

HANOVER COUNTY PUBLIC SCHOOLS -

**FAMILY LIFE EDUCATION -
PARENT RESOURCE GUIDES -**



**Grades -
Sixth, Seventh, and Eighth -**

Revised June 2019

Hanover County Public Schools
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This information can be viewed online at:

<http://hcps.us/cms/one.aspx?portalId=1251067&pageId=3603671>

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PHILOSOPHY -

A strong and vital society is built on sound families. Therefore, the main purpose of a Family Life program is to ensure the continual development of healthy families in the future. An effective way of insuring this is to help young people grow into responsible, well-adjusted adults. This help should come from parents, schools, clergy, and other segments of society working together to provide young people an enriched environment for health development.

Recognizing the essential worth of each student and the need for certain values necessary for our society to survive, a value system will be incorporated into the curriculum. This curriculum will promote such values as honesty, trust, self-control, and responsibility. It will also emphasize to teens the advantages of postponing sexual relations until marriage. These values are not given as rules, but become evident through the understanding of consequences and the students' acceptance of responsibility for their own actions. This information, coupled with the continual reinforcement of self-esteem and parental guidance, should help the students build a beneficial value system of their own.

Family Life Education begins in the home and should be centered in the home. Hanover County Public Schools has implemented a Family Life Education program designed to promote parental involvement. An objective of this curriculum is the development of a program, which provides accurate, sound information. This program will promote the development of healthy relationships in the present and future and incorporate decision-making skills to avoid the effects of negative peer pressure. It will be directed toward reducing substance abuse, child abuse and neglect, and teen pregnancy (stressing abstinence).

The Family Life Education program is a monitored program with carefully chosen and well-trained teachers, permitting student expression and encouraging continued parental involvement. The cooperative efforts of the parents, schools, and community will enrich the lives of our children so that they may be loving, caring and responsible citizens.

HISTORY

The General Assembly mandated that a Family Life Education program be implemented in all schools in Virginia by the fall of 1989. Local school boards had the option of using the program as adopted by the Virginia Board of Education or developing one of their own. The Hanover County School Board chose to develop its own program to allow for the greatest amount of community input.

A Family Life Education Community Involvement Team is composed of the people listed below.

- ❖ 61 parent/citizen representatives
- ❖ 7 clergymen
- ❖ 6 teachers
- ❖ 3 administrators
- ❖ 1 psychologist
- ❖ 1 medical doctor
- ❖ 1 health department representative

This team was selected in late June and began working in August of 1988 to develop a Family Life Education curriculum for all county students, grades K-10. The Standards of Learning for the Virginia Family Life Education program originally mandated inclusion of the topics listed below.

- ❖ family living and community relationships
- ❖ the value of postponing sexual activity until marriage
- ❖ human sexuality, growth, and development
- ❖ sexually transmitted diseases
- ❖ stress management and resistance to peer pressure
- ❖ development of positive self-concepts and respect for others
- ❖ parenting skills
- ❖ substance abuse
- ❖ child abuse
- ❖ human reproduction and contraception

Members of the Community Involvement Team and teachers have developed a Parent Resource Guide that includes an overview of each grade level and some activities that parents and children can do at home. The attached is intended to promote good communication within the family setting. It provides an opportunity for children or adolescents to ask questions and share concerns they might have.

The current purpose of the Family Life Community Involvement Team is to annually assess and evaluate the family life program and materials utilized by the family life staff in Hanover County.

OPT-OUT PROCEDURES

The Board of Education regulation on opting-out states: An opt-out procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

The opt-out procedure is as follows:

Parents may exercise the opt-out procedure for any or the entire Family Life Education curriculum. Lesson plans are available for all Family Life Standards of Learning at each grade level. Parents are encouraged to review the lesson plans at each grade level before exercising the opt-out procedure.

Parents will be notified by letter of the time block allocated for teaching Family Life within the K-3 classroom or the 4-10 health block. The opt-out form will accompany this letter. If a parent elects for his/her child not to participate, an opt-out form should be completed and returned to the schools. Copies of the opt-out form will be located in each school office.

IMPLEMENTATION GUIDELINES

- ❖ In grades K-3, the classroom teacher will instruct the students. In grades 4-10, family life objectives will be presented by the family life resource teachers as part of the health curriculum.
- ❖ Teachers will exercise caution when responding to questions relating to morality.
- ❖ Only approved lesson plans and materials written into those plans will be used.
- ❖ Students with disabilities may receive instruction in Family Life Education. In developing the student's individualized education plan, appropriate content areas will be selected based on the

student's age and ability. The classroom teacher will make modifications to the basic content, activities and teaching resources as needed.

- ❖ New resources recommended for implementation will be referred to the Media Review Committee.

PURPOSE

The Parent Resource Guide is based on the idea that the most value from the family life education curriculum can be achieved when the student, parent, and teacher are actively working and talking together. The guide is to inform the parent of concepts taught in the classroom.

The guide includes objectives with descriptive statements and activities that may be used to reinforce classroom instruction. The parent can use these activities to stress morals and values that are important to their family. Working together on these activities is a good time to share concerns and answer questions asked by children.

RESOURCES

There are many parent resources available. They may be found in the local library, church libraries, bookstores, health agencies, and the local school. Additional information may be obtained from physicians or the local health department.

In keeping with the philosophy of this program, all materials are available for parental review during the family life parent session prior to instruction beginning at the school.

SIXTH GRADE

The sixth grade curriculum helps students continue to understand puberty. Human reproduction and the value of postponing sexual activity until marriage are discussed. Also, students will have increased understanding of child abuse and neglect, including sexual abuse. Students will learn to develop a safety network of adults they can trust and then turn to if any abuse occurs. All topics are discussed in sex-separated classes. Family Life objectives are 6.1 – 6.8.

Objective: 6.1

The student will relate personal hygiene to the physical changes that occur during puberty.

Subject Area: Family LifeDescriptive Statement

Changes during puberty are discussed in relation to the increased need for personal hygiene, proper dental care, frequent showering, shampooing, the use of deodorant, and clean clothing.

Activity

When the opportunity presents itself, talk about the various hygiene products available.

Things to Think About

Puberty is a time during adolescence when the child is physically changing into an adult.

1. Physical changes taking place in boys:
 - a. height increases
 - b. weight gain
 - c. body hair grows
 - d. shoulders broaden
 - e. voice deepens
 - f. muscle tissue increases
 - g. genitals enlarge
 - h. nocturnal emissions
 - i. acne
2. Physical changes taking place in girls:
 - a. wider hips, smaller waist
 - b. breasts develop
 - c. body hair grows
 - d. height increases
 - e. weight gain
 - f. menstruation
 - g. acne
3. Good personal hygiene includes:
 - a. more frequent bathing
 - b. washing of hair
 - c. use of deodorant
 - d. proper care of teeth
 - e. clean clothing
 - f. how to deal with pimples

Children often think of being clean as not having visible dirt on them. Being clean includes things that they cannot see and odors that they may not have noticed. They need to understand that keeping clean is healthy. Personal hygiene knowledge creates security and increased self-esteem.

Key Terms

Personal Hygiene - procedures that are used for health and cleanliness

Self-Esteem - how we feel about ourselves

Puberty - the physical, emotional, and mental changes during adolescence

Objective: 6.2

The student will explain the effects of growth on development, attitudes, and interests.

Subject Area: Family Life

Descriptive Statement

The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships (cliques and loners), peer pressure, and relationships.

Activity

Ask your child about the uniqueness of each individual.

Things to Think About

At first we all looked alike, but after closer examination we noticed we were different. That difference made us special.

Key Terms

Uniqueness - being one of a kind

Adolescence - growth from childhood to adulthood

Objective: 6.3

The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Subject Area: Family Life

Descriptive Statement

The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections, menstruation, instability of emotions and ways of expressing these emotions appropriately, and approaches to developing a positive attitude toward one's sexuality.

Activity

If you are comfortable with sharing experiences of your own, use this time to discuss various incidents (which stemmed from emotional changes) that occurred during your childhood. Other options could be to use a story, or TV show, which has dealt with the emotional stress compounded by puberty.

Things to Think About

1. Many of the emotional changes (feelings) happen to both boys and girls.

2. The physical changes in boys and girls do not happen at the same time. Girls usually change before boys.
3. Children can learn to react to their emotions appropriately (control their emotions) and stand up for beliefs.
4. Crushes are not love, but are felt very strongly.

Key Terms

Nocturnal Emissions (wet dream) - ejaculation of semen and sperm from penis during sleep (for boys)

Erections - state in which penis fills with blood and swells

Menstruation - a monthly shedding of the uterine lining

Crush - a sudden strong liking of a person

Objective: 6.4

The student will explain how human beings reproduce and identify reasons for avoiding sexual activity prior to marriage.

Subject Area: Family Life

Descriptive Statement

The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse. The appropriateness and advantages of being married before becoming a parent will be emphasized.

Activity

This is a good place to talk about values that are important in your family. It is a good place to talk about individual responsibility and how things do not just happen.

Things to Think About

This presents an opportunity to talk about what one wants out of life.

Key Terms

STI - sexually transmitted infection

Sexual Abstinence - choosing not to have sexual intercourse, for reasons such as morality, religious beliefs, or health concerns

Sexual Intercourse - the physical act of sex between two persons

Objective: 6.5

The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.

Subject Area: Family Life

Descriptive Statement

Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, and the onset of menstruation. Instruction promotes self-awareness and alleviates anxiety through factual

information regarding spontaneous erections, nocturnal emissions, differences in growth rates and development, and irregularities of the menstrual cycle.

Activity

Review changes that occur during puberty.

Things to Think About

Since appearance during adolescence influences self-concept, it is not surprising that the timing of physical development is important. However, each young person develops at a different rate. There is no way to hurry up or slow down the process.

Key Terms

Menstruation - the monthly shedding of the uterine lining

Ovulation - the process in which an egg leaves the ovary

Objective: 6.7

The student will demonstrate increased understanding of child abuse and neglect, including physical, emotional, and sexual abuse.

Subject Area: Family Life

Descriptive Statement

This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report these situations to a trusted adult, such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for reporting child abuse and family violence.

Activity

Encourage your child to realize that he/she can come to you with any feelings of discomfort he/she may experience when dealing with certain individuals.

Things to Think About

Child abuse and neglect – Virginia Child Abuse and Neglect Laws

1. What is it? The legal definition of child abuse and neglect is:
 - a. the creating or inflicting by a parent or custodian of a non-accidental physical or mental injury upon a child under 18 years old or permitting the inflicting of such an injury;
 - b. the creating by a parent or custodian of a substantial risk of death, disfigurement, or impairment of bodily or mental function of a child;
 - c. neglect or refusal by a parent or custodian to provide care necessary for the child's health;
 - d. abandonment of a child by a parent or other person responsible for his/her care; and
 - e. the committing upon a child of any sexual act in violation of law, or permitting the commission of such acts.
2. Who reports?

The following people are required by law to report suspected child abuse or neglect: doctors, nurses, social workers, probation officers, teachers and school employees (including nursery schools), paid babysitters employed on a regular basis, mental health professionals, and law enforcement officers. Anyone may call in a report. It may be anonymous.
3. Civil Liability

Persons making complaints and reports are by law immune from any civil liability unless they act in bad faith.

4. Fines

Any person required to report who is found guilty of not reporting suspected child abuse and neglect shall be fined not more than \$500.00 for the first failure and for any subsequent failures not less than \$100.00 nor more than \$1,000.00. It is not necessary that you have absolute proof before reporting; it is the responsibility of Child Protective Services to investigate.

Key Terms

Child Abuse - the physical, emotional, or sexual mistreatment of a child

Sexual Harassment - any unwanted or inappropriate attention of a sexual nature

Electronic Harassment/Cyber Bullying - online bullying, which includes sending rude or threatening messages, sending repeated unwanted messages or pictures, or publishing slanderous information

Personal Privacy/Body Boundaries - areas covered by the bathing suit are private areas of the body that should not be crossed by others

Safety Network - a group of trusted adults that you feel safe and secure talking to and going to for help

Objective: 6.8

The student will become aware of community health-care and safety agencies and their functions.

Subject Area: **Family Life**

Descriptive Statement

Instruction includes the availability of community agencies providing the following services:

1. child abuse prevention
2. other general and specialized medical services, including the role of the family physician or local health department
3. police department, fire department, and other safety services

Activity

Parents are encouraged to learn about these agencies and to use their services when needed.

Things to Think About

In times of crisis, there are community agencies that can help.

Objective: 6.9

The student will describe personal characteristics that can contribute to happiness for self and others.

Subject Area: Health

Descriptive Statement

This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for persons with special needs, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others.

Things to Think About

1. Help your child to achieve personal identity by allowing them to grow in all areas.

2. How can your child show that he/she is changing?

Key Terms

Self-Discipline - control of individual behavior

Self-Esteem - how you feel about yourself

Objective: 6.10

The student will explain the effects of substance abuse on the individual, family, school, and society.

Subject Area: Health

Descriptive Statement

The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, family violence, and the hazards of secondhand smoking. Information on local community resources for obtaining help with these problems is included. The student must be made aware that if he/she uses drugs, he or she associates with a violent, dangerous, and criminal element of society.

Activity

As a family, discuss your attitudes towards substance abuse.

Things to Think About

There is a lot to know about drugs. Some people are knowledgeable about drugs, but they do not pay attention to that information. It is not easy to stop once you start.

Key Terms

Addictive Personalities - people who become chemically dependent

Genetic Risks - chemical dependency may affect the unborn child

Secondhand Smoking - nonsmokers in a smoke environment

Objective: 6.11

The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.

Subject Area: Health

Descriptive Statement

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 made.

Activity

Encourage your child to use the problem-solving steps when faced with a major decision. You may refer to a recent incident that could have been solved more readily by using the problem solving strategies.

Things to Think About

Steps to problem solving

1. identify problems
2. list alternatives
3. gather information
4. choose alternatives
5. carry the decision through
6. evaluate the results

Key Terms

Decision-Making/Problem-Solving - process by which problems are identified and choices are made

Life-Long Goals - things you hope to accomplish over a lifetime

Objective: 6.12

The student will recall basic facts about non-sexually transmitted diseases.

Subject Area: Health

Descriptive Statement

Diseases of the genitalia common to adolescents, which are not sexually transmitted, are described to eliminate fears (such as vaginitis, urethritis, and candida).

Activity

None

Things to Think About

Be aware of the non-sexually transmitted diseases listed as Key Terms.

Key Terms

Non-specific Vaginitis (curable) - causing foul smelling vaginal discharge

Candida (curable) - a genus of yeast-like fungi that reproduce by budding, causing a vaginal discharge and itching

SEVENTH GRADE

Students will recognize that sexual decisions are conscious decisions and that it's important to say no to premarital sexual relationships. Students will examine the benefits of abstinence from sexual activity.

Consequences of sexual decisions are discussed. Factual information is presented on teen pregnancy and the ongoing issue of HIV/AIDS. Students will realize that physical affection is not all sexual and will learn appropriate expressions of affection. Family Life objectives are 7.1 - 7.8.

Objective: 7.1

The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.

Subject Area: Family LifeDescriptive Statement

The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health.

Activity

Give as many examples as you can of ways you have observed your family members showing love for one another.

Things to Think About

A healthy family is loving and caring.

Key Terms

Physical Affection - using touch can show fondness or love

Objective: 7.2

The student will identify messages in society related to sexuality.

Subject Area: Family LifeDescriptive Statement

The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components.

Activity

Think of a popular song and discuss the lyrics to see if it contains any sexual stereotyping and/or exploitation.

Things to Think About

Students need to be aware of stereotyping and sexual exploitation through advertising and media and understand that these stereotypes do not have to be accepted.

Key Terms

Sexual Exploitation - unjust or improper use of another person for one's own profit or advantage

Gender Stereotyping - fixed ideas of male and female roles in society

Objective: 7.3

The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of group activities.

Subject Area: Family Life

Descriptive Statement

Discussion focuses on the qualities of friendship and the importance of participating in peer groups that encourage the development of positive personal traits. Group activities are positive first steps in developing romantic relationships, demonstrating appropriate dating behavior, and fulfilling dating responsibilities.

Activity

Encourage extra-curricular activities such as hobbies, sports, church-related activities, and clubs.

Things to Think About

You can get to know a lot of different people in friendship groups.

Key Terms

Peers - people close in age

Friendship - the state of being friends with someone you know well and with whom you like to spend time

Objective: 7.4

The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to premarital sexual relationships; and that friendships are based on mutual respect, trust, and caring. Students will learn that it is possible to control sexual feelings.

Subject Area: Family Life

Descriptive Statement

Sexual feelings are interpreted as normal and to be expected, but not always to be displayed in behavior. Instruction includes explanation of the differences between needs and desires, assertiveness skills, problem solving, and conflict resolution, are also covered. Ways to say “no” to premarital sexual relations and ways that students can support each other in saying “no” are presented. Inappropriate use of electronic devices, such as phone or internet, are addressed. In addition, the negative effects of teenage pregnancy, the nature of sexually transmitted infections (HIV/AIDS), and the benefits of delaying sexual activity are discussed.

Activity

Discuss with your child healthy ways to channel sexual feelings.

Things to Think About

Encourage your child to have respect for his or her body. They can say “no” to activities that they are uncomfortable doing because the activities are in conflict with personal and/or family values.

Key Terms

Assertiveness - standing up for yourself and for your beliefs in a firm, but positive way

Problem solving - to make a caring decision or solve a problem using the steps listed below.

1. State the problem
2. List the facts
3. List possible solutions
4. Identify consequences of each solution
5. Choose a solution
6. Act
7. Evaluate

Objective: 7.5

The student will recognize the signs and symptoms of pregnancy and analyze issues related to teen pregnancy.

Subject Area: Family Life

Descriptive Statement

Issues such as the problems of the teenage father and mother, and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational, and nutritional implications of teenage pregnancy are also discussed.

Objective: 7.6

The student will list the adverse consequences of a pregnancy in early adolescence, as well as the benefits of postponing pregnancy until marriage. The student will learn that sexual behaviors come from conscious decisions and that sexual intimacy does not just happen.

Subject Area: Family Life

Descriptive Statement

Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of parental responsibilities. Adverse consequences including the emotional, physical, social, and the economic impact on young parents, their families, and on society are discussed. Emphasis is placed on the effects of pregnancy, on the student’s life-long goals, and potential achievements (particularly in view of the many personal and career options available).

Activity

Discuss with your adolescent the value of postponing sexual activity.

Things to Think About

Children with low self-esteem are more likely to have early sexual activity and/or drug use. Tell your children often how special they are to you.

Objective: 7.7

The student will gain an understanding of appropriate and inappropriate use of internet, text messaging, and social media.

Subject Area: Family Life

Descriptive Statement

Students will discuss appropriate and inappropriate use of the internet, text messaging, and social media. Approaches used by predators, both in person and electronically, are identified and explained. Reporting inappropriate approaches is emphasized.

Activity

Discuss appropriate use of electronic devices and the dangers of cyber predators.

Things to Think About

Realize that appropriate supervision is necessary when visiting friends' homes and while using the computer, cell phones, and all other electronic devices.

Key Terms

Online/Cyber Predator - a person who attempts to lure a child using the computer with the intent to do harm

Child Abduction-The unauthorized removal of a minor from the custody of the child's natural parents or legal guardian.

Objective: 7.8

The student will understand the ways in which the AIDS Virus (HIV) is transmitted and techniques for preventing the disease.

Subject Area: Family Life

Descriptive Statement

This involves identifying high-risk groups, dispelling myths regarding the transmission of the disease, stressing abstinence, and rejection of the use of illegal intravenous (I.V.) drugs. Condoms will be discussed as a method for helping to prevent the spread of HIV/AIDS.

Activity

Review with your adolescent information learned in class about sexually transmitted diseases, including HIV/AIDS.

Things to Think About

1. Sexually transmitted diseases can be avoided by practicing abstinence.
2. Not using drugs is another way to avoid diseases.
3. Sexual intercourse should be delayed. Sexual activity can cause sexually transmitted diseases, unwanted pregnancy, loss of self-esteem, loss of career goals, great economic stress, etc.

Key Terms

Acquired Immune Deficiency Syndrome (AIDS) - An infection that attacks the immune system by reducing the number of white blood cells.

Human Immunodeficiency Virus (HIV) - The virus that causes AIDS.

Objective: 7.9

The student will identify his or her role and relationship within the family.

Subject Area: Health

Descriptive Statement

Content includes identification of personal interactions, communication skills, ways of meeting emotional, physical, and intellectual needs and the student's contribution to the family unit. Students learn the benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

Activity

Have your child make a list of ways they can be a contributing member of the family.

Things to Think About

This is a good opportunity to talk about roles in the family unit and your child's contribution to your family. What should your family give to you? What do you give to your family? What should you be giving to your family?

Objective: 7.10

The student will identify the issues associated with friendships.

Subject Area: Health

Descriptive Statements

The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process.

Activity

1. Tell your child the positive traits that you admire in him/her (examples: honesty, sense of humor, good attitude).
2. Ask your child to discuss their friends' qualities and how their friends influence them.

Things to Think About

This is a good opportunity to talk about roles in the family unit, and your child's contribution to your family.

Key Terms

Consequences - something that happens because of one's actions

Objective: 7.12

The student will increase his or her ability to listen to different points of view and to accept the rights of others with a different point of view.

Subject Area: Health

Descriptive Statement

Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

Activity

Interview your family members on their opinions about the appropriate age for dating. Then listen carefully to the opinions of all persons involved in the discussion.

Things to Think About

There are various points of view existing within families and society. Compromise is important.

Key Terms

Compromise - settlement of a dispute by a partial yielding on both sides

EIGHTH GRADE

The student will become aware of the need to think through decisions and to take responsibility for them. Students will be taught strategies for saying “no” to sexual relationships. Possible consequences to sexual activity will be discussed including sexually transmitted infections and diseases. Students will learn that abstinence is the only 100% effective way to prevent pregnancy and disease. Students will examine the nature and purpose of dating in adolescence. Family Life objectives are 8.1 – 8.8.

Objective: 8.1

The student will become aware of the need to think through decisions and to take responsibility for them.

Subject Area: **Family Life**

Descriptive Statement

The impact of decisions on future opportunities and personal development is stressed. Instruction includes support skills for the decision-making process - assertive communication, identification of personal conflicts, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and options available. Students will discuss the impact on future goals of posting personal information on social networking sites such as Instagram, Facebook, Snapchat, and Twitter.

Activity

Ask your child the question, “Whom do you blame when things go wrong?” Explore his/her answer.

Things to Think About

Try to help your child realize that the responsibility for decisions lies *within* the individual, though situations or people around them often affect it.

Key Terms

Decision-Making Process -

1. Identify problem
2. List facts
3. List possible solutions
4. Identify consequences of each solution
5. Choose a solution
6. Act
7. Evaluate

Assertive Communication - standing up for yourself and for your beliefs in a firm, but positive way

Goal - something you want to achieve or accomplish

Social Networking - online communities of people who share interests and/or activities

Objective: 8.2

The student will identify the issues associated with friendships.

Subject Area: **Family Life**

Descriptive Statement

The student reviews the characteristics of friendship, discusses the qualities of a good friend, and relates the characteristics to changes in the growth and development process.

Activity

Have your child describe his/her best friend to you. Have a parent share stories about a best friend.

Things to Think About

In what ways can a true friendship help you learn more about yourself?

Objective: 8.3

The student will describe strategies for saying no to sexual relations.

Subject Area: **Family Life**

Descriptive Statement

The emphasis is on strengthening self-confidence and reinforcing assertiveness skills and decision-making skills. Students learn why and how to say “no” to sexual relations and to situations that challenge their own values. Strategies to manage peer pressure will be discussed.

Activity

Parents are encouraged to support their own children in establishing the values, which will help them to avoid sexual involvement.

Things to Think About

1. How can young people say “no” to sexual activity?
2. Are your children involved in group activities such as sports, school clubs, church youth groups, or scouts?
3. How can they say “no” to their friends without losing the friendship?

Key Terms

Abstinence - choosing not to have sex for reasons including morality, health, religious beliefs, etc.

Objective: 8.4

The student will realize that abstinence is the only 100% effective means of preventing pregnancy.

Subject Area: Family Life

Descriptive Statement

Students are guided towards identifying the consequences of sexual activity in a teen relationship. They learn about the positive results associated with abstinence.

Activity

Review with your child that ultimately he/she is responsible for his/her behavior.

Things to Think About

1. What are some ways to express feelings other than sex?
2. Do you think that movies or music affect behavior?
3. How do they view what everybody else is doing?
4. Do you have a curfew for your young person?
5. Are their activities chaperoned?
6. Are they allowed to have friends in the house when you are not there?

Key Terms

Risk-Taking Behavior - behavior that may have negative consequences

Objective: 8.5

The student will recognize the nature of dating during adolescence.

Subject Area: Family Life

Descriptive Statement

Students examine the difference between love and infatuation and become aware that one learns from every relationship.

Activity

The child will interview parents about their dating days.

Things to Think About

1. Did your parents have crushes?
2. When do you think teens should group date, double date, single date?
3. What do you think of blind dates?
4. What do you think of curfews?
5. What are the etiquette “rules” of dating?
 - a. asking for, accepting, or turning down a date
 - b. activities
- c. showing affection (publicly, privately, etc.)
- d. chaperone

Key Terms

Infatuation - having an exaggerated fondness or passion for another person

Love - a warm and tender liking, deep feeling of fondness and friendship, great affection

Dating Abuse-a pattern of abusive behaviors, usually a series of actions over the course of time, used to exert power and control over a dating partner.

Personal privacy and boundaries-guidelines that a person creates to identify safe and permissible ways for people to behave towards them.

Objective: 8.6

The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases and infections.

Subject Area: Family Life

Descriptive Statement

Topics include the symptoms, treatment, transmission, and diagnosis of the following diseases: HIV-AIDS, syphilis, gonorrhea, chlamydia, genital herpes, HPV, hepatitis B, trichomoniasis, vaginitis, and pubic lice. High-risk activities, such as needle-sharing and sexual activity with an infected person, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

Activity

Discuss with your child the consequences of STD/STI infection.

Things to Think About

1. Many STD/STIs are not curable.
2. How does a monogamous relationship help prevent STD infections?

Key Terms

Sexually Transmitted Diseases and Infections (STD/STI) - diseases that are spread through sexual contact

Objective: 8.7

The student will interpret the messages in society related to sexuality.

Subject Area: Family LifeDescriptive Statement

Students continue to discover and analyze messages about sexuality found in advertising media, music, videos, television, films, the internet, and printed materials. 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. Students will demonstrate how these messages affect our body image related to sexuality.

Activity

Notice all the television commercials you see in one evening. Make a list of the commercials that use sexual stereotypes.

Things to Think About

A lot of the messages, whether spoken or unspoken, tell you how people think females and males are supposed to look and act. Teens find it hard to live up to media messages when their bodies are going through so many changes.

Objective: 8.8

The student will recognize that marriage is the best way to provide stable family life for individuals and is a foundation for stable societies.

Subject Area: Family LifeDescriptive Statement

Focus will be on the contribution of the family to society as an economic unit and as a transmitter of the values of our democratic society. The family provides support for children, the ill, the disabled, the poor, and the elderly. Students will recognize that they can build good families for the future and that it is worth the effort because of all the important functions families perform.

Activity

Have a parent write a list stating the qualities they feel contribute to a good marriage. Have the child write a list stating the qualities that contribute to a good marriage. Compare the lists.

Things to Think About

1. Why are the lists the same in some areas?
2. Why are the lists different in some areas?
3. In what ways will you need to grow up before you are ready for marriage?

Objective: 8.9

The student will develop the coping skills needed to deal with stress.

Subject Area: Health

Descriptive Statement

Students identify possible sources of stress (relationships, parents, and peers) 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 ways of dealing with stress, such as alcohol, drugs, and suicide. Students learn positive techniques for coping with stress through exercise and sports, creative arts, religious activities and youth groups.

Activity

Discuss a change that is occurring in your family, such as divorce, death, etc., and have each family member share their feelings concerning this change and how you might deal positively with these changes.

Things to Think About

Change can keep life from becoming routine and dull. Unexpected change usually causes the most stress. What keeps your family in balance?

Key Terms

Stress - strains or tensions that can be caused by changes in life

Objective: 8.10

The student will describe the effects of alcohol and drug abuse on families and peer relationships.

Subject Area: Health

Descriptive Statement

The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family violence.

Activity

Review the information taught in the DARE program.

Things to Think About

1. Why do people start using drugs?
2. What are some signs of drug abuse?
3. What are some sources of help?

Objective: 8.11

The student will relate stages of human development to his or her own development level.

Subject Area: HealthDescriptive Statement

The student learns that people change physically and mentally as they age. 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.

Activity

Tell your child about his/her personality when he/she was an infant. Compare that personality to his/her personality at this stage of development.

Things to Think About

One of the biggest challenges of adolescence is forming your own identity. This means drawing from the values and attitudes you learned in your childhood, becoming aware of your own goals and desires in life and emerging as an independent, autonomous person. Of course, the job of forming your identity is never completely finished because people grow and change throughout life. A great deal of your identity does need to be shaped during adolescence in order to enter adulthood with some clear sense of direction.