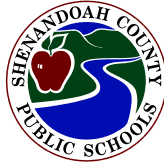




SHENANDOAH COUNTY  
PUBLIC SCHOOLS

FAMILY LIFE EDUCATION  
CURRICULUM

GRADE FOUR



600 North Main Street, Suite 200

Woodstock, VA 22664

540-459-6750

Fax: 540-459-6222

## FAMILY LIFE EDUCATION CURRICULUM NOTICE

Date \_\_\_\_\_

Dear Parent:

The Family Life Education Curriculum that has been adopted by the Shenandoah County School Board is an integral part of the Health classes. It will be taught throughout the school year. The materials that will be used during instruction have been evaluated and recommended by the Family Life Education Community Involvement Team. These materials have been adopted by the Shenandoah County School Board.

The Family Life Education curriculum is available for your preview at several locations. You may preview it on the Shenandoah County Public Schools division website ([www.shenandoah.k12.va.us](http://www.shenandoah.k12.va.us)) or you may go to your child's school and preview it online. It is also available at the Shenandoah County Public Library.

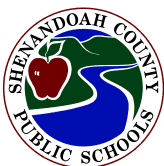
Parents and guardians have the right to review the family life education program offered by their school division, including written and educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

*Ref. - Shenandoah County Public Schools Policy IGAH.*

If, after previewing the curriculum, you decide to opt your child out of specific areas of instruction, you **must** print out the Opt-Out Form for your child's grade level, complete and sign it and return it to your child's school. Copies of the forms are also available at your child's school.

You are welcome to personally preview any of our Family Life Education materials. If you wish to preview any of the materials, please make arrangements with your child's Health teacher or the principal. If you have any questions, please do not hesitate to ask your child's teacher and/or principal for clarification.

Rebecca T. Cooper, BSN RN  
Chairperson  
FLECIT



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Please complete this form **ONLY** if you **DO NOT** want your child to participate in the Family Life Education classes.

### FAMILY LIFE EDUCATION OPT-OUT FORM

Student Name \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Please exempt the above named student from the following Family Life Education lessons:

#### Gender Separated Classes

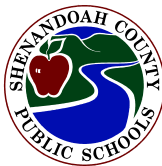
**Only girls receive instruction on Objectives 4.1 and 4.2 at the fourth grade level. Boys receive instruction on Objective 4.3. All students will receive instruction on Objectives 4.4 and 4.5.**

- 4.1 The student will use correct terminology to explain the parts of the female reproductive system.
- 4.2 The student will use correct terminology to explain the physical changes associated with puberty in girls.
- 4.3 The student will identify five of the initial physical changes associated with the onset of puberty in males.
- 4.4 The student will demonstrate an understanding of developing social awareness and responsibility one has for one's own behavior and attitudes about self and others.
- 4.5. The student will demonstrate an understanding of the development a strong sense of self worth.

I understand that my child will be given an alternate assignment(s) in place of the lesson(s) being taught and that I will be responsible for my child's completion of his/her assignments. **I understand if my child does not participate in this program, I am assuming full responsibility for providing the appropriate education.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature



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## La Noticia del Plan de la Educación de la Vida doméstica

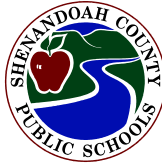
El Plan de la Educación de la Vida doméstica que ha sido adoptado por la Tabla de la Escuela de Condado de Shenandoah es una parte esencial de las clases de la Salud. Será enseñado a través del año escolar. Los materiales audiovisuales que serán utilizados durante instrucción han sido evaluados y han sido recomendados por el Equipo de Participación de Comunidad de Educación de Vida doméstica. Estos materiales han sido adoptados por la Tabla de la Escuela de Condado de Shenandoah.

El plan de la Educación de la Vida doméstica está disponible para su presentación en varios lugares. Usted puede verlo en el sitio de Internet ([www.shenandoah.k12.va.us](http://www.shenandoah.k12.va.us)) o puede ir a la escuela de su niño y verlo en la computadora allí. Está también disponible en la biblioteca pública de Condado de Shenandoah.

“Los padres y los guardianes tienen el derecho de revisar el programa de la educación de la vida doméstica ofrecido por su escuela, incluye: los materiales escritos y audiovisuales que usen en el programa. Los padres también tienen el derecho de dispensar a su niño de toda o parte de la instrucción de educación de vida doméstica.” *Ref. La política de las escuelas de Condado de Shenandoah IGAH.*

Si, después de ver el plan, decidió optar su niño fuera de áreas específicas de instrucción, puede imprimir la Forma Autónoma (Opt-Out Form) para el nivel del grado de su niño, completar y firmar y regresarlo a la escuela de su niño. Las copias de las formas están también disponibles en la escuela de su niño.

Puede ver personalmente cualquiera de nuestros materiales de Educación de Vida doméstica. Si desea ver los materiales audiovisuales, hace por favor una cita con el maestro de Salud de su niño o el director de la escuela. Si tiene preguntas, por favor preguntar el maestro de su niño o el director.



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Completa por favor este formulario **SÓLO** si usted **NO QUIERE** que su hijo/a participe en las clases de Educación de Vida Familiar.

### EDUCACIÓN PARA LA VIDA FAMILIAR FORMULARIO DE "OPT-OUT" (no quiere)

Nombre de estudiante \_\_\_\_\_

Esucela \_\_\_\_\_

Grado \_\_\_\_\_ Maestra/o \_\_\_\_\_

Por favor, eximir al estudiante antes mencionado de las siguientes clases de Educación de Vida Familiar:

#### Clases Separados de Género

**Sólo las niñas reciben instrucción sobre los objetivos 4.1 y 4.2 en el nivel de cuarto grado. Los niños reciben instrucción en el Objetivo 4.3. Todos los estudiantes reciben instrucción sobre los objetivos 4.4 y 4.5.**

- 4.1 El estudiante utilizará la terminología correcta para explicar las partes del sistema reproductivo femenino.
- 4.2 El estudiante utilizará la terminología correcta para explicar los cambios físicos asociados con la pubertad en las niñas.
- 4.3 El estudiante identificará cinco de los primeros cambios físicos asociados con el inicio de la pubertad en los hombres.
- 4.4 El estudiante demostrará una comprensión del desarrollo de la conciencia social y una responsabilidad tiene para la propia conducta y actitudes acerca de uno mismo y los demás.
- 4.5 El estudiante demostrará una comprensión del desarrollo de un fuerte sentido de autoestima.

Entiendo que mi hijo/a recibirá una asignación alternativa (s) en lugar de la lección (s) que se enseña y que será responsable de la finalización de mi hijode sus tareas. **Entiendo que si mi hijono participa en este programa, estoy asumiendo la plena responsabilidad de proporcionar la educación apropiada.**

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Padre/Guardian

This is a copy of the abstinence definition as developed by FLECIT in October, 1997. It was written to clarify the confusion about what abstinence means and how it is to be defined to students. This definition forms the basis for our program and is the guideline for answering questions. It is a critical piece of our classroom teaching and may be used as a teaching tool within the classroom setting.

Shenandoah County Public Schools use an abstinence-based Family Life Education curriculum. Abstinence is emphasized as the ideal choice when teens are faced with decisions regarding any risky behavior, including decisions involving sexual activity and alcohol and substance use. Shenandoah County Public Schools recognizes that some students have already chosen risky sexual behavior, and, in accordance, teachers present classroom instruction about responsibility for behavior and the use of contraceptives.

### **Definition of ABSTINENCE . . . A Report from FLECIT**

**Abstinence** is voluntarily doing without any act which would place anyone at risk or jeopardize his/her physical, mental, emotional, spiritual, or social well-being and health.

**Abstinence** is voluntarily doing without. . .

... illegal drug/alcohol. or tobacco use or any substance that may hurt the individual.

... behaving in irresponsible ways.

... or not causing, allowing, or accenting mental, physical, or emotional abuse.

#### **As it relates to sexuality, abstinence education will teach:**

.....abstinence from sexual activity as the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems.\*(Guttmacher Institute)

.....a mutually faithful monogamous relationship within the context of marriage as the expected standard of human sexual activity.\*(Guttmacher Institute)

.....bearing children out-of-wedlock as likely to have harmful consequences for the child, the child's parents, and society.\*(Guttmacher Institute)

.....young people to reject sexual advances and information on how alcohol and drug use increases vulnerability to sexual advances.\*(Guttmacher Institute)

.....the importance of attaining self-sufficiency before engaging in sexual activity.\*(Guttmacher Institute)

Kaeser, Lisa, JD, Senior Public Policy Associate. The Alan Guttmacher Institute, Washington, DC

\*Abstinence Guidelines, What should you expect? (See enclosed copy)

\*Approved for use by the Shenandoah County Family Life Education Community Involvement Team; October 14, 1997.

## **Family Life Education Curriculum Grade 4**

At the fourth grade level, girls will be taught about the physical changes associated with the onset of female puberty in a gender-separated setting.

### **4.1 The student will use correct terminology to explain the physical changes associated with the onset of female puberty.**

- A. The student will identify physical changes associated with the onset of puberty.
  - 1. Puberty is that period of time when a girl goes through physical and emotional changes which lead to sexual maturity and the ability to reproduce
  - 2. The onset of sexual changes and growth patterns varies with individuals
  - 3. Emphasis is placed on hormonal changes which impact height, weight, breast development, axillary and pubic hair growth, skin and voice changes, mood swings

#### Resources

- Student Activity 4.1

### **4.2 The student will use correct terminology to explain the parts of the female reproductive system.**

- A. The student will identify and label the organs of the reproductive system and explain their functions.
  - 1. Terms include: uterus, ovaries, Fallopian tubes, vagina
- B. The student will define the parts of the menstrual cycle and verbalize understanding of it as a normal human function.
  - 1. Terms include: ovum, ovulation, estrogen, menstruation
  - 2. Variability exists with individuals and is normal
- C. The student will describe proper hygiene practices associated with the menstrual cycle.
  - 1. Feminine hygiene products - pads, mini pads, tampons
  - 2. Body odor and importance of daily cleanliness
  - 3. “Accidents” and how to manage and/or prevent
  - 4. Importance of self-respect, privacy

#### Resources

- Posters and/or transparencies of the female reproductive system
- Samples of feminine hygiene supplies for demonstration purposes
- Teacher Resource 4.2 - Reproductive System Definitions
- Teacher Resource 4.2 - Female Functions
- Teacher Resource 4.2 - Feminine Hygiene
- Teacher Resource 4.2 - Personal Concerns
- Teacher Resource 4.2 - Fact Sheet
- Student Activity 4.2 - Worksheet

At the fourth grade level, boys will be taught ONLY about the INITIAL physical changes associated with the onset of male puberty in a gender-separated setting.

**4.3 The student will identify five of the initial physical changes associated with the onset of puberty in males.**

- A. Puberty is that period of time when a boy goes through physical and emotional changes that lead to sexual maturity and the ability to reproduce
- B. The onset of physical changes and growth patterns varies from individual to individual and is natural
- C. Emphasis is placed on hormonal changes impacting height, weight, skin, sweat glands
- D. Emphasis is placed on the importance of cleanliness as boys begin to experience these changes including daily bathing, need for deodorant, wearing clean clothes, etc.

**4.4 The student will demonstrate an understanding of developing social awareness and responsibility one has for one's own behavior and attitudes about self and others through written or verbal expression.**

- A. The student will explain an understanding of emotions and their impact on self and others.
  - 1. Humans have a wide range of emotions
  - 2. Behavior is an outgrowth of emotions
- B. The student will explain an understanding of peer group relationships.
  - 1. Peer relationships are healthy
  - 2. Behavior can be influenced by peers
  - 3. Peer influence can affect positive choices
  - 4. Consequences of decisions impact our lives
  - 5. Learning assertiveness techniques to help students stand up for their own rights

**4.5 The student will demonstrate an understanding of the development of a strong sense of self worth through written or verbal expression.**

- A. The student will explain an understanding of self esteem.
  - 1. Humans are unique and individual
  - 2. Each person has valuable assets to contribute to a group and society
- B. The student will explain an understanding of appropriate/inappropriate interactions with others.
  - 1. Our bodies are private
  - 2. Media, music, fashion can heavily influence students' choices in behavior
- C. The student will explain how to respond to inappropriate behavior from others.
  - 1. Sexual harassment is inappropriate and illegal
  - 2. Bullying, including cyber-bullying, is inappropriate and illegal
  - 3. Bystander responsibility includes the steps to take if one is a witness to sexual harassment/bullying



**Introductory Exercise - Female Puberty**

Circle the best answer to the following statements about female puberty.

1. Puberty can begin as early as age:
  - a. 5 or 6
  - b. 8 or 9
  - c. 18 or 19
  
2. Girls usually reach puberty \_\_\_\_\_ boys:
  - a. earlier than
  - b. later than
  - c. at the same time as
  
3. During puberty, a girl's body produces a hormone called:
  - a. sugar
  - b. aspirin
  - c. estrogen
  
4. During puberty a person begins to perspire more heavily. Therefore, she should:
  - a. bathe every day
  - b. never exercise
  - c. carry a handkerchief or small towel
  
5. Menstruation is a sign that a girl is:
  - a. getting sick
  - b. growing up
  - c. ready to leave home
  
6. During puberty a girl will develop all of the following EXCEPT:
  - a. larger breasts
  - b. rounded hips
  - c. higher blood pressure
  
7. One of the first changes of puberty is the growth spurt, when a girl will:
  - a. get taller in a short period of time
  - b. be able to notice growth every day
  - c. feel her legs and arms getting longer
  
8. Because the oil glands are more active during puberty, a girl may develop:
  - a. pimples on her face, chest and back
  - b. greasy hands
  - c. a bad cold or cough

## THE FEMALE REPRODUCTIVE SYSTEM

Explain what we learn about the female reproductive system.

Show an overhead transparency of the female reproductive system. In addition, pass out a copy of the system to each student.

*'Let's identify each part and discuss the function of each.'*

Point on the transparency as you discuss the following. For each organ say:

- Who can tell me what these are called? These are *ovaries*. They contain the egg cells. These egg cells do not start releasing eggs until the girl's reproductive system begins to mature.
- The tubes that curve around the ovaries are the fallopian *tubes*. These tubes are the passageway through which the egg travels from the ovary to the uterus.
- The uterus is about the size and shape of a pear. It is a hollow muscular organ also called the *womb*. It is a place where a baby can grow. The uterus can stretch and expand enough to hold a full term baby who may be as big as 21" long and 10 pounds in weight. (Mention that the average baby is around 7 pounds.)
- The vagina, also called the *birth canal*, is the passageway to the outside of the body.

The teacher may wish to repeat the information a second time, since students were labeling their diagrams the first time. It might then be effective for the teacher to point to the various organs while asking what each is called and what each does.

Allow time for questions. This might be the time to explain the presence of a question box in which the students can place questions they choose not to ask in front of the class. They can drop the question in the box, no name needed, and the teacher will answer it later in class. Questions will be answered age-appropriately.

**FACT SHEET FOR TEACHERS  
FEMALE REPRODUCTIVE SYSTEM**

- A. The female sex cell is called the **ovum**. (Two cells are ova.)
1. About 400,000 immature egg cells or ova are present at birth.
  2. About 400 ova will mature during a woman's life.
- B. Ova are stored in two sex glands called *ovaries*. The ovary is about the size and shape of an almond.
1. The *ovaries* produce estrogen and progesterone which regulate the menstrual cycle.
  2. Each month an ovum in one of the ovaries will mature and be released. It is believed that the ovaries "take turns" - one releasing one month, the other the next, and so on. This varies however.
  3. These correspond to the testicles in the males since both testicles and ovaries produce sex cells and sex hormones. Both are glands.
- C. The **fallopian tubes** are four to six inches long in a mature female. They curve around the ovaries and extend to the uterus. These tubes are the passageway through which the egg travels from the ovary to the uterus. (They are very small tubes - like a thick piece of string.)
- D. The uterus is a hollow, muscular organ, also called the *womb*.
1. The uterus is designed to hold and nourish the fetus until birth.
  2. The opening of the uterus into the vagina is a ring of muscle called the cervix.
- E. The *vagina*, also called the birth canal, extends from the uterus to the outside of the body.

Definitions

- Fallopian tube** - Tube leading from ovary to uterus. Egg cells travel through this tube.
- Uterus** - Organ in which the baby (fetus) grows and receives nourishment.
- Vagina** - Leads from the uterus to the outside of the body at the vulva.
- Ovary** - Female organ which holds egg cells.
- Pituitary gland** - A gland at the base of the brain. It is the "master" gland and it makes the reproductive systems begin to mature and develop.

## PERSONAL CONCERNS OF GIRLS

### FOR USE WITH GIRLS:

1. *Are there any questions which you would like to ask relating to the changes of puberty?*

Hand each girl an index card. Tell them they may write down any question they would like to have answered. Give enough time to write questions. Collect them and skim through them quickly. Answer them now or where each fits in the discussion.

2. *Let's start with menstruation. Do you have any questions or concerns?*

Teacher may share some common early experiences that young girls have had with menstruation. This will help the girls feel more comfortable.) Try to elicit information from students. See what they know about sanitary items used during menstruation.

3. *Briefly describe and show the use of sanitary napkins and tampons.*

Explain how adhesive keeps pads secured to underpants. Explain that pads and tampons should be changed four or five times a day or every 2 or 3 hours during menstruation, and that they must not be flushed down the toilet. Explain disposal in bags, in containers in restrooms, or wrapped in toilet paper.

4. *During this discussion, the teacher should bring up the subject of cleansing of the genital area.*

Emphasize that it is important to wipe from front to back after having a bowel movement. This will keep fecal matter out of the vagina opening and prevent infections. Also explain that washing the vulva carefully with warm water is enough to keep it clean. This should be done daily. Odor will not occur unless the area is not washed. Deodorant pads and tampons are not effective ways to avoid odor; in fact, they actually cause irritation of the sensitive tissue of the vulva area. Deodorant pads and tampons should be avoided.

5. *Conclude by letting the girls know that if they still have unanswered questions, it would be good to talk with parents about them or to use the question box.*

Let them know that if they have additional questions, it will be fine to ask them in the classroom. Be sure they understand that all of this can be discussed in class, and that we separated today just so we could focus on the things girls most wanted to know about.

**TEACHER RESOURCE SHEET**  
**FEMININE HYGIENE**  
**(Do not copy these sheets for students.)**

This is general information for teachers. This information is not to be formally presented in class. It may be helpful when responding to a specific child's question.

- I. Girls will want to discuss the different things they will need when their periods start. They'll need to be prepared with sanitary pads or tampons.
  - A. Sanitary pads or napkins are gauze-covered cotton pads worn during menstruation to absorb the flow of blood. They have a plastic layer on the underside to keep blood from coming through and staining clothes.
    1. One side of the pad is made to face away from the body; that side will be sticky so it can adhere to the underwear. The side that lies against the body is usually plain white. Some have “wings” for more security.
    2. Pads come in many sizes to accommodate the lightness or heaviness of the menstrual flow. Young girls may find smaller pads adequate and more comfortable. Change pads several times a day (every 2 to 3 hours) and before bed.
    3. When purchasing pads, a girl should be aware that there are a variety of designs.
    4. Since the pads are worn close to the body, no one can tell they are being worn, even in slacks.
  - B. Tampons are slim rolls of cotton and/or other absorbent fibers with a string on one end.
    1. The tampons are inserted into the vagina where they can absorb the menstrual flow before it leaves the body. (Instructions for insertion come with tampons.)
    2. When the tampon needs to be removed, the string is pulled and the tampon slides out.
    3. Some people feel it is better for young girls to wear pads than tampons during the first years of menstruation. Girls will want to ask their mothers how they feel about tampon use.
    4. A few suggestions for the use of tampons:
      - a) Do not use deodorant tampons. They may irritate the vagina.
      - b) Change tampons every 2 to 3 hours and use pads (rather than tampons) for at least eight hours out of every 24. A pad may be worn at night instead of a tampon.

- C. Both sanitary pads and tampons need to be changed often.
  - 1. They should never be flushed down the toilet. Wrap them in toilet paper or put them in a bag and place them in a wastebasket.
  - 2. When a girl is having her period, it is wise to carry extra pads or tampons with her in a purse or bag.
  
- II. The class should understand that teachers and other adults at their school are ready to help girls if the need arises. **Explain:**
  - A. How to gain permission to leave class in the most appropriate way.
  - B. Who to see if sanitary pads are needed (school nurse, secretary, etc.).
  - C. What to do if clothes are stained and it is uncomfortable to return to class.
  
- III. Some people feel uncomfortable just before and during their periods. There are some simple things that can help.
  - A. The body may retain more water at this time. Cutting down on salty foods will help prevent this.
  - B. Exercise speeds up circulation and helps ease tension or headache. Exercise also relieves constipation which frequently increases the feelings of discomfort.
  - C. Drinking several glasses of water each day; will aid digestion and lessen constipation.
  - D. Most girls will feel better if they get plenty of sleep before and during their period.
  - E. If girls do get cramps, there are several things they can do:
    - 1. Use a hot water bottle or a heating pad on the abdomen (or on the back if that is where the cramps are)
    - 2. Take a warm bath
    - 3. Drink a hot beverage
    - 4. Take a walk
    - 5. Rub or massage the abdomen (or ask someone to rub your back if it aches)
    - 6. Get on elbows and knees so that the uterus is hanging down, which helps it relax
    - 7. Lie on the back with knees up; move the knees in small circles
  - F. It is important to remember that menstruation is a normal and natural part of women's lives.

## FEMALE REPRODUCTIVE SYSTEM

PART I: DIRECTIONS: Match the definition on the right to the correct word on the left.

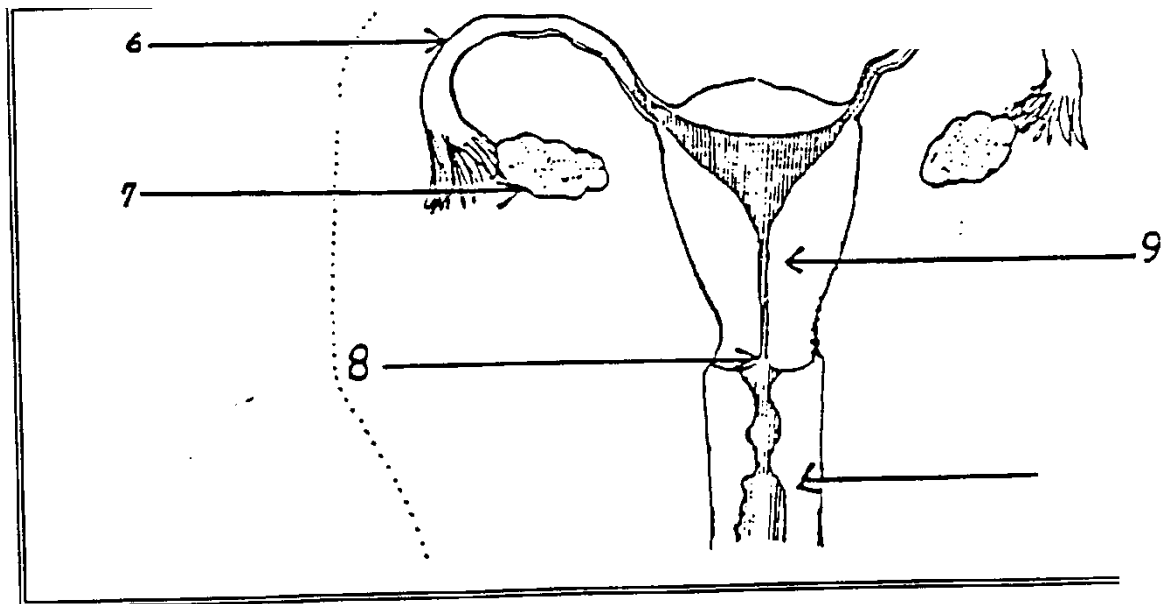
### Female Reproductive Organs

1. Vagina
2. Uterus
3. Fallopian tube
4. Ovary

### Definitions

- A. A pear-shaped female reproductive organ in *which* a baby (fetus) can grow and develop until birth
- B. The female organ that produces egg cells and sex hormones
- C. The tubes through which an egg travels each month from an ovary to the uterus
- D. The passage that leads from the uterus to the outside of the female's body

PART II: DIRECTIONS: Look at the diagram below and label the body parts by writing the correct term in the blank space. (One part listed above is not on this diagram.)



V 10.1

Reprinted From: *Family Life Education: Resources for the Elementary Classroom - Grades 4, 5*, Network Publications, a division of ETR Associates, 1982. Santa Cruz, California.