

**FAIRFAX COUNTY PUBLIC SCHOOLS
FAMILY LIFE EDUCATION**

GRADE TEN PROGRAM DESCRIPTION

Tenth grade Family Life Education lessons are included in *Personal and Community Health*, a quarter-long course which is part of the health curriculum.

Grade Ten Instructional Objectives

10.1 The student will analyze stress and crisis situations which affect schoolwork and family life.

Descriptive Statement: Topics will include identifying stressful situations and problems in the family, including parental conflicts, divorce, separation, and family relocation. Students will be helped to understand parental job and/or personal conflicts, loss of family income, and serious illness, and will be assisted in understanding that problems can be resolved and the final outcome can be positive as individuals learn from experience.

10.2 The student will describe the roles of community service and health care agencies and other resources available to assist individuals and families with problems related to reproduction and parenting.

Descriptive Statement: The student will identify and study community resources including mental health and social service agencies, religious organizations, private agencies, hot lines, day care centers, nursing homes, and the health department. The student will learn how to evaluate community resources to select appropriate assistance with individual and family problems.

10.3 The student will review decision-making and conflict resolution processes.

Descriptive Statement: This requires students to practice methods of gathering information and applying the decision-making process in practical situations. Students will learn that emotions, popular opinions, and peer and media pressures are not adequate guidelines for making decisions. Emphasis will be placed on the need for parental guidance; family, religious, personal, and moral values; knowledge; and reason as bases for decision-making. Students will practice methods of resolving differences when decisions result in disagreements with family or peers. The importance of taking responsibility for personal decisions will be stressed.

10.4 The student will examine the reasons why some teenagers engage in sexual activity outside of marriage and the problems and risks associated with teenage sexual activity, and will recognize the benefits of avoiding premarital sexual involvement.

Descriptive Statement: Topics will include reasons for teenage sexual activity; alternatives to sexual activity; recognition that there are many important relationships in life that are loving and nonsexual, and that sexual intimacy is an important part of the marriage relationship; the importance of saying “no” to premarital and inappropriate sexual relationships; recognition that sexual feelings are normal, but do not have to be

manifested in behavior; ways to say “no” to premarital sex; ways that students can support each other in the decision to say “no”; and the probable physical, social, emotional, and economic consequences of teenage sexual activity and its impact upon the individual, family, and society.

10.5 The student will understand the continuing physical, emotional, and sexual development occurring during adolescence.

Descriptive Statement: This includes reviewing the processes of menstruation, sperm production, fertilization, pregnancy, and childbirth. The idea that reproductive functioning often occurs years before readiness to parent will be included.

10.6 The student will recognize the development of sexuality as a life long aspect of personality.

Descriptive Statement: Discussion will focus on the concept that individuals are sexual beings from birth to death and that sexuality evolves from infancy to old age. Students will distinguish between heterosexual and homosexual orientations. Discussions will include the normalcy of strong same-sex friendships. The medical, social, and legal issues related to homosexuality will be addressed. Teens concerned about their sexual orientation will be advised to talk to a parent, member of the clergy, trusted adult, or counselor.

10.7 The student will identify the effects of discrimination.

Descriptive Statement: This requires helping students identify forms of discrimination--including ageism, racism, and sexism--and the consequences of discrimination on individual and family life. Discussion will focus on the value and importance of differences among individuals and families.

10.8 The student will explain the importance of the family unit to society and his or her responsibility as a family member, and will analyze the effects of cultural and familial patterns on individual and family development as well as the contributions family units can make to the community.

Descriptive Statement: This includes family forms and functions, cultural background and customs, religious traditions, attributes of strong families, the interrelationship of families and the community and society, and the changing family in today’s society. Opportunities to contribute will be identified.

10.9 The student will review the characteristics of a genuine friendship and factors in forming and maintaining friendships, and contrast genuine friendships with exploitative relationships and behaviors.

Descriptive Statement: Characteristics of genuine friendships will be contrasted with those of exploitative relationships. Topics will include the changing nature of relationships, sources of conflict within relationships, gender bonding, and mutual physical attraction as only one of many bases for friendship.

10.10 The student will review the purpose of dating and explain the importance of setting standards for dating which reflect personal responsibility.

Descriptive Statement: Topics include dating as a valuable means of getting to know people, their likes and dislikes, their values, and their ways of communicating. Discussion will include the importance of setting dating standards related to peer influence, unwanted touch, going steady, and use of drugs including alcohol. Age-appropriate dating dilemmas will be used to highlight the impact of compromising dating standards. The benefits of group dating rather than couple dating during adolescence will be stressed.

10.11 The student will differentiate between positive and negative peer pressure and learn ways to deal with negative peer pressure.

Descriptive Statement: Effective techniques for dealing with peer pressure will be identified and practiced, including strategies for resisting peer pressure to be sexually active. Typical pressure tactics will be introduced and positive responses practiced to strengthen refusal and assertiveness skills. The impact of giving in to negative peer pressure on health, safety, and future goals will be stressed. Students will be encouraged to develop a personal code of conduct based upon morality, ethics, and values before pressure situations occur.

10.12 (Sex-Separate): The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.

Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, premenstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination will be reinforced with emphasis on breast and testicular self-examination.

10.13 The student will identify the advantages and disadvantages of contraceptive methods and discuss different moral and/or religious viewpoints concerning their use.

Descriptive Statement: This includes distinguishing the effectiveness of contraceptive methods including barrier methods, pills, IUD, sterilization, spermicide, withdrawal, and the sympto-thermal methods of natural family planning. Various viewpoints concerning contraception will be addressed.

10.14 The student will discuss abortion and the different opinions in society about abortion.

Descriptive Statement: This includes the concept that abortions can be spontaneous (miscarriage) or induced, and discussion of the varying opinions concerning the morality of abortion. Adoption will be identified as an alternative to abortion.

10.15 The student will identify how sexually transmitted diseases (STDs) are transmitted and can be prevented.

Descriptive Statement: This includes a review of how infectious disease is spread and the role of the skin, immune system, vaccines, and behavior in controlling the spread of disease. Discussion of the nature, symptoms, transmission, diagnosis, prevention, and treatment of prevalent STDs, including AIDS, will be included. The concept that STDs, including HIV infection, can be prevented by practicing sexual abstinence until marriage,

fidelity within marriage, and avoiding all drug use, especially sharing drug needles, will be emphasized. Students will develop a code of conduct that will identify their responsibility to avoid contracting or spreading a sexually transmitted disease.

10.16 The student will learn that anyone who has been sexually active can make a new decision for premarital abstinence.

Descriptive Statement: Students will learn that it is possible to make a decision to change sexual habits and to practice premarital abstinence. Such a change can promote self-esteem and enhance the opportunity to achieve long-term goals. Students should be encouraged to support each other in this decision. Discussion will include alternative ways to express affection once the decision has been made to stop engaging in sex before marriage. New habits may include detaching oneself from persons and places which caused him or her to slip, developing non-genital ways of showing affection, using sexual energy to develop new interests and hobbies, seeking support from people who share the same ideas, and accepting what has happened in the past and learning from it.

10.17 The student will learn ways of preventing and/or coping with emotional abuse, neglect, and family violence.

Descriptive Statement: This includes recognition of the difference between appropriate punishment and abuse, methods to cope with abuse, abuse of the elderly and disabled, identification of sources of help, and violence prevention strategies.

10.18 The student will identify violence and abuse in relationships as a problem, define types of abuse, and demonstrate the knowledge of how to utilize personal and community resources in instances of violence and abuse.

Descriptive Statement: This includes the effects and prevention of sexual assault, molestation, and violence in dating relationships; family violence; physical and verbal abuse; and emotional abuse. Development of assertiveness skills, avoiding risk situations, saying “no” to unwanted touch and sexual activity, skills in asking for help, and sources of help are also included.

Grade Ten Videotapes

And Down Will Come Baby. National Technical Information Service/National Audiovisual Center, 1994. (17 minutes)

This video details the effects of alcohol consumption during pregnancy on the developing baby. Students hear mothers describe the damage done to their children as a result of their abuse of alcohol and other drugs during pregnancy.

BSE for Teens. Lange Productions, 1995. (7 minutes)

This video teaches teens the importance of and technique for breast self-examination (BSE) as an early cancer detection strategy. (*Shown to girls only in gender-separate classes*)

Before It's Too Late. Walt Disney Educational Productions, 1985. (20 minutes)

In the form of a dramatic story, this video teaches students how to recognize suicidal behavior in friends and how they can be supportive of a friend who is depressed or suicidal, including seeking adult help.

Male and Female: Respecting Each Other. Alfred Higgins Productions, Inc., 1996. (18 minutes)

This videotape shows several dramatizations of situations involving males and females where respect is lacking and encourages discussion of how to treat one another with respect and caring. Specifically, situations involving couples making decisions about where to go and what to do, couples discussing whether or not to have sex, boys perhaps unwittingly engaging in sexual harassment toward a girl, and a girl's harassing behavior toward a boy are depicted and examined. Communication skills for dealing positively with others in these types of situations are discussed.

Masquerade. Focus on the Family, 1996. (30 minutes)

This video reveals the devastating but real consequences of alcohol and other drug use and addresses the myth that casual drug use has no consequences. Presents problems youth face, honestly addresses these issues, and poses solutions. This video stresses the need to find an adult ally, and it links drug use to many other social problems.

Reproductive Systems. National Geographic Society, 1988. (20 minutes)

This video follows the development of human life from fertilization to birth. Students witness the creation of a new human being and follow its development for 38 weeks when the baby is ready to begin his or her life outside the mother's body.

Scoring: A Story about Date Rape. Phoenix/BFA Educational Media, 1993. (30 minutes)

This dramatization illustrates the consequences to both perpetrator and victim of relationship violence.

Sex Smart for Teens: Abstinence. Film Ideas, Inc. 2003. (34 minutes)

Sex Smart will help teens and their parents discuss and make healthier decisions that fit their values and lifestyle. Using a nonjudgmental approach, this program presents abstinence as a healthy choice. Topics include: consequences of sex, emotions, STDs, pregnancy, perceptions of virginity/renewed virginity, media messages, self-esteem, peer pressure, dating, drugs and alcohol, refusal skills, and communicating with parents and trusted adults.

TSE for Youth. American Cancer Society, 1995. (7 minutes)

This video teaches teen males about the importance of and procedure for testicular self-examination (TSE), a skill particularly important to young teens that are entering the highest risk age group for testicular cancer. (*Shown to boys only in gender-separate classes*)

Teen AIDS in Focus. ETR Associates, 1989. (17 minutes)

Three young people with HIV disease talk about their lives, relationships, and perspectives on the future.

Teens and AIDS: Real, People, Real Stories. Alfred Higgins Productions, Inc., 1993. (20 minutes)

HIV-positive teens and young adults present the consequences of contracting HIV by telling their stories.

Terrible Things My Mother Told Me. Phoenix/BFA Educational Media, 1989. (30 minutes)

The effects of verbal abuse within a family are illustrated. The importance of seeking help in order to break the familiar cycle of abuse is stressed.

Update: Sexually Transmitted Diseases (STDs). Sunburst Technology, 1995. (30 minutes)

This videotape dramatizes the experiences of three young people, each of whom finds out he or she has contracted a sexually transmitted infection. It follows two of them, a girl and a boy, through diagnosis, beginning treatment, and contacting sexual partners. Throughout the videotape, information about sexually transmitted infections, including the importance of early diagnosis and treatment, is presented. The video emphasizes that abstinence is the only way to prevent STDs and conveys to students factual information regarding how STDs are contracted. It emphasizes that STDs may not present symptoms, that symptoms may disappear for an extended period of time, and that treatment is essential even when symptoms have disappeared.

What If I'm Gay? (Edited for FCPS) Phoenix/BFA Educational Media, 1988. (29 minutes)

This video deals with the topic of sexual orientation. Three friends form the innermost circle of the in-crowd at their school. The discovery that one of them might be gay creates profound changes in their relationships and in their understanding of themselves.

When Dating Turns Dangerous. (Edited for FCPS) Sunburst Communications, 1995. (33 minutes)

The program addresses the growing problem of dating violence, describing the patterns it takes, why abusers act the way they do, and how the abuse gradually destroys a victim's self-esteem. Students see the devastating effects of physical as well as emotional abuse, and it is made clear that abusers will not change without treatment.

Who Do You Listen To: Choosing Sexual Abstinence. Pyramid Media, 1989. (34 minutes)

This video uses a series of dramatic reenactments, music, and interviews with medical experts, people living with HIV, teenage mothers, and youth counselors, to provide adolescents with facts for making healthy decisions. Sexual abstinence before marriage is presented as the best option for any teenager who wants to take responsibility for his/her sexual health.

Videotape for Grades 5-12 Human Growth and Development Selected Special Education students only (female students):

Janet's Got Her Period, James Stanfield Company, 1990. (17 minutes)

Developed by Australia's Victoria Health Foundation, this video addresses the problems of menstrual management for special needs girls and young women. Developed for professionals to use with their lower-functioning students, *Janet's Got Her Period* tells

the story of a young girl who learns self-care responsibility from her mother and sister. The program includes a detailed task analysis of behaviors required for using menstrual pads.