

**FAMILY LIFE EDUCATION (FLE) OBJECTIVES**  
**Grade 6 Exploring Family and Consumer Science**

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	FLE 6.1	<p><b><i>Given family situations, the student will discuss similarities and differences in family lifestyles and family member roles.</i></b></p> <p>Students will identify various types of families, i.e., traditional or married two-parent families (mother, father, and children); extended families (relatives other than the immediate family living in the home; one-parent families; adoptive families; foster families; families with step-parents; and blended families (new families formed by the marriage of a man and woman with children from previous marriages). Students will also identify the responsibilities family members have to each other.</p>
	FLE 6.2	<p><b><i>The student will identify his or her sibling position and discuss influences of that position on him or her and other family members.</i></b></p> <p>Students will explain sibling position and identify positive and negative influences of their own position on their siblings and other family members.</p>
	FLE 6.3	<p><b><i>The student will discuss or demonstrate examples of family heritage.</i></b></p> <p>Content includes examination of the student’s individual roots and family traditions.</p>
	FLE 6.4	<p><b><i>The student will make comparisons of television and real-life families.</i></b></p> <p>Through the use of various forms of media, family interactions are compared to individual’s interpersonal relationships in his or her own family.</p>
	FLE SOL 6.9	<p><b><i>The student will become aware of community health care and safety agencies and their functions.</i></b></p> <p>Instruction includes the availability of community agencies providing services related to abuse and prevention and treatment; mental health counseling; teenage pregnancy prevention and counseling; prenatal care; substance abuse prevention and treatment; suicide prevention; and prevention and treatment of sexually transmitted diseases. Medical services offered by the family physician and local health department, community safety organizations (fire, police), and religious support services are also discussed.</p>
Human Sexuality / Growth and Development	FLE SOL 6.1	<p><b><i>The student will relate personal hygiene to the physical changes that occur during puberty.</i></b></p> <p>Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.</p>
	FLE SOL 6.2	<p><b><i>The student will explain the effects of growth on development, attitudes, and interests.</i></b></p> <p>The teacher will provide opportunities for class discussion of physical changes during puberty, group and non-group relationships (cliques and loners), peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.</p>
Development of Positive Self-Concept and Respect for Others	6.25 / FLE SOL 6.7	<p><b><i>The student will explain socially desirable characteristics that contribute to the happiness of self and others.</i></b></p> <p>Discussion will include such topics as self-discipline; self-esteem; independence; acceptance of reality; acceptance of others; tolerance; concern for the needs of special populations; loyalty; honesty; cooperation; diligence; respect for property authority; and acceptance of responsibility for self in relation to others.</p>
	FLE 6.21	<p><b><i>The student will discuss how one’s roles help to define self and give examples of these roles.</i></b></p> <p>Students will identify the roles they assume in their daily lives (such as student, son, daughter; sister, brother; aunt, uncle, babysitter). Students will further examine the specialized roles they play in given situations during the school day.</p>

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Development of Positive Self-Concept and Respect for Others <i>(continued)</i>	Guidance 6P.1 / FLE SOL 6.12	<p><b><i>The student will set relevant and achievable short-term and long-term goals.</i></b>            Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Students relate decision-making and problem solving skills to actual adolescent problems (their own or situations presented in case problems). The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions. Career and other options available to women are stressed as choices in the decision-making process.</p>
	FLE 6.23	<p><b><i>The student will discuss or demonstrate the skills necessary to be responsible for self in given situations when alone without supervision.</i></b>            Students will review environmental hazards and safe practices for handling them. Students demonstrate when and where to go for help and how or who to phone for help; develop safe habits that prevent accidents at home; practice fire safety; and develop coping strategies when unsupervised or home alone.</p>
	FLE 6.24	<p><b><i>The student will describe the characteristics of a good self-image and list some attributes that can help improve self-image.</i></b>            Emphasis is placed on defining self-image as feeling good about oneself and having confidence in what one does. Characteristics include willingness to try new things; preventing mistakes from destroying self-confidence; feeling that one is a unique and special person, different from others in many ways; and accepting differences in others. Self-image can be improved by understanding that individuals are special and unique with strengths and weaknesses.</p>
Child Abuse	FLE SOL 6.8	<p><b><i>The student will demonstrate increased understanding of child neglect and abuse, including emotional and sexual abuse.</i></b>            Students will define the types of abuse and explain the need to report such situations to trusted adults including a parent, teacher, minister, grandparent, or guardian. The teacher will assist students to identify resources for the reporting and treatment of child abuse and family violence.</p>