

## FAMILY LIFE EDUCATION (FLE) OBJECTIVES

### Family Relationships

Curriculum Strand	Objective Number	Objective and Description
Family Living and Community Relationships	FLE SOL 10.7	<b><i>The student will explain the factors to be considered in preparing for dating and marriage.</i></b> Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection.
	Health 10.3.2 / FLE SOL 10.16	<b><i>The student will understand how health-related issues require local, state, and federal cooperation to provide healthcare delivery, efficient health care management, and increased safety and security for individuals and communities.</i></b> Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines, day-care centers, nursing homes, and departments of health.
	FLE SOL 10.17	<b><i>The student will review the positive aspects of family life as a basic unit of society and as a means of personal development..</i></b> Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.
	FLE 10.4	<b><i>The student will define and describe the family in American society.</i></b> The family is defined. Discussion of family will include a definition and function of a family, the variety of family structures to include one-parent, working spouses, and smaller size families. The family is defined as the basic unit of society in which most people live their lives and in which people bring up children.
	FLE 10.5	<b><i>The student will list and describe the characteristics of a healthy family and identify signs leading to the breakdown of the family system.</i></b> The discussion of family systems should emphasize the need for flexibility within a structured family, the promotion of self-worth, and open communication among family members. Included in classroom discussion will be signs that indicate a breakdown in the family system such as child abuse, spouse abuse, and runaways.
	FLE 10.6	<b><i>The student will list and describe the major events in the life of a family.</i></b> Major family life events include marriage, birth of the first child, birth of the last child, children going to school, children leaving home (empty nest), death of a family member, and primary care for an aging relative.
	FLE 10.7	<b><i>The student will describe the significance of the parents' role in the healthy development of a child.</i></b> Emphasis will be placed on why people have children and the role of the parent as a teacher and disciplinarian.
	FLE 10.8	<b><i>The student will list several benefits of family planning.</i></b> Discussion will include planning for children in terms of emotional and psychological maturity of the parents, financial stability, time commitment, and general readiness for parenthood. <i>(Also covered in Child Development and Parenting)</i>
	FLE 11.1	<b><i>The student will describe the personal and social purpose of marriage.</i></b> Discussion focuses on the function of marriage in our society. Students will also identify their personal goals for a future marital relationship. Consideration will also be given to the fact that not everyone wants to, nor will, get married.

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Family Living and Community Relationships (continued)	FLE SOL 11.7	<p><b><i>The student will classify the major problems, issues and decisions related to each stage of the family cycle.</i></b>            The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.</p>
	FLE SOL 11.15	<p><b><i>The student will analyze community resources to meet specific needs.</i></b>            This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.</p>
	FLE 11.6	<p><b><i>The student will identify the factors that influence a person’s lifestyle</i></b>            Students will brainstorm and identify factors which influence lifestyle choices including economic, social, emotional, and physical factors. Values and goals will be explored and considered important in lifestyle decisions. Students will be encouraged to discuss these factors with their parents.</p>
	FLE 11.7	<p><b><i>The student will identify the steps to mature love.</i></b>            Students will realize that love is a growing process and occurs in stages from self-love, mother love, family love, gang love, adolescent love, to mature love. Gang love is defined as that stage in a person’s life when he or she is influenced more by peers than by family. During this stage boys prefer boys as friends and girls prefer girls as friends. Usually during this stage, ages 8-12, the sexes view each other with disdain.</p>
	FLE 12.8	<p><b><i>The student will describe the characteristics of successful courtship and marriage relationships.</i></b>            Students examine the types of specific topics that should be discussed and explored during the courtship period, including values, goals, and life experiences. In addition, students will realize that marriage is an ongoing relationship that each person needs to contribute in order for the marriage to succeed.</p>
	FLE 12.9	<p><b><i>The student will identify the different stages of marriage and factors influencing each stage.</i></b>            Students will recognize that marriage is an ongoing process, and goes through stages as the couple grows together.</p>
	FLE 12.12	<p><b><i>The student will recognize ways to effectively deal with family crises.</i></b>            Students will identify various crises in the family including alcoholism, drug abuse, suicide, death, and divorce. Through discussion and identification of community resources, students will explain how to deal with various crises.</p>
Human Sexuality / Growth and Development	FLE 10.17	<p><b><i>The student will describe some of the physical, social, and emotional needs associated with the aging process.</i></b>            Discussion will include measures of age, how lifestyle affects aging the physical, emotional, social needs of the aged, and issues related to the extension of the aging process.</p>
Value of Postponing Sexual Activity Until Marriage	FLE SOL 11.3	<p><b><i>The student will recognize the advantages of abstaining for premarital sexual relations by utilizing methods of saying “no” to risk-taking behaviors.</i></b>            The physical, emotional, social, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying “no” in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.</p>

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Value of Postponing Sexual Activity Until Marriage ( <i>continued</i> )	FLE SOL 10.5	<p><b><i>The student will recognize the need to abstain from sexually related risk-taking behavior.</i></b>  Content focuses on the need to consider life-long goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized, especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals. In addition, abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy.</p>
	FLE SOL 12.11	<p><b><i>The student will interpret rationale for saying “no” to premarital sexual activity.</i></b>  Students progress in examining the assertive skills associated with saying “no.” The physical, emotional, social, and economic implications of premarital sexual relations will be further examined.</p>
	FLE 12.13	<p><b><i>The student will describe how sexual needs might affect relationships.</i></b>  Students will recognize that humans are all sexual beings and have sexual needs. Students explore how these needs can affect relationships. Emphasis is placed on appropriate premarital sexual expressions, and abstinence from intercourse. <i>Refer to Objective 10.37 for further explanation of appropriate premarital sexual expression.</i></p>
Sexually Transmitted Diseases	FLE SOL 9.12	<p><b><i>The student will explain the transmission and prevention of HIV, the virus that causes AIDS.</i></b>  This is a review of the ways in which the AIDS virus is transmitted, and the techniques for preventing this disease. (<i>Also covered in Health</i>)</p>
Stress Management and Resistance to Peer Pressure	FLE SOL 10.6	<p><b><i>The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affections.</i></b>  Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language and caring gestures, rather than through premarital sexual intercourse.</p>
	FLE 10.37	<p><b><i>The student will recognize factors influencing effective communication.</i></b>  Students will identify factors that enhance communication including good listening skills, use of giving clear statements, use of paraphrasing. Students, through role-playing, will practice effective communication techniques.</p>
	FLE 10.38	<p><b><i>The student will distinguish between different levels and types of communication.</i></b>  Students will describe how communication progresses from detached levels (such as from store clerk to customer) to very intimate levels (such as from husband and wife). Students will also define and identify verbal and nonverbal methods of communication.</p>
	FLE 10.39	<p><b><i>The student will identify ways to argue constructively.</i></b>  Students will identify effective and ineffective ways to debate an issue. Factors such as name calling and attacking weaknesses will be discussed as inappropriate and ineffective. Constructive argument techniques will be placed in context of effective communication skills.</p>

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Stress Management and Resistance to Peer Pressure (continued)	FLE 10.40	<b><i>The student will identify causes and signs of frustration.</i></b> Relating this to stress, the student will be able to recognize when frustration is beginning to occur so as to divert and avoid potentially harmful results. The student will learn to identify factors in their lives that cause frustration, and develop ways to deal with them in an effective way.
	FLE 10.41	<b><i>The student will recognize different types of defense mechanisms.</i></b> Students will define various types of defense mechanisms and identify how they are used. Methods include rationalization, projection, name calling, and identification.
	FLE SOL 10.8	<b><i>The student will examine factors to be considered in life-goal planning.</i></b> Discussion includes life-long career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.
	FLE SOL 11.1	<b><i>The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.</i></b> Students are guided through a realistic self-assessment including working toward personal improvement, setting short-and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision making.
	FLE SOL 12.3	<b><i>The student will describe types of adjustments and sources of conflict in interpersonal relationships.</i></b> Students learn that adjustments in relationships are to be expected and are not all negative adjustments. Instruction also includes communication skills, decision-making strategies, compromise, and other methods of conflict resolution.
	FLE SOL 12.9	<b><i>The student will analyze stress and crisis situations that affect family life.</i></b> Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises to ensure that the final outcome is positive.
Development of Positive Self-Concept and Respect for Others	FLE SOL 10.3	<b><i>The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.</i></b> The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.
	FLE 10.44	<b><i>The student will distinguish desirable and undesirable personality characteristics.</i></b> Through the use of brainstorming, students develop a list of personality characteristics considered to be desirable or undesirable, to include honesty; dependability; friendliness versus arrogance; impulsiveness; and dishonesty.
	FLE SOL 11.2	<b><i>The student will relate major theories of personality development to his or her own situation and/or developmental level.</i></b> A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these theories, are not all inclusive, and that they may or may not relate to the student's individual life.

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Development of Positive Self-Concept and Respect for Others	FLE 11.15	<p><b><i>The student will compare how he/she sees themselves with how others see him or her.</i></b>            Through discussion and written evaluations, he or she will analyze their social selves and perceived selves. Students will understand that people do not always see themselves the way others see them.</p>
	FLE SOL 12.5	<p><b><i>The student will recognize problems of individuals with disabling conditions and ways in which families can be sensitive to and make adjustments for these needs.</i></b>            Emphasis is on managing and coping with the emotional and financial stress brought on by special needs of individual family members with such conditions as chronic illness, physical and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.</p>
	FLE 12.19	<p><b><i>The student will recognize the forces that influence our personalities.</i></b>            The three factors that shape personality (heredity, environment, and response to the environment) will be discussed. Students will determine the factors he or she can control, factors he or she cannot control, and how he or she can use this evaluation to improve his or her personality.</p>
	FLE 12.20	<p><b><i>The student will identify theories of personality.</i></b>            Various theories of personality will be explored, and students will relate themselves to each theory. Theories proposed by Jung, Freud, Maslow, Sheldon, Erikson, Havighurst, and others are included. Students will be made aware that these are theories and not proven facts.</p>
Parenting Skills	FLE SOL 9.1	<p><b><i>The student will trace changes in parenting responsibilities from prenatal to geriatric care.</i></b>            Information about developmental levels throughout the life cycle (prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly) is related to the complexity of child-rearing and to the need for maturity before parenthood. Life-stage development is presented also to help students gain appreciation of their own development.</p>
	FLE SOL 12.4	<p><b><i>The student will explain how parental responsibilities will change throughout the family life cycle.</i></b>            Students review the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.</p>
Substance Abuse	FLE SOL 12.8	<p><b><i>The student will identify ways of preventing and/or coping with various types of violence.</i></b>            Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting.</p>