

Family Life Education Conversation Starters/Prompts



= possible sensitive topic

Grade: Kindergarten


VDOE Standard of Learning	Conversation Starter / Prompt
<p>K.1 The student will experience success and positive feelings about self. <u>Descriptive Statement:</u> These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences.</p>	<p><i>Q: What are some things that your teacher does in class that you makes you happy? Do you think other students in your class enjoy it too? What makes you think that?</i></p> <p>Family Action:</p> <ul style="list-style-type: none"> - Discuss positive ways, at home, that you can support/reinforce what’s happening at school that makes your child feel happy, successful, and accepted. <p>Resource:</p> <ul style="list-style-type: none"> • Talking to Children about Differences & Similarities
<p>K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other. <u>Descriptive Statement:</u> The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing, the child will understand that rules are made for safety, and protection.</p>	<p><i>Q: How do you know that I love you? What ways do you like to show people that you care?</i></p> <p>Family Action:</p> <ul style="list-style-type: none"> - Talk about how your family shows they love each other. - Discuss how to handle situations where someone wants to express affection in a way that a child doesn’t like. Allow children to say no to unwelcome hugs, etc even from family members. <p>Resource:</p> <ul style="list-style-type: none"> • Arlington Partnership for Children, Youth and Families
<p>K.11 The student will find help safely. <u>Descriptive Statement:</u> Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.</p>	<p><i>Q: What would you do if you were lost or couldn’t find your grown up?</i></p> <p>Family Action:</p> <ul style="list-style-type: none"> - Help children learn their full name, parent’s names, address and phone number. <p>Resource:</p>

- [Red Cross- Teaching Kids to Make Emergency Calls](#)

1st Grade

VDOE Standard of Learning	Conversation Starter / Prompt
<p>1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family. <u>Descriptive Statement:</u> The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members; and providing for fun and play.</p>	<p><i>Q: What does our family look like? How do we all help our family function?</i></p> <p>Family Action:</p> <ul style="list-style-type: none"> - Discuss things that are grownups jobs within a family- providing shelter, food, safety, etc. - Begin to give children age-appropriate jobs within the household- cleaning up their toys, folding laundry, putting away clean dishes, etc. <p>Resource:</p> <ul style="list-style-type: none"> • Arlington Partnership for Children, Youth and Families
<p>1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings. <u>Descriptive Statement:</u> The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama. Positive mental health practices will be utilized.</p>	<p><i>Q: What's one thing that made you feel happy today? What's something that made you feel upset or mad today?</i></p> <p>Family Action:</p> <ul style="list-style-type: none"> - Help your child create a "toolbox" of strategies to handle big feelings (ex. Taking breaks, deep breaths, asking for help, etc.) <p>Resources:</p> <ul style="list-style-type: none"> • Kids Health- Talking about Feelings
<p>1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others. <u>Descriptive Statement:</u> Elements of good (positive, healthy) and bad (negative, unhealthy) touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and Internet will be discussed. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.</p>	<p><i>Q: Who are your trusted adults at home, in your neighborhood, and at school?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Uses appropriate names for body parts so children can accurately report inappropriate touches. - Discuss not keeping secrets and that no one should ask a child to keep a secret. <p>Resource:</p> <ul style="list-style-type: none"> • Darkness to Light

2nd Grade

VODOE Standard of Learning	Conversation Starter / Prompt
<p>2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile. <u>Descriptive Statement:</u> The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.</p>	<p><i>Q: What can you do that makes you feel proud? How can I help you work on something you need help with?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Discuss your own strengths and weaknesses with your children. - Take time each day to talk as a family about “glows and grows.” Glows- something you did that day that made you feel good. Grows- something that you could work on to do better tomorrow. <p>Resource:</p> <ul style="list-style-type: none"> • Talking to Children about Differences & Similarities
<p>2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family. <u>Descriptive Statement:</u> The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.</p>	<p><i>Q: How does our family show that we love and care for each other?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Discuss how your family expresses affection and how different people like to express and receive affection in different ways. - Allow children to decline physical affection, even from relatives, if it makes them uncomfortable. <p>Resource:</p> <ul style="list-style-type: none"> • Arlington Partnership for Children, Youth and Families
<p>2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others. <u>Descriptive Statement:</u> This is a review of the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate</p>	<p> <i>What can you do if someone tries to touch you in a way you don't like?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Practice saying no and give children scripts they can use. Ex. “I do not want a hug right now.” “Don't kiss me” <p>Resource:</p>


expressions of affection and behavior, including the use of electronic devices to convey such feelings.	<ul style="list-style-type: none"> • Darkness to Light
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3rd Grade

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<p>3.2 The student will express what he or she likes about himself or herself to continue developing a positive selfimage. <u>Descriptive Statement:</u> Expressive media (for example, exercises, games, art, music, dance, Internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.</p>	<p><i>Q: What are your favorite things about yourself?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Discuss with your children the things that make them unique. - Demonstrate positive self talk and try to avoid children hearing you speak about yourself negatively. <p>Resource:</p> <ul style="list-style-type: none"> • Self Esteem- Kid's Health
<p>3.10 The student will practice safety rules in the home. <u>Descriptive Statement:</u> This involves following up on the safety/first aid objectives for the third grade health curriculum and focuses on appropriate use of communication devices such as the phone and Internet. Parents are encouraged to discuss and develop safety precautions at home.</p>	<p><i>Q: What would you do in an emergency in our home?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Make sure your children know when and how to dial 911 in an emergency. Practice. - Have children practice their address and parent/family phone numbers. - Discuss rules around using the internet safely including social media and gaming. <p>Resources:</p> <ul style="list-style-type: none"> • Internet Safety- Kid's Health • Red Cross- Teaching Kids to Make Emergency Calls

4th Grade

VDOE Standard of Learning	Conversation Starter / Prompt
<p>4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.</p>	<p><i>Q: What responsibilities are you ready for in our family? How can you begin to help our family more?</i></p>

<p><u>Descriptive Statement:</u> The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.</p>	<p>Families:</p> <ul style="list-style-type: none"> - Give your child age-appropriate jobs to do within the family (wash dishes, fold laundry, take out the trash, etc.) <p>Resource:</p> <ul style="list-style-type: none"> • Arlington Partnership for Children, Youth and Families
<p>4.8 The student will identify factors contributing to the use of drugs. <u>Descriptive Statement:</u> Discussion includes examining the motivation for using alcohol, tobacco and other drugs, a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.</p> <p>4.9 The student will recognize the dangers of substance use and abuse. <u>Descriptive Statement:</u> The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance use and abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.</p>	<p> <i>What have you heard about drugs, alcohol or tobacco?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Have small, non-judgmental conversations about drug use- what your children have heard, help clear up misconceptions. - Talk about peer pressure and give your child strategies for if they feel pressured to try something. <p>Resource:</p> <ul style="list-style-type: none"> • SAMHSA- Talking to kids about alcohol and drugs

5th Grade

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<p>5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction. <u>Descriptive Statement:</u> Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.</p> <p>5.7 The student will describe the effects of personal hygiene on one's selfconcept. <u>Descriptive Statement:</u> Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their</p>	<p><i>Q: Do you have any questions for me about puberty or body changes?</i></p> <p>Families:</p> <ul style="list-style-type: none"> - Share biological information about the changes that happened during puberty. Emphasize that it's a normal part of growing up. Allow children to ask questions and give them factual answers. - Discuss changes in personal hygiene like showering more often, washing their faces and using deodorant. <p>Resources:</p> <ul style="list-style-type: none"> • Talking to Your Child about Puberty- Johns Hopkins • Teen Hygiene- Johns Hopkins

relationship to a positive selfconcept and acceptance from peers. Proper use of hygiene products in relationship to cleanliness is included.

- [What should I teach my elementary school aged child about their body?](#)