

Family Life and Sexuality

Standard 1 – Health Promotion and Disease Prevention

Standard 3 – Self-Management

Standard 5 – Interpersonal Communication

Outcome(s): • The students will understand the differences in family structures.

Objective(s): • The students will recognize different types of family structure (nuclear, extended, one parent, blended and the importance of the elderly in a family.)

Activity 1: *The Family Car* - (Materials needed: The Family Car worksheet and Family License Plate worksheet.) Discuss family differences regarding family size, gender of members, and foster and step families. Bring out the fact that all families are different and no family type is better than any other. Students can then complete “The Family Car” worksheet showing family members. On the “Family License Plate” worksheet, have students create a license plate illustrating something about the family. Have the students take time to share their picture in a smaller group setting or with the whole class.

Activity 2: *The Remembering Box* by Eth Clifford - (1985, Houghton Mifflin Co.) Read this story aloud to the class or have several students read it and give a book report on it. It is a story about Grandma Goldina. Nine-year-old Joshua’s weekly visits to his beloved grandmother on the Jewish Sabbath give him an understanding of love, family, and tradition which helps him accept her death. Discuss with the class all about Grandma Goldina’s contribution to the family and how her age, experience and wisdom were passed on.

Activity 3: *Oh, Brother...Oh, Sister!* by Brooks Whitney - (1999, American Girl Library). “All in the Family” is the first section of this book. It talks about all the different kinds of siblings there are, as many as types of families. There is a quiz a family could take to see how well they know each other. It also talks about where children fit in the family, the oldest child, the middle child and the youngest child. This is a funny and light hearted way to look at things that go on in a family, especially between siblings.

Outcome(s): • The students will demonstrate the ability to practice health-enhancing behaviors related to sexuality and personal space.

Objective(s): • The student will recognize safety concerning their personal space and practice enforcing their personal space.

Activity 1: *Dare to Stare* - (from P.S. Gotta Move by the Sunflower House) Children match up with a partner and are instructed to have a staring contest. The two participants stare at each other until one breaks away. Switch partners and repeat the activity a few times. Ask children identify feelings that are clues to discomfort. For example, blushing is a clue to discomfort. Follow this discussion with: How does it feel to be stared at?

Where do you feel uncomfortable? (i.e. stomach, chest, etc.) Can your personal safety zone be violated with stares and gestures? How? How can you change the situation?

Activity 2: Face Off - (from P.S. Gotta Move by the Sunflower House) First: discuss with the class: What do you consider your own “private space,” an area belonging to you? Children’s rooms, their school desks or an outside play area, could all be considered a child’s “space.” What about bodies, are they private? By learning to say “NO,” you can feel you are in control of yourself and your space. Second: Stand two children face-to-face, some distance apart. The participants begin to approach each other, being aware of their comfort level as they get closer. Tell them to stop when they feel they are “close enough.” Emphasize that the feeling of being “close enough” is a sign of how comfortable you feel with other people. Third: Follow with these discussion questions: How did you know when you were close enough? What clues do your bodies give you when you feel uncomfortable? How could you react if you felt someone was getting to close?

Activity 3: The Safe Zone – A Kid’s Guide to Personal Safety by Donna Chaiet and Francine Russell (1998, Morrow Junior Books). This book is full of information for the student’s personal safety. The four key elements of self-defense are: 1. awareness 2. body language 3. self-esteem 4. boundaries. It talks about kids listening to their gut feeling, how to use their voice and answers to “What if” questions. Unwanted touch from kids, adults and strangers is also addressed. Bullies, staying safe at home and away from home, getting help, strangers and fighting back are discussed. A great resource to have for the classroom. Students could take turns reading sections and then do a report on the most important things they learned from that chapter and present it to the class.

Outcome(s): • The students will demonstrate verbal and nonverbal ways to share about their family structure with other students.

Objective(s): • The students will demonstrate a sense of belonging in the family (school and community)

Activity 1: Family Graph - Use this activity to enhance math and prevention activities. Students and teachers should graph the number of students having brothers, sisters, or both and other characteristics of their family group, for example, the total number in the family, the total number in the extended family who live or don’t live in the same city, etc. A discussion similar to that in the “The Family Car” activity could follow. Students can see how they have similarities in their families with others in the class and that a wide variety of families are represented.