

FAMILY LIFE EDUCATION (FLE) OBJECTIVES
Discovering Family and Consumer Science

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	FLE SOL 9.2	<i>The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.</i> Topics include the function of the family; family forms; family strengths; and family influences on society.
	FLE SOL 9.5	<i>The student will review the nature and purpose of dating.</i> Topics include understanding family guidelines, the functions of dating and coping with the pressures experienced in dating situations. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.
	FLE 9.3	<i>The student will recognize the importance of providing a safe and nurturing environment for children.</i> Students will understand that a safe child is a happy child. Students will understand that safety is more than physical safety, but also includes social, emotional, and psychological safety.
	FLE 9.4	<i>The student will define and describe various types of lifestyles.</i> Students will state why a person might choose a single, parallel, or family lifestyle; explain the function of a family; identify various family types; and analyze lifestyle options. A <i>single lifestyle</i> is defined as someone who is not married. A <i>parallel lifestyle</i> is defined as living with someone (such as a boarder) but not being involved with that person's life.
Value of Postponing Sexual Activity Until Marriage	FLE 9.7	<i>The student will identify the most common problems of the dating situation.</i> Through the use of peer opinions and brainstorming, students will identify the most common problems that occur during the dating stage. Problems that might be discussed include how to ask for a date; how to refuse a date; and how to handle pressures that might occur on a date (sex, drinking, and drugs).
Human Sexuality / Growth and Development	FLE 9.8	<i>The student will explain how development occurs in stages.</i> Students identify types of development (social, physical, emotional, intellectual) that occur in each of the stages of the family life cycle. Students realize that development is a progressive process, with each new phase hinging on past developments.
	FLE SOL 9.3	<i>The student will recognize the development of sexuality as an aspect of the total personality.</i> Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.
Human Reproduction and Contraception	FLE SOL 9.11	<i>The student will demonstrate knowledge of pregnancy prevention and disease control.</i> Topics include planning for adult relationships, a review of factors to consider in planning for a family; misconceptions about contraception; a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control; and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
Stress Management and Resistance to Peer Pressure	Health 9.8.1	<i>The student will develop a personal system for coping with distress and stress.</i> Students will identify stressful situations (including relationships, deadlines, and grades) and recognize ways to avoid situations that may cause stress. Students also describe methods of coping with stress.
	FLE 9.26	<i>The student will enhance his or her communication skills.</i> Students will improve their listening and speaking skills, begin and develop conversation more easily, communicate their feelings, recognize coded messages, and use several forms of non-verbal communication.

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Stress Management and Resistance to Peer Pressure (continued)	Health 9.8.8	<i>The student will analyze the impact that emotions and peer approval have on personal decision-making.</i> Students will explain that emotions often magnify a problem and that a person needs to have a firm foundation of decision-making skills in place in order to make responsible decisions in the face of strong emotions. Students will understand that peer pressure can influence either positively or negatively the choices teens make. Emphasis is on types of manipulation teens are often exposed to, including teasing, threats, blackmail, guilt, and flattery.
	Health 9.8.2	<i>The student will describe how to manage deadlines.</i> Students describe ways to manage stress, including eating nutritious foods; getting adequate sleep; managing time-list tasks and determining how much time each task will take to complete; maintaining a positive outlook; being physically active; learning how to relax; and seeking advice from others for solutions to problems.
	FLE SOL 9.14	<i>The student will identify educational and career goals.</i> Students formulate educational and career objectives. They will participate in a “life goal” project that provides the structure for achieving this objective and will complete activities that enable them to gain insight into the variety of personal and career options available to males and females.
Development of Positive Self-Concept and Respect for Others	FLE 9.28	<i>The student will identify factors that influence personality.</i> Students explore hereditary and environmental factors that influence personality.
	FLE SOL 10.2	<i>The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.</i> Friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed.
	FLE 9.29	<i>The student will express how self-concept develops.</i> Instruction will include how the students look at themselves, remarks they make about others and remarks made about them. An examination of how the students are treated by others such as parents, peers, and teachers is also included.
	FLE 9.31	<i>The student will describe Maslow’s theory of needs and its relationship to personality.</i> Instruction includes the hierarchy of needs developed by Maslow. Emphasis is placed on the importance of having each level of needs met before moving on to the next level, from the physical level to the emotional level to the self-fulfilling level.
	FLE 9.32	<i>The student will identify the six types and levels of maturity.</i> Students will become aware that maturity develops in many ways: chronologically, physically, socially, emotionally, psychologically, and intellectually. Students will understand that maturity is an ongoing process, and behavior is related to the level of one’s maturity.
	FLE 9.33	<i>The student will determine how maturation affects adolescents.</i> Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision making process, sources of values, and self-discipline.
	FLE SOL 9.13	<i>The student will identify the effects of discrimination.</i> The teacher helps students identify forms of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families.
Parenting Skills	FLE 9.36	<i>The student will give examples of the things that a caretaker must know about children.</i> Discussion involves the physical, intellectual, social, and emotional care of children. Emphasis is placed on the significance of knowing about all phases of a child’s development, and the utilization of this knowledge in providing quality care.