

Family Life Education Conversation Starters/Prompts



= possible sensitive topic

High School

Grade: 9

VDOE Standard of Learning	Conversation Starter / Prompt
<p>9.5 The student will review the nature and purposes of dating. <u>Descriptive Statement:</u> Topics include understanding family guidelines related to dating, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence, sexual violence, physically and mentally abusive relationships, and the law and meaning of consent prior to sexual activity. Discussion may focus on the importance of group dating, rather than dating as a couple, in early adolescence.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • What was dating like when you were growing up? • What did you look for in a relationship/partner when you started dating? • What did a group date look like when you were my age? <p>Families Ask:</p> <ul style="list-style-type: none"> • What do you look for in your friendships? • What age do you think it is appropriate for people to start dating? • What do you think you'll look for (or currently looking for) in a romantic relationship? <p>Resources:</p> <ul style="list-style-type: none"> • Dating Matters • Joinonelove.org/
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<p>9.1 The student will understand the human growth and development cycle. <u>Descriptive Statement:</u> 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 childrearing and to the need for maturity before parenthood.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • What is something important that you want me to know about growing up and maturing? • Did your relationships change with your parents as you were growing up? <p>Families Ask:</p> <ul style="list-style-type: none"> • What is something you realized already about growing up? • How have your relationships changed as you mature? • What do you expect from the adults in your life as you grow up, develop, and mature?

<p>Life-stage development is also presented to help students gain appreciation of their own development.</p>	<p>Resources: Teens (for Teens) - Nemours KidsHealth</p>
<p>9.2 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. <u>Descriptive Statement:</u> Topics include the function of the family, family forms, family strengths, family influences on society, and instruction in the value of family relationships. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • What is your definition of “family”? What do different families look like? • What was your family like growing up? • What are the different roles of your family members? • What are some of your favorite family traditions/memories? <p>Families Ask:</p> <ul style="list-style-type: none"> • What do you want your future family to look like? • What are the responsibilities of different family members? • What types of activities/traditions do you envision for you and your family to do together? <p>Resources:</p> <ul style="list-style-type: none"> • Definition of Family HRSA • Family Relationships • Types of Family Structures - Trying Together
<p>9.3 The student will recognize the development of sexuality as an aspect of the total personality. <u>Descriptive Statement:</u> Discussion focuses on the development of one’s sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • When did you first feel you recognized parts of your identity? • How did your sense of identity change while growing up? • Do you feel comfortable and confident expressing yourself around your friends and family? <p>Families Ask:</p> <ul style="list-style-type: none"> • What does identity mean to you? • What kind of support do you need from friends and family to feel comfortable and confident expressing yourself? What makes you feel supported? <p>Resources:</p> <ul style="list-style-type: none"> • Special Issue: Gender Revolution • Sexual Orientation and Gender Identity Definitions - Human Rights Campaign • Resources & Tools - Advocates for Youth
<p>9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage. <u>Descriptive Statement:</u> The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills</p>	<p>Student Ask:</p> <ul style="list-style-type: none"> • When did you learn about consent? • Did you feel confident saying “no” to peer pressure while you were growing up? • How has your ability to set boundaries increased since you were my age? <p>Families Asks:</p> <ul style="list-style-type: none"> • How do you set boundaries around risky activities i.e. drug use/sexual activity? • What do you feel would be a challenge to you in setting a boundary around sex?

and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior. Instruction includes discussion regarding the law and meaning of consent. Emphasis is placed on an increased awareness that consent is required before any kind of sexual activity.


Resources:

- [Advocates for Youth](#)
- [How to Set and Respect Boundaries - One Love](#)
- [What Consent Looks Like | RAINN](#)


9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation, human trafficking, and sexual harassment using electronic means.

Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer). Instruction includes recognizing red flags of human trafficking victims, understanding the types of trafficking, and knowing how to safely and responsibly report a human trafficking situation.


Student Asks:

 How would you know if someone you care about has experienced sexual assault, rape, molestation, sexual harassment etc.?


How would you be able to help?


 Would you be able to recognize the red flags of human trafficking?


How would you report something like that?


 What are some things you would like me to know about staying safe on the internet or on social media?

Families Ask:

 What are the red flags of a physically and mentally abusive relationship?



 Why do you think it's hard for people to recognize the red flags of a physically or mentally abusive relationship?

 How safe do you feel on the internet or on social media?

 What are the things that can make the internet or social media feel unsafe for some people?

Resources:

- [About Sexual Assault | RAINN](#)

	<ul style="list-style-type: none"> • 10 Signs of a Healthy vs. Unhealthy Relationship - One Love Foundation • State Law Database - Find Laws in Your State • Sexual Assault Survivors' Bill of Rights Team America Rise • Take it Down - This service is one step you can take to help remove online nude, partially nude, or sexually explicit photos and videos taken before you were 18 • Sextortion Videos • NOVA: Training: Trafficking
<p>9.8 The student will relate specific information on substance use and abuse to each stage of the life cycle. <u>Descriptive Statement:</u> Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.</p>	<p>Student Asks:</p> <p> How can substance use/abuse impact the mother and her pregnancy?</p> <p> How can substance use/abuse impact fetal development?</p> <p>Families Ask:</p> <ul style="list-style-type: none"> • How was the impact of substances talked about when you were in school? <p>Resources:</p> <ul style="list-style-type: none"> • Recreational Drugs and Pregnancy - Kids Health • Substance Use During Pregnancy CDC
<p>9.9 The student will be able to explain the process of reproduction. <u>Descriptive Statement:</u> Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • What did you learn about conception, fertility, fetal development when you were in school? • What is something that you didn't learn in school about reproduction, fertility, childbirth that you wish you knew? • What is my birth story? <p>Families Ask:</p> <ul style="list-style-type: none"> • What do you think is involved in preparing for childbirth? • What parts of fertility, fetal development, and childbirth worry you? <p>Resources:</p> <ul style="list-style-type: none"> • Reproductive Health and Teen Pregnancy HHS Office of Population Affairs
<p>9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations. <u>Descriptive Statement:</u> The focus is on factual information about menstruation, proper use of feminine hygiene products in</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • What is the importance of understanding your body and knowing when something doesn't seem right? i.e. skin, breast, and testicular examinations.

<p>relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.</p>	<ul style="list-style-type: none"> ● Did you have someone to talk to about keeping your body clean and healthy when you were younger? Who? <p>Families Ask:</p> <ul style="list-style-type: none"> ● What is something interesting or surprising that you learned about the reproductive system? ● What is something interesting or surprising that you learned about the menstrual cycle? ● If you have questions about your body, do you have someone you can talk to about it? Where would you like to get your information from? <p>Resources:</p> <ul style="list-style-type: none"> ● Teen Health Services – Official Website of Arlington County Virginia Government ● What should I teach my high school-aged teen about their body? ● Breast Self-Exam ● Testicular exam - Mayo Clinic
<p>9.11 The student will demonstrate knowledge of pregnancy prevention and disease control. <u>Descriptive Statement:</u> 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.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> ● When you were my age, did you have anyone to talk to about STIs, pregnancy prevention, and contraception? ● Why is it important for me to have a trusted adult and reliable sources about pregnancy prevention and disease control? <p>Families Ask:</p> <ul style="list-style-type: none"> ● Teens are at a higher risk than adults for getting STIs, why do you think that is? ● It must be hard to talk to a partner about getting tested for STIs, but why is it important? <p>Resources:</p> <ul style="list-style-type: none"> ● Sexually Transmitted Diseases - Information from CDC ● Talk with Your Teen about Preventing STDs - MyHealthfinder health.gov

Grade 10

<p>10.1 The student will determine how maturation affects adolescents. <u>Descriptive Statement:</u> 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, positive mental health practices,</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> ● How has your self-esteem changed since you were a teen? ● What have you learned over the years about making positive choices that help you reach your life/health goals? <p>Families Ask:</p>
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<p>the decision-making process, sources of values, and self-discipline.</p>	<ul style="list-style-type: none"> • Do you think you have a good understanding of your emotions and responses to your emotions? • How does your mood, emotions, and mental state affect you when you are trying to make decisions? • How is self-esteem, self-image, and mental/emotional health connected for you? <p>Resources:</p> <ul style="list-style-type: none"> • How Can I Improve My Self-Esteem? (for Teens) - Nemours KidsHealth • Decision Making - SEL Toolkit - ACT for Youth
<p>10.4 The student will use the steps in the decision-making process to solve specific problems. <u>Descriptive Statement:</u> Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • What images do you see that impact our decisions in the media? • Have you ever seen an advertisement for unhealthy behaviors? What were they? • What are the steps involved in making an informed decision? <p>Families Ask:</p> <ul style="list-style-type: none"> • What do you consider when making a decision? • Were there choices you made as a teen that you regret? How did these choices impact you? <p>Resources:</p> <ul style="list-style-type: none"> • Decision-Making for Teens • Media Influences - Adolescent Decision Making - NCBI Bookshelf • How Using Social Media Affects Teenagers
<p>10.5 The student will recognize the benefits of abstaining from premarital sexual intercourse. <u>Descriptive Statement:</u> Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health 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. Students will identify personal, educational and career</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> • How do you think the ideas surrounding teen pregnancy have changed over the years? • What influenced your choices when you were my age about having sex or not? • What advice do you have for me about abstinence? <p>Families Ask:</p> <ul style="list-style-type: none"> • How can having sex before you are ready, impact your life goals? • What are other ways you can show affection to a partner besides having sex? <p>Resources:</p> <ul style="list-style-type: none"> • Abstinence (for Teens) - Nemours KidsHealth. • Benefits of Teen Abstinence

<p>goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.</p>	<ul style="list-style-type: none"> ● Primary Prevention Methods ● SRAisAbstinenceOnly - Advocates for Youth
<p>10.9 The student will describe the signs and symptoms of pregnancy. <u>Descriptive Statement:</u> Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.</p>	<p>Student Asks:</p> <ul style="list-style-type: none"> ● Have you experienced or seen someone experience changes to their body during pregnancy? What is that like? ● Have you experienced or seen someone experience emotional and psychological changes during pregnancy? What is that like? <p>Families Ask:</p> <ul style="list-style-type: none"> ● How would someone increase their chances of having a healthy pregnancy? ● If someone is having problems during pregnancy, where can they go get help? <p>Resources:</p> <ul style="list-style-type: none"> ● Having a Healthy Pregnancy (for Teens) - Nemours KidsHealth ● Fetal Development: Week-by-Week Stages of Pregnancy