

**USD #294**  
**Family And Consumer Science**  
**LIFESKILLS**  
Grade 8

Course Description: This eighteen week course is required for all eighth graders. It became part of the curriculum when the State Board of Education mandated Human Sexuality/AIDS education. It includes information from the FACS areas of Human Development, Family, and Interpersonal Relationships.

- A. Personal Development, Setting Goals and Making Decisions
- a. understand our personal values and the influences that shape our characters
  - b. difference between inherited and acquired characteristics
  - c. short and long term goals
  - d. decision-making process

Objectives:

1. List self-descriptive personality traits
2. Name the influences that affect establishing a value system
3. Explain the difference between inherited and acquired characteristics
4. Differentiate between short and long term goals
5. Outline the decision-making process
6. Illustrate the cost vs. reward, actions/consequences theory in decision making

- B. Adolescence as a Unique Stage of Development
- a. puberty-physical changes of adolescence
  - b. emotional changes and needs of adolescence
  - c. self-image
  - d. positive and negative peer pressure

Objectives.

1. Define puberty and list the body changes that signal its arrival
2. Give examples of positive and negative means of enhancing one's personal body image
3. Identify emotional changes that occur during adolescence
4. Define self-image
5. Identify influences on our self-image
6. Recognize steps toward improvement of self-image
7. Point out positive outcomes from failure or making mistakes
8. Identify positive ways to deal with hurt feelings
9. Distinguish between positive and negative peer pressure

C. Communication Skills

- a. importance of good communication in relationships
- b. levels of communication
- c. nonverbal communication
- d. listening skills
- e. communication roadblocks
- f. self-talk

Objectives:

- 1. Explain the importance of good communication in relationships
- 2. Identify the levels of communication
- 3. Explain the importance of nonverbal communication, listening, and context in communication
- 4. Describe different patterns/styles of communication
- 5. State barriers for positive communication
- 6. Define I-messages and You-messages and their relationship to self-image
- 7. Identify responsibilities of family life
- 8. Give examples of cooperation in family life
- 9. Explain the influence of personal behavior on the way others feel about us
- 10. List characteristics that are desirable in friends
- 11. Develop guidelines for successful friendships

D. Human Sexuality

- a. male and female reproductive systems
- b. prenatal development
- c. demands of parenting
- d. potential consequences of sexual activity
- e. STD's and AID's
- f. Teen pregnancy
- g. Healthy and unhealthy relationships
- h. Rape prevention
- i. Abstinence/decision-making

Objectives:

- 1. Identify the organs and structure of the male and female reproductive systems
- 2. Describe and compare the sexual influences and pressures exerted on teenagers
- 3. Explain the importance of making decisions that are based on individual values rather than peer pressure
- 4. Describe the potential consequences of sexual activity, including emotional consequences
- 5. List diseases and disorders affecting the reproductive system
- 6. Discuss the problems and options a pregnant teenage girls and her partner might face
- 7. Name sources of help with decision-making about unplanned pregnancy

8. Explain the importance of pregnancy and disease protection for the sexually active teen
9. Describe the process of pre-natal development and possible influences on that process
10. Cite factors that influence teen decisions on the use of chemical substances
11. Explain the transmission of the AIDS virus and identify the behaviors that put one at risk for AIDS

E. Coping/Resiliency Skills

- a. stress
- b. personal stressors and responses to stress
- c. stress related illness
- d. defense mechanisms
- e. depression
- f. suicide

Objectives:

1. Define stress
2. Identify personal stresses and responses to stress
3. Name factors that influence how well we cope with stress
4. Give examples of adjustments people must make in life
5. Identify stress sources common to most adolescents
6. List stress related illnesses
7. Define psychological defense mechanisms
8. Analyze successful and unsuccessful ways of dealing with stress
9. Describe the problem of teen suicide
10. Give examples of warning signals of suicide
11. Compile a list of resources for a depressed teen or adult