

**FAMILY LIFE EDUCATION (FLE) OBJECTIVES**  
**Grade 8 Health**

<b>Curriculum Strand</b>	<b>Objective Number</b>	<b>Objective and Description</b>
Family Living and Community Relationships	FLE SOL 8.9	<b><i>The student will identify the stresses related to changing relationships in the home, school, and community.</i></b> Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary.
Value of Postponing Sexual Activity Until Marriage	FLE SOL 8.7	<b><i>The student will describe strategies for saying “no” to premarital sexual relations.</i></b> The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings. ( <i>Repeated in Stress Management and Resistance to Peer Pressure</i> )
	FLE SOL 8.10	<b><i>The student will analyze the issues related to teenage pregnancy.</i></b> Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational, and nutritional implications of teenage pregnancy also are discussed.
Human Sexuality / Growth and Development	FLE SOL 8.1	<b><i>The student will explore the developmental issues of early adolescence so that they will be more motivated to accept responsibility for the healthy growth of their minds and bodies.</i></b> Students learn that people change as they age, according to their developmental level, physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student’s present developmental level with the goal of increasing his or her self-understanding and self-acceptance, now and in the future. Commonly accepted theories of personal development are presented as they relate to the student’s own development.
	FLE SOL 8.2	<b><i>The student will recognize the development of sexuality as an aspect of the total personality.</i></b> The primary factor to be presented is the development of one’s own sexual identity.
	FLE SOL 8.5	<b><i>The student will recognize the purpose of group activities during early adolescence as a socialization process.</i></b> Student will investigate issues related to the aging process. Simulation activities related to health problems of the aged are used.
Sexually-Transmitted Diseases	Health 8.5.3	<b><i>The student will recognize risk factors associated with communicable and non-communicable diseases.</i></b> Discussion involves the difference between non-communicable and communicable diseases. Students identify common non-communicable diseases. Students identify methods of transmission of communicable diseases, with emphasis on the fact that not all communicable diseases are spread by sexual means.
	FLE SOL 8.14	<b><i>The student will identify the way in which HIV, the virus that causes AIDS, is transmitted, and how AIDS is treated and prevented.</i></b> Students will understand that various methods of body fluid exchange must occur for AIDS transmission. Students will be made aware that other modes of fluid exchange can also carry a risk of transmission. Students should recognize modes by which AIDS is not transmitted. Abstinence from sexual activity is emphasized for prevention.

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Sexually-Transmitted Diseases (continued)	FLE SOL 8.11	<p><b><i>The student will review the term “sexually transmitted disease” and identify the symptoms, treatment, and prevention of the major sexually transmitted diseases.</i></b></p> <p>Students learn that sexually transmitted diseases (STDs) are communicable diseases spread from person to person through sexual contact. Major STDs include gonorrhea, Chlamydia, syphilis, herpes simplex II, and HPV. Emphasis is placed on seeking prompt medical treatment in the event of symptoms. Abstinence is emphasized as the most effective method of minimizing the possibility of contracting sexually transmitted diseases. The use of condoms is discussed as a way of reducing the risk of STDs.</p>
Stress Management and Resistance to Peer Pressure	FLE SOL 8.8	<p><b><i>The student will develop the coping skills needed to deal with stress.</i></b></p> <p>Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of AIDS), and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive techniques for coping with stress.</p>
	Health 8.8.1 / FLE SOL 8.8	<p><b><i>The student will understand the importance of recognizing symptoms of and getting treatment for emotional and mental health illnesses.</i></b></p> <p>Students will describe the nature of mental and emotional illnesses and discuss those that are most prominent in adolescents such as anxiety, depression, stress, peer pressure, and self-image or relationship problems. Students will also describe healthy methods teens can use to cope with emotional health issues, and identify medical or counseling services for mental and emotional health problems.</p>
	FLE SOL 8.9	<p><b><i>The student will identify the stresses related to changing relationships in the home, school, and community.</i></b></p> <p>Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. Positive aspects of change and the idea that stress is usually temporary are emphasized.</p>
	Health 8.8.5	<p><b><i>The student will understand benefits of using resistance, problem-solving, and decision-making skills to manage personal and family health.</i></b></p> <p>Students discuss how resistance, problem solving, and decision-making skills can lead to healthier decisions. Issues related to negative peer pressure, resistance skills, problem solving, and decision-making are also discussed.</p>
	FLE SOL 8.6	<p><b><i>The student will interpret messages in society related to sexuality.</i></b></p> <p>Students continue to discover and analyze messages about sexuality found in advertising media, music, and videos, television, films, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed.</p>
	FLE SOL 8.7	<p><b><i>The student will describe strategies for saying “no” to premarital sexual relations.</i></b></p> <p>The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.</p>
Development of Positive Self-Concept and Respect for Others	FLE 8.28	<p><b><i>The student will identify and discuss appropriate and inappropriate behaviors and their effects on self and others.</i></b></p> <p>Students discuss both positive and negative peer pressure along with problem solving strategies.</p>

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Development of Positive Self-Concept and Respect for Others (continued)	FLE SOL 8.5	<b><i>The student will recognize the purpose of group activities during early adolescence as a socialization process.</i></b> Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship.
	FLE 8.31	<b><i>The student will learn how to enhance self-confidence and build a classroom community through learning and practicing effective listening.</i></b> Students will learn to appreciate good listening skills by first experiencing poor listening habits and then practicing the key rules of good listening including focusing, accepting, and drawing out.
	FLE 8.32	<b><i>The student will enhance self-confidence and build a classroom community through learning and practicing responding and validation skills.</i></b> Students will discuss the concept of validation and have the opportunity to compliment every other member of the class and therefore practice validation.
	FLE 8.35	<b><i>The student will identify the fears, doubts, and other emotions that can hinder the development of one's potential and instead perceive them as positive challenges.</i></b> Students will describe ways in which feelings, attitudes, and behavior are influenced by their experiences and identify ways of changing negative experiences (pits) to positive challenges (peaks).
	FLE 8.36	<b><i>The student will explore appropriate ways of expressing the broad range of emotions common to adolescents to help them more accurately communicate their feelings and needs to others.</i></b> Students will discuss sources of anger and frustration and identify positive and negative ways of responding to these feelings.
	FLE 8.42 / FLE SOL 8.4	<b><i>The student will identify the issues associated with friendships.</i></b> Students will accomplish this by reviewing the characteristics of friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.
	Health 8.8.3	<b><i>The student will understand that developing positive relationships with others will help promote mental and physical wellness.</i></b> Students will identify how developing positive relationships promotes wellness.
Substance Abuse	Health 8.7.1	<b><i>The student will understand the short- and long-term physical, mental, and social complications associated with alcohol and tobacco use.</i></b> Students will discuss what constitutes alcohol and tobacco use and abuse and describe health complications that can result.
Child Abuse	FLE 8.47 / FLE SOL 8.13	<b><i>The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.</i></b> Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no," and identifying other alternatives. Information on referral services also is provided. Teachers are encouraged to invite health professionals to explain procedures which should be followed in the event of rape.