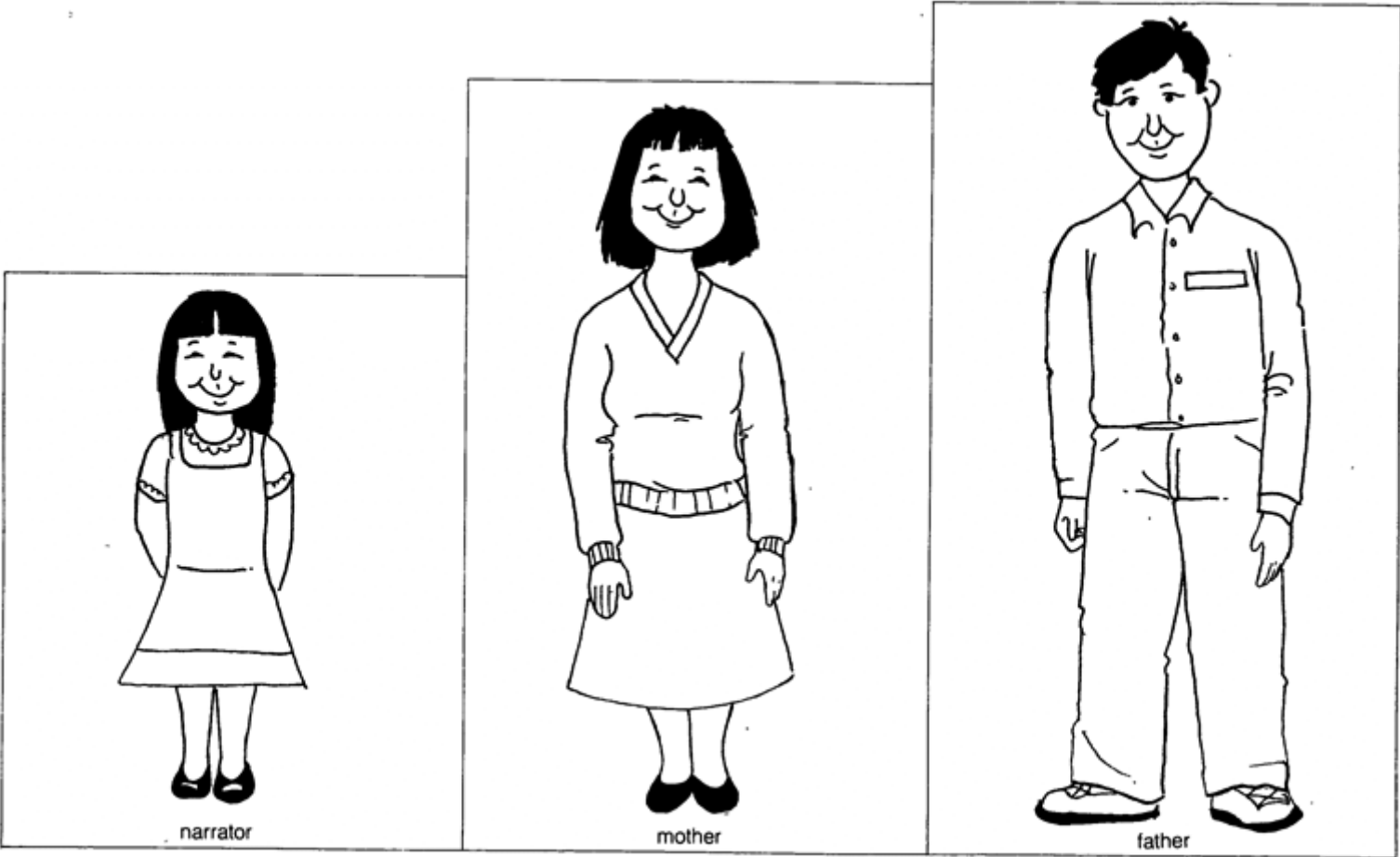
My grandmother died in November;  
Our family was all very sad.  
We know that our grandfather misses her, So we  
all look after grandad!

My brother has gone to the high school; He's in  
Grade 10 now, you see.  
That's one person less in our household –  
It leaves my parents, my sister and me!

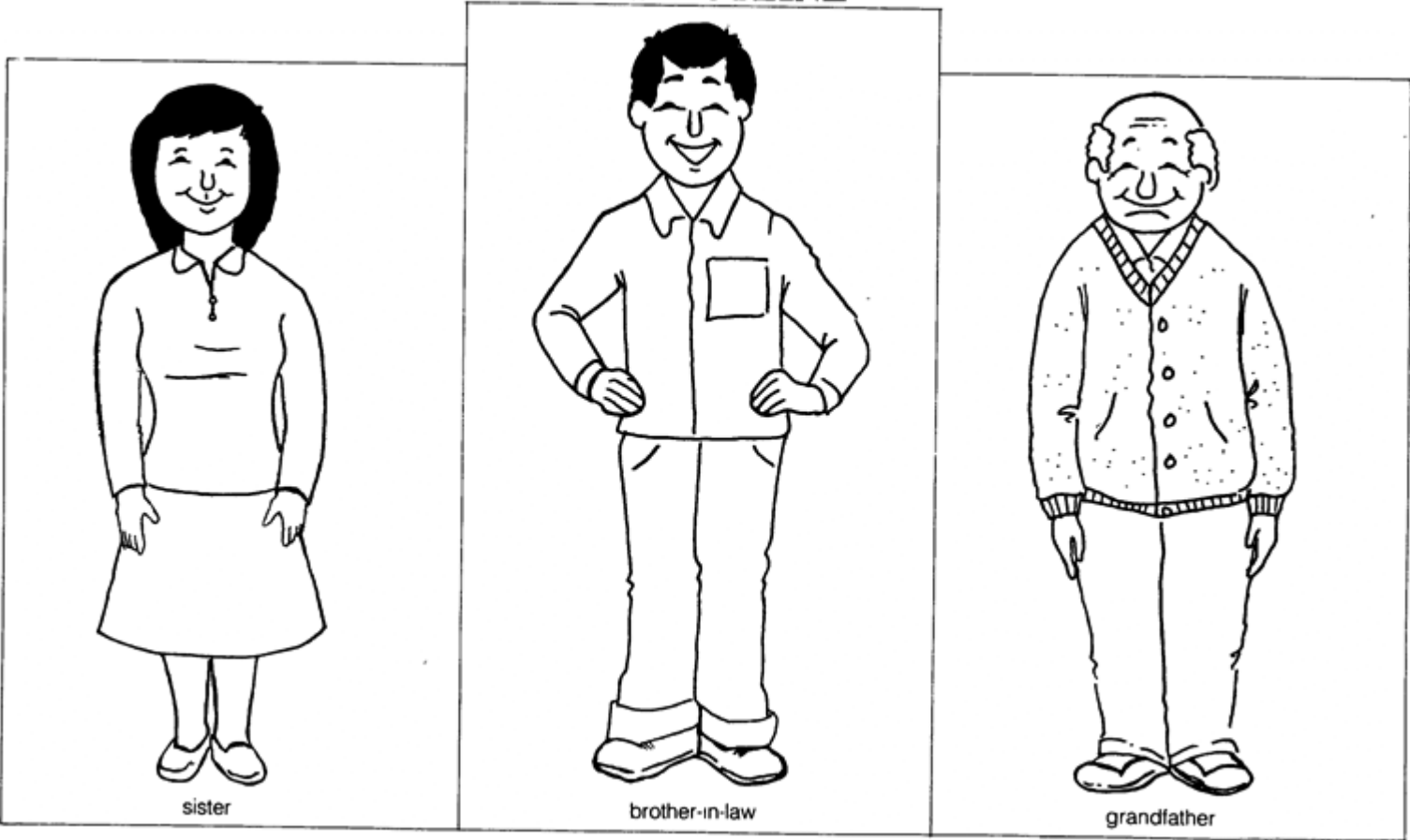
Adapted by: Helen  
Balanoff



# FAMILY OUTLINES



# FAMILY OUTLINES



# FAMILY OUTLINES



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**FAMILY LIFE**

GRADE: 3

LESSON: 2

THEME: FAMILIES

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CONCEPT: THE ARRIVAL OF A NEW HOUSEHOLD MEMBER AFFECTS THE LIVES AND ROUTINES OF EVERYONE IN THE FAMILY

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PREPARATION:

1. Doll
2. Pocket chart and happy/sad faces for Student Activity 1
3. Prepare a class set of "A Baby" poem (Activity Sheet FL19)
5. Materials for TV story
- 6.

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VOCABULARY: new, household

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify how the arrival of a new member in the household affects other members</p>	<p>Students:</p> <ol style="list-style-type: none"><li>1. Identify some of the ways in which the arrival of a new baby affects other family members.</li></ol>	<p>Use a doll to introduce the discussion. Pretend the "baby" is crying. Pick the "baby" up, change the "baby," feed the "baby" and comfort it. Talk about some of the things that have to be done for the "baby". Ask students how the arrival of a new baby changes things in the family. Discuss:</p> <ul style="list-style-type: none"><li>- how daily routines for family members change</li><li>- how different people feel</li><li>- etc.</li></ul>

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Read the poem "A Baby."
3. Identify some of the ways in which the arrival of another new family member affects other members.

Record student responses using a pocket chart and the sentence pattern as illustrated.




Ask students to identify each change as a happy or sad one by putting a happy/sad face next to each sentence strip. Discuss how the baby's arrival affected the family by deciding if it was a happy or sad event.

Refer to Activity Sheet FL19.

Identify other ways in which a family gets new members. These could include:

- adoption
- fostering
- older person moving in
- marriage (person moving in)

Discuss how the arrival of these kinds of new family members affects other people in the family. Use the sentence pattern from Student Activity 1. Ways family members could be affected might include:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) describe their role in helping to accommodate the new member of the household</p>	<p>4. Describe ways in which they can help the new member feel at home.</p> <p>5. Make a T.V. story about new members in the household.</p>	<ul style="list-style-type: none"> <li>- sharing a room</li> <li>- having to be quiet</li> <li>- getting less attention</li> <li>- getting more attention</li> </ul> <p>Ask students what they can do to help make the new family member feel welcome. Record student responses using a pocket chart and the sentence pattern as illustrated.</p> <div data-bbox="1367 613 1980 686" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">When my grandmother came</div> <div style="border: 1px solid black; padding: 2px;">I helped by</div> <div style="border: 1px solid black; padding: 2px;">showing her around the house</div> </div> <p>Teachers should emphasize that it is natural to have feelings such as anger, jealousy, etc. By helping the new member, everyone fits into the family and has their own place.</p> <p>Divide the class into groups of two or three. Have each group pick one kind of new family member to illustrate for a T.V. story. Each group should prepare two or three drawings about the new family member and his/her effect on the family.</p> <div data-bbox="1367 1159 1980 1385" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;">  <div style="border: 1px solid black; padding: 2px;">When our new baby came</div> <div style="border: 1px solid black; padding: 2px;">I helped to feed her</div> <div style="border: 1px solid black; padding: 2px;">She cried all night</div> </div>

## A BABY

A baby lives in our house,  
In our house, in our house.  
A baby lives in our house,  
All year round.  
She cries,  
And she laughs,  
And she plays,  
And she runs.  
She knocks,  
And she walks,  
And she pulls my hair.  
A baby lives in our house,  
In our house, in our house,  
A baby lives in our house,  
All year round.

Source Unknown



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**FAMILY LIFE**

GRADE: 3

LESSON: 3

THEME: FAMILIES

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CONCEPT SOME FAMILY MEMBERS REQUIRE SPECIAL CARE AND ATTENTION

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- PREPARATION:
1. Pictures of people who need special care, e.g., baby, old person, sick person, handicapped person
  2. Pocket chart and sentence strips
  3. Prior to the class invite a person with special needs to visit the class
  4. Materials for making contracts for Student Activity 6
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VOCABULARY: special, care, attention, promise

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) identify family members who require special care and attention	Students:  1. Make a list of some special care and attention which a new baby needs.	Using a picture of a baby, have the students brainstorm some of the special care and attention a baby needs. Record their responses as illustrated.


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OBJECTIVES


STUDENT ACTIVITIES


TEACHER NOTES

2. Identify other family members who need special care and attention.

Babies need special care 

special food 

a lot of sleep 

to be held 

because they are so small

Use pictures to help students. Pictures might include:

- someone who is old
- someone in a wheelchair
- someone sick in bed
- someone who is blind,
- etc.

Ask students if there is anyone in their family who needs special care and attention. Record student responses using a pocket chart and, the sentence pattern as illustrated.

My brother needs special care because he is blind

My brother needs special books

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Identify the ways in which these family members need special care and attention.

Make an experience chart which describes the kind of care a special family member needs.

Special family member	Special Care
blind person	someone to read to them special books
older person	special food quiet someone to do jobs for them
handicapped person	special exercises someone to play games with special equipment e.g. wheel chair

Students may be able to name well-known people who require(d) special care and attention from their family members, e.g.,

- Rick Hansen/Terry Fox
- Helen Keller

Teachers should be careful to emphasize that, although some family members may require special care and attention for some things, there may be many other things the person can do for themselves.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe ways in which family members provide special care and attention	<p>4. Describe how other family members can provide special care and attention.</p> <p>5. Invite someone who needs special care and attention into the class to talk about it.</p>	<p>Have each student list one thing s/he can do to help provide special care. Record their responses on an experience chart using the sentence pattern:</p> <p style="padding-left: 40px;">I can (<u>read a book</u>) to (<u>my brother</u>) who is blind.</p> <p>The teacher will have to ensure that the students are well prepared for the visit and are respectful of individual differences. S/he will also have to select the visitor carefully.</p>
iii) demonstrate ways to provide special care and attention to family members	6. As a class adopt a "special" person.	<p>Have the class select someone in the community who needs special care and attention, e.g., an elder, and do something special for that person. Activities might include:</p> <ul style="list-style-type: none"> <li>- shovelling snow</li> <li>- going shopping</li> <li>- cleaning the house</li> <li>- baking some bannock</li> </ul>

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

7. Make a contract to provide special care and attention for a family member and follow through with it.

Have students draw a picture of the person they chose. Make one sentence strip telling who the person is and one strip telling what the student promises to do.



Hang the promise mobiles up in the class where everyone can see them. Review from time to time.

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**FAMILY LIFE**

GRADE: 3

LESSON: 4

THEME: HUMAN DEVELOPMENT AND  
REPRODUCTION

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CONCEPT: ALL LIVING THINGS REPRODUCE AND GROW

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PREPARATION: 1. Overhead projector and transparencies (Activity Sheets FL20,21 22,23)  
2. Prepare a class set of the Body Parts worksheet (Activity Sheet FL24)  
3. The book "How Babies Are Made"VOCABULARY: ovary, vagina, penis, testicles, sperm, uterus

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) name and locate body organs related to sperm and egg production	Students:  1. Review external body parts and their locations.	This is a review of Family Life, Grade 1, Lesson 4.  Refer to Activity Sheet FL20.  Using the "Body Parts" overhead transparency, have students identify body parts. External body parts should include: - chest                      - legs                      - head - stomach                   - knees                   -shoulders - penis                      - feet                     - arms - vulva                      - navel                   - hands - buttocks

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<ul style="list-style-type: none"> <li>- Review internal body organs and their locations.</li>   <li>- Review that a baby grows from an egg.</li>   <li>- Name and locate male and female organs related to reproduction.</li> </ul>	<p>This is a review of Growth and Development, Grade 3, Lesson 1.</p> <p>Refer to Activity Sheet FL21.</p> <p>Using the “Inside Story” overhead transparency, have students identify major internal organs and their locations. Internal body parts should include:</p> <ul style="list-style-type: none"> <li>- brain</li> <li>- heart</li> <li>- stomach</li> <li>- lungs</li> <li>- liver</li> <li>- kidneys</li> </ul> <p>This is a review of Family Life, Grade 2, Lesson 3. Ask students where babies come from.</p> <p>Refer to Activity Sheets FL22, FL23.</p> <p>Using the overhead transparencies, have students name and locate the body organs related to reproduction</p> <ul style="list-style-type: none"> <li>- ovary</li> <li>- vagina</li> <li>- uterus</li> <li>- penis</li> <li>- testicle</li> </ul> <p>Discuss with students which organ makes sperm and which organ makes eggs.</p>



OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

5. Identify male and female body organs related to reproduction.

Make an experience chart reviewing which reproductive organs are male and which are female. Repeat which organ makes sperm and which makes eggs.

male		female	
	penis testicles		ovary vagina

6. Match names to body organs.

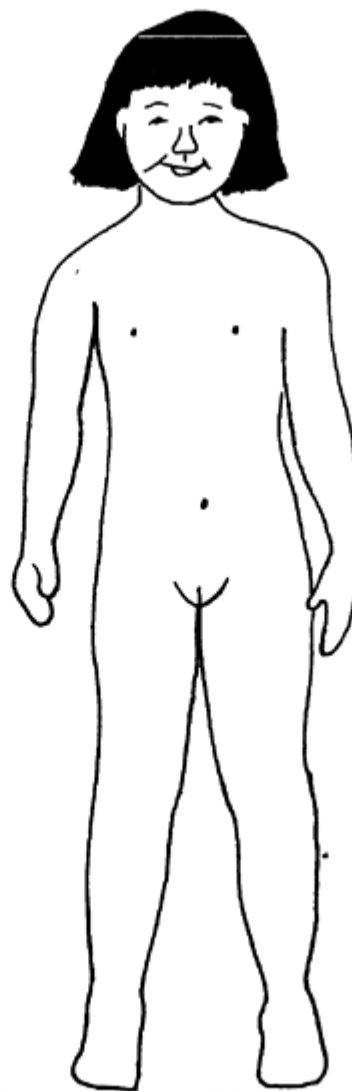
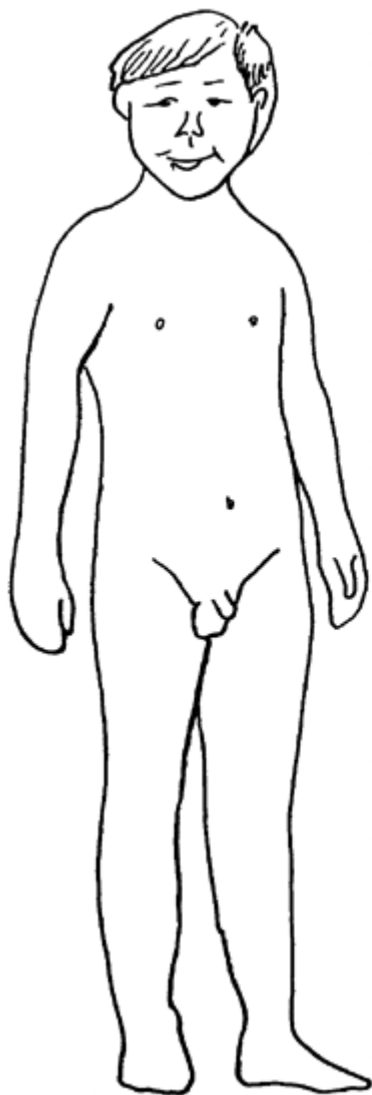
Refer to Activity Sheet FL24.

7. Listen to the story "How Babies Are Made."

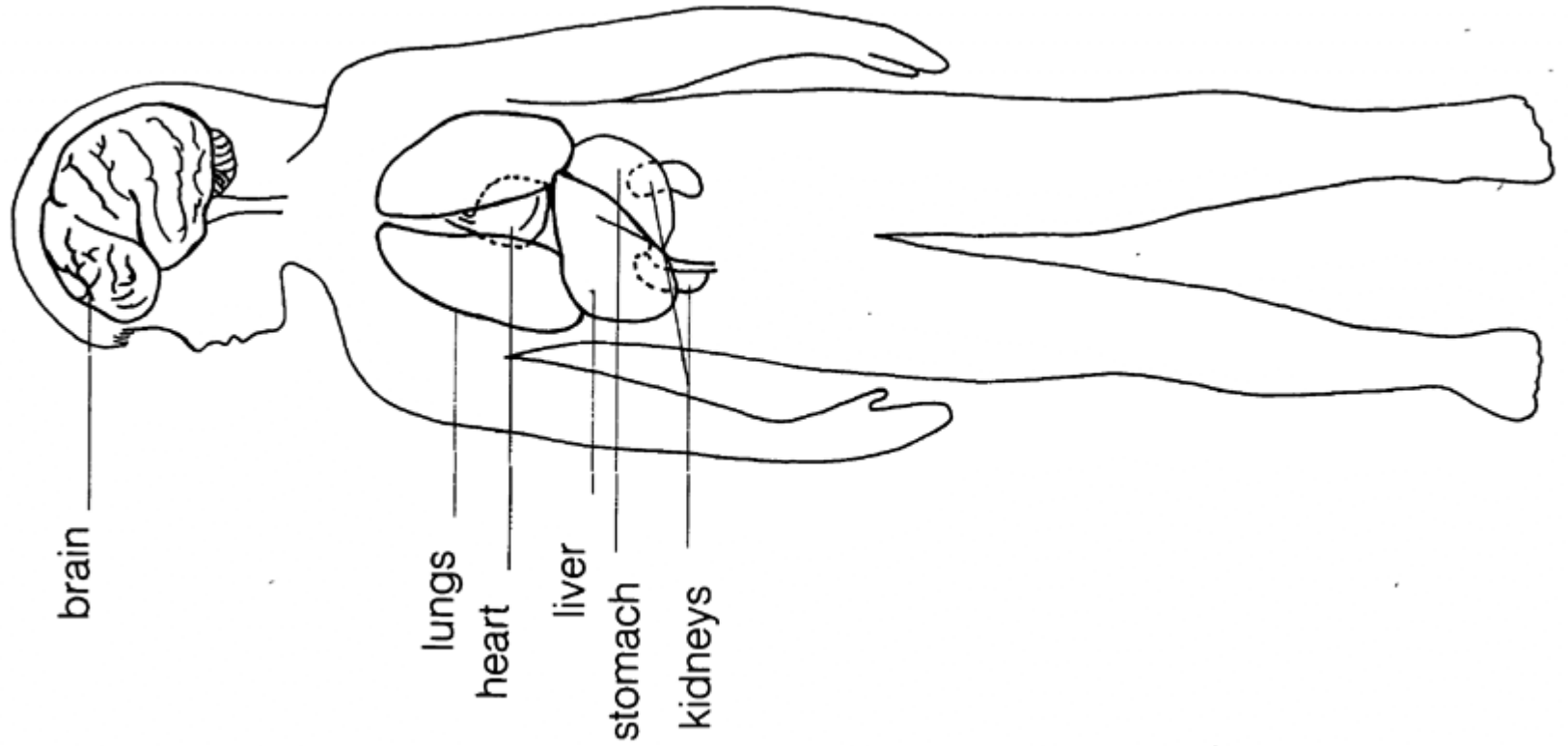
On the Body Parts worksheet, have students draw a line from the name to the appropriate body part.

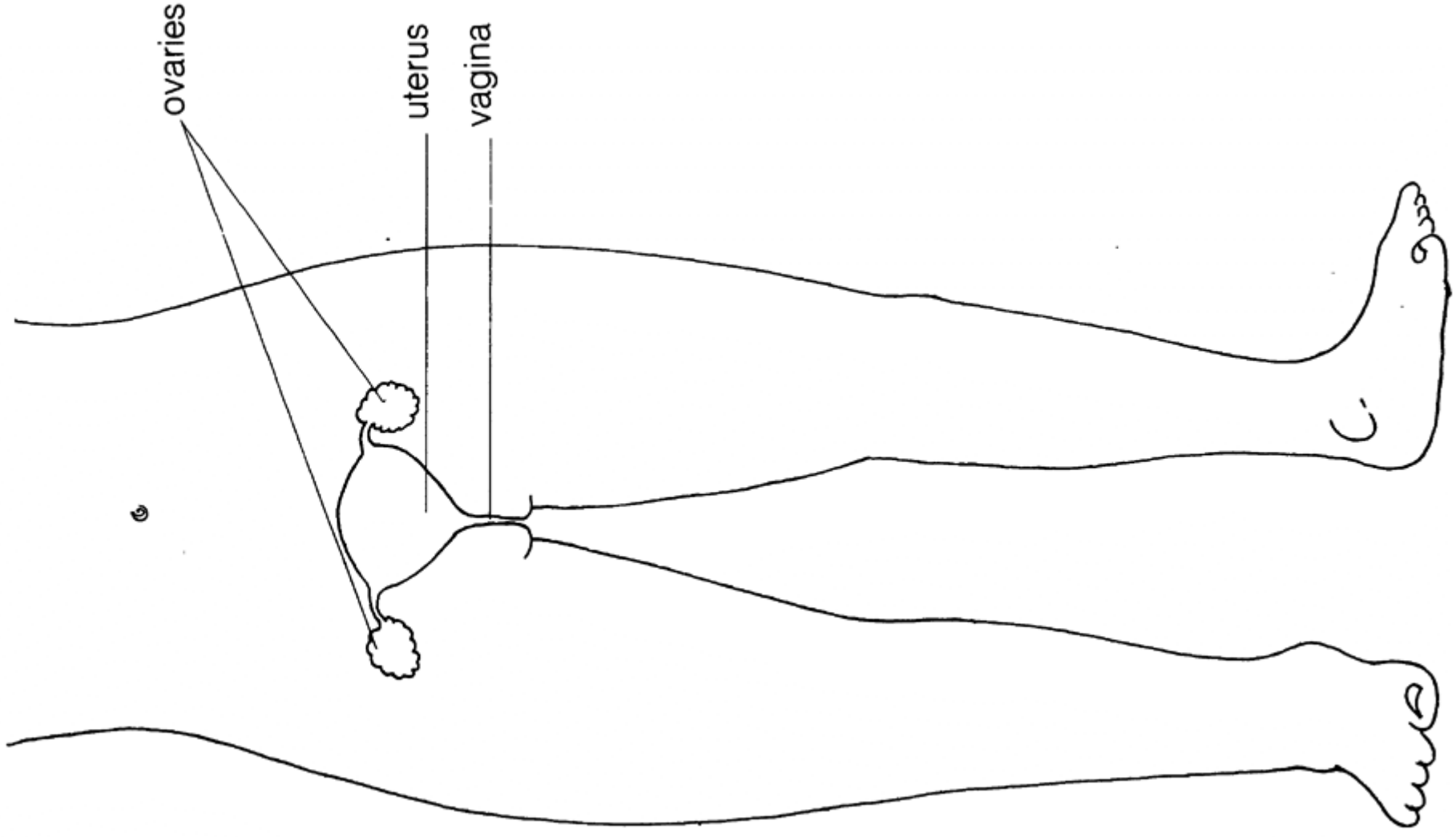
Read the book "How Babies Are Made" to the students. Discuss.

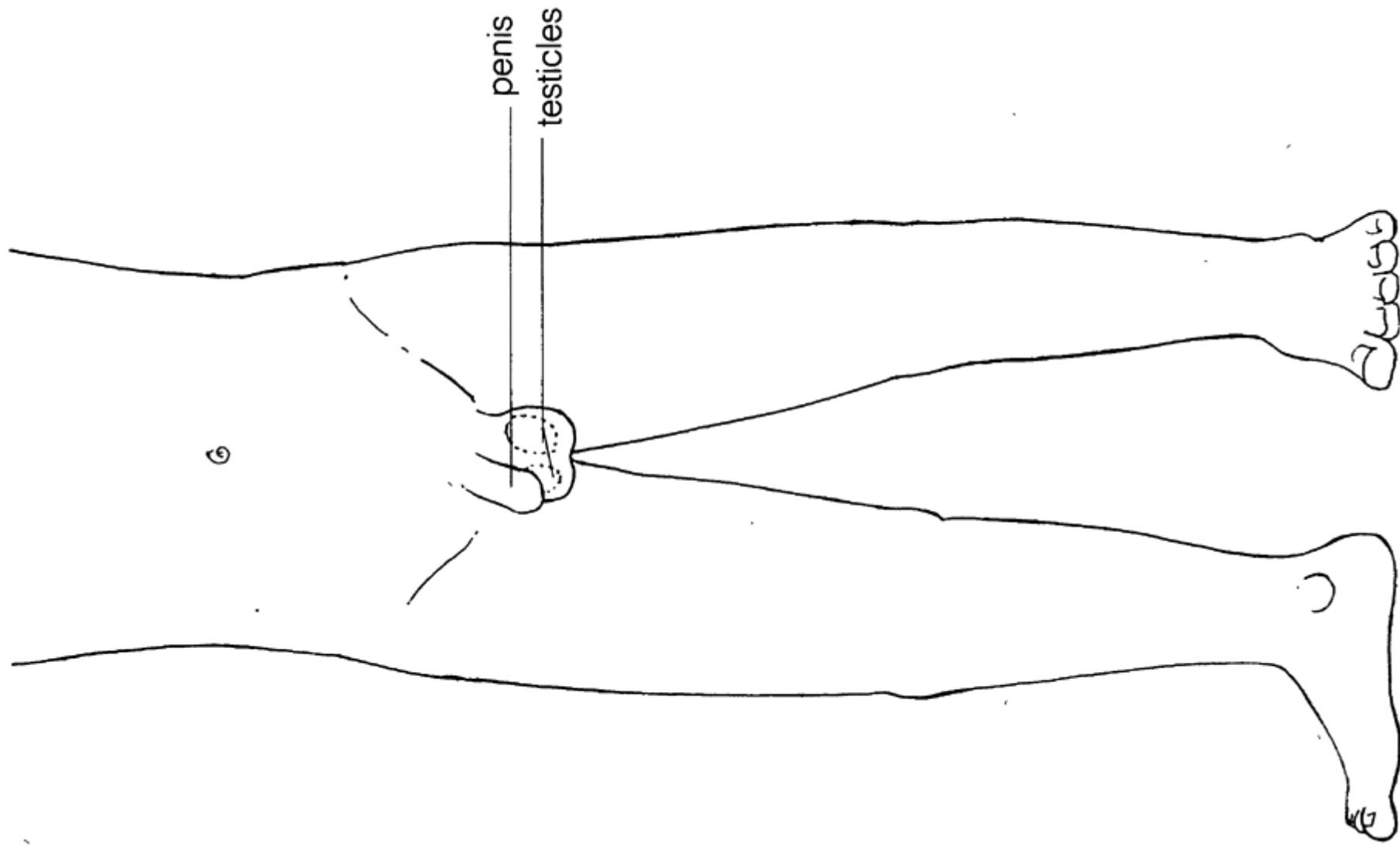
FL20



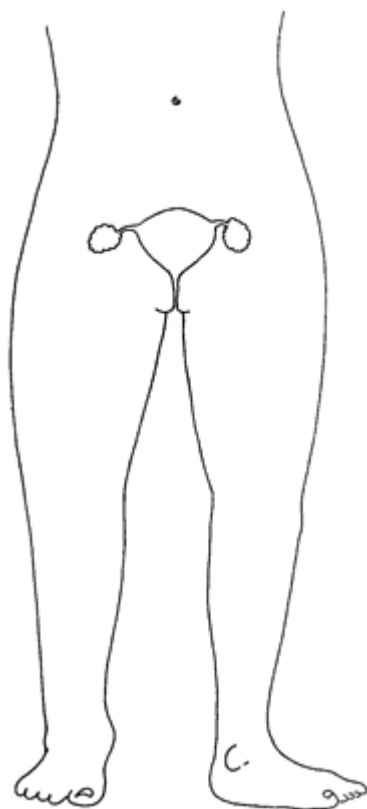
# INSIDE STORY OVERHEAD TRANSPARENCY



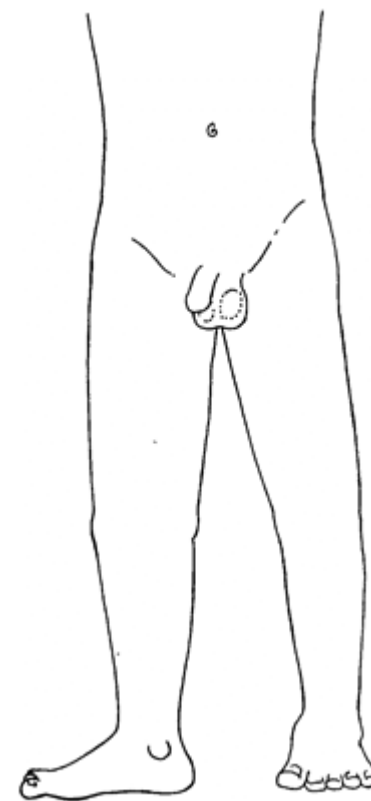




# BODY PARTS WORKSHEET



- Ovary
- Penis
- Vagina
- Testicles
- Uterus



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**FAMILY LIFE**

GRADE: 3

LESSON: 5

THEME: HUMAN DEVELOPMENT AND  
REPRODUCTION

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CONCEPT: ALL LIVING THINGS REPRODUCE AND GROW

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PREPARATION: 1. Overhead transparencies (Activity Sheets FL22, FL23 from Lesson 4, FL25)  
2. Pocket chart and sentence strips  
3. Prepare a class set of Babies worksheet (Activity Sheet FL26)  
4. Materials to make Baby Beginnings book  
5. Invite a pregnant woman to visit the classroom

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VOCABULARY: sperm

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) explain that human babies are created by the union of an egg and sperm	Students:  1. Review that human babies grow from eggs.  2. Locate where the egg is produced in the female.	This is a review of Family Life, Grade 2, Lesson 3.  Refer to Activity Sheet FL22 from Grade 3, Lesson 4.  Using the overhead transparency, show students that the egg from which a baby grows is produced in one of the ovaries.

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Locate where sperm is produced in the male.</p> <p>4. Explain that human babies are created by the joining of an egg and a sperm.</p>	<p>Refer to Activity Sheet FL23 from Grade 3, Lesson 4.</p> <p>Teachers will have to explain that before an egg can grow into a baby it has to be joined by a sperm. Sperm grow inside the male. Using the overhead transparency, show students that sperm are produced in the male's testicles. (This is true for animals and humans.)</p> <p>Refer to Activity Sheet FL25.</p> <p>Using the overhead transparency, "The Egg And Sperm," show students that the sperm travels to meet the egg. When it joins the egg, a baby will start to grow inside the mother. Teachers should emphasize that the egg and sperm are smaller than a pinhead.</p> <p>If students ask how the egg and sperm join, teachers will have to explain that the male fits his penis gently inside the female's vagina. This is part of a special relationship between a mother and father.</p>


OBJECTIVES


STUDENT ACTIVITIES

TEACHER NOTES


5. Tell the story of the beginning of a baby.


Ask students to tell the story of the way a baby begins. Record their responses using a pocket chart. Give individual students one sentence and have them rearrange them into the correct sequence.

The egg grows in the ovaries 

The sperm grows in the testicles 

The egg and sperm join 

A baby begins to grow 

The baby grows inside the mother 

6. Make a Baby Beginnings book.

Refer to Activity Sheet FL26.

Have the students sort the sentence strips into the correct order. Draw a picture to go with each sentence. Make them into a "Baby Beginnings" book in the shape of a baby.



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OBJECTIVES

STUDENT ACTIVITIES

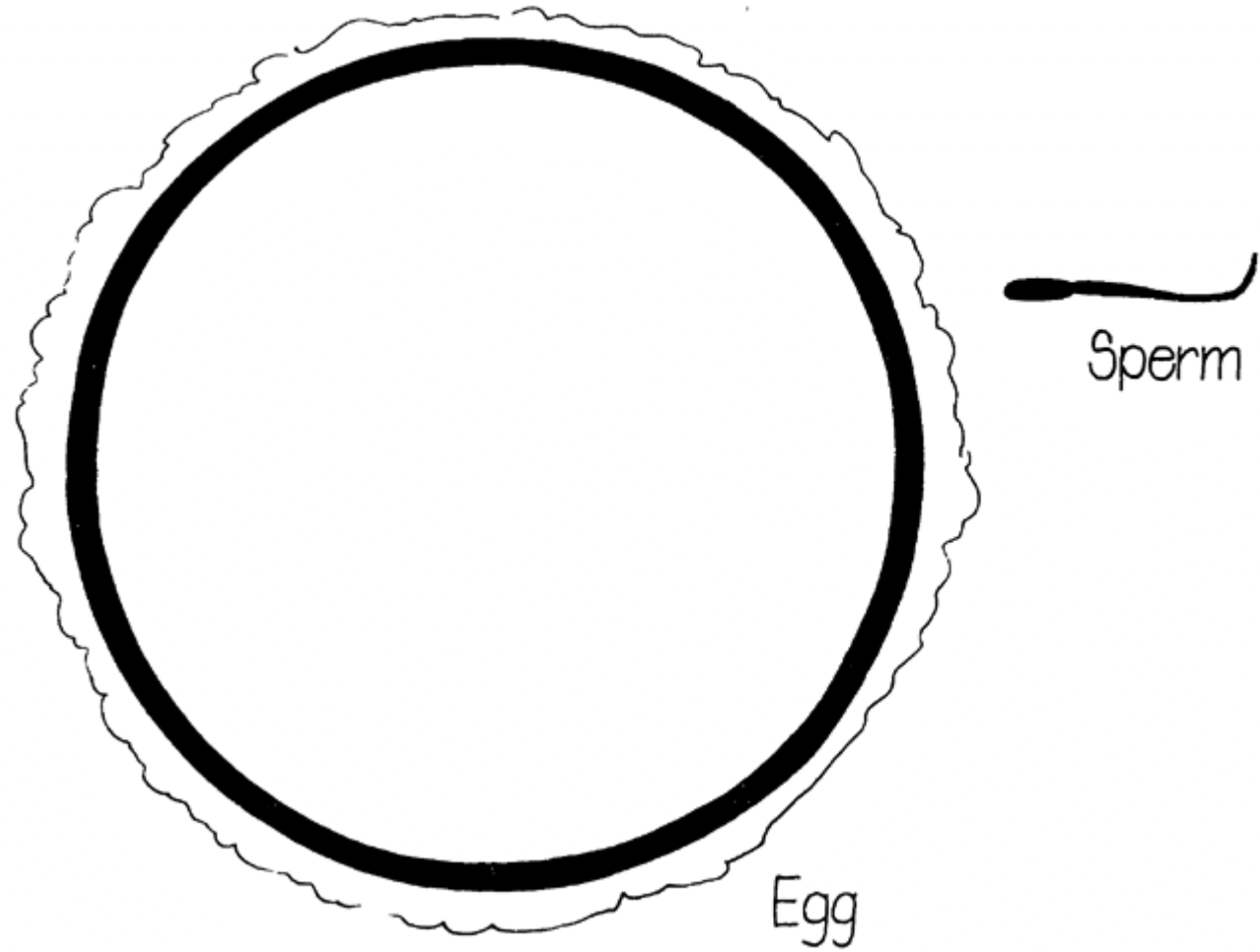
TEACHER NOTES

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7. Talk with a pregnant woman about the baby growing inside her.

Prior to the class, arrange for a pregnant woman to visit the classroom. Students can ask questions about the baby.

# THE EGG AND SPERM



# BABIES

Sort the sentences into the correct order.

The baby grows inside the mother.

The sperm grows in the testicles.

The egg and sperm join.

The egg grows in the ovaries.

A baby begins to grow.