**Family Life Curriculum Scope & Sequence**

**\*Tennessee Code Annotated Mandates That a Family Life Curriculum be taught yearly – TCA 49, Chapter 6 Part 13 (Abstinence Centered)**

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|   | **Kindergarten**  | **1st Grade**  | **2nd Grade**  | **3rd Grade**  | **4th Grade**  | **5th Grade**  |
| **Day 1** **Social &** **Emotion****al Health**  | -Learning to show respect and caring -Managing & sharing different kinds of feelings (Additional Resource: *On* *Monday When It Rained* by Cherryl Kachenmeister)   | -Showing courtesy to others Steps for solving problems & making decisions  (Additional Resource: *Manners* by Aliki)   | -Expressing feelings respectfully & listening to others with respect  (Additional Resource: *Shy* *Spaghetti and Excited Eggs: A* *Kid’s Menu of Feelings* by Marc Nemiroff & Jane Annunziata)  | -Helping others & getting help  -Expressing thanks & appreciation   | -Using self-control to manage strong feelings -Practice the use of positive self-talk to manage feelings   | -Getting Help from Adults for People in Danger – analyze importance of telling an adult if there are people who are in danger of hurting themselves or others. Describe how to get help.  -Define adoption and the benefits.  |
| **Day 2** **Nutrition** **&** **Physical** **Activity**   | -Drinking water, eating nutritious foods & being physically active to stay healthy  (Additional Resource: *The* *Berenstain Bears and Too* *Much Junk Food* by Stan & Jan Berenstain)  | -The benefits of healthy snack choices, water, being physically active, and getting plenty of sleep.   | -Describe the importance of eating healthy foods & being physically active 60 min/day -Identify enjoyable physical activities  (Additional Resource: *The Busy* *Body Book* by Lizzy Rockwell)  | -Don’t Be Tricked by Advertising – Analyzing how food ads can impact eating behaviors   | -Serve Up Good Nutrition – consuming appropriate quantities of food to be healthy -Balancing physical activity, rest, and sleep   | - Nutrients in Food: discuss nutrients in food and identify/interpret information on food labels   |
| **Day 3** **Safety**   | -Helping stay safe by reporting dangerous situations to adults  -When/How to phone 911   | -The 3 D’s for telling an adult (dangerous, destructive, and disturbing)  -Calling 911 to get help in emergencies | -Summer Safety: Wheeled recreation and water safety   | -Safety First – characteristics of safe/unsafe places  -How to access help when feeling threatened  | -Dangerous Objects and Weapons: characteristics, rules, and actions to take when dangerous objects and weapons are present  | -Having Fun and Staying Safe: describe hazards & how to be safe in the sun & water -Staying Safe at Home Alone Using the Internet Safely  |
| **Day 4** **Smart &** **Safe** **Choices**  | -Poison Safety: Identifying household products that are harmful & ways to avoid poisons  | -Using medicines safely Household Poisons: Identifying, avoiding, & referring to product label warnings  | -Identify decision-making & problem-solving steps -Practice making a decision or solving a problem   | -Being safe with medicines & poisons  -Avoiding drugs with the help of positive influences   | -Negative Effects of Tobacco Use: short & long-term physical effects of using tobacco  (Additional Resource: “Lungs: The Picture Says It All” from the American Cancer Society)   | -Making/Encouraging Smart & Safe Choices: * Danger of Inhalants - Drinking

& driving (avoid riding with an impaired driver)  * Texting & driving

(discourage drivers)  |
| **Day 5** **Personal** **Health &** **Wellness**   | -Germ Buster: Proper hand washing to prevent the spread of germs  | -Demonstrate skills to reduce the spread of germs  (Additional Resource: *Germs* *Make Me Sick* by Melvin Berger)  | -Keepin’ It Clean: Identify strategies and develop a plan to keep the body clean   | -Hello Hygiene, Goodbye Germs: Identify importance & strategies for keeping the body clean | -Clean and Cool: Analyze the physical, emotional, mental, and social importance of keeping the body clean -Develop a plan to keep the body clean.   | **“Always Changing” Puberty Video (**Led by school counselor and divided up by gender)**Boys Video:** <https://youtu.be/2XF0awGRTWs>Girls Video:<https://youtu.be/oQZ4HLosRNw> |

Lessons ideas and activities are from the Michigan Model of Health