

CBCI COMMISSION FOR FAMILY AND LAITY

21, MUSEUM ROAD
BANGALORE-560 025

FAMILY LIFE EDUCATION

In today's world, Family Life is no longer a matter that can be left to the system of transmission of values from one generation to another, as was done in the past. Today, family life is exposed to problems both from within and from outside that tend to pull the family in various directions. Some attempts were made in the past to give the young ones sex instruction and, later on, sex education in high schools and colleges.

This education needs to be much more broad-based covering the different values so precious to family life. The imparting to the young people of skills and knowledge in order to develop proper attitudes that help to imbibe sound values regarding marriage and family, is called **Family Life Education**. Best imparted in the home, this education must continue throughout the period of youth and adolescence to help them to mature into adults capable of steering their own families through the world of today. **Family Life Education** therefore becomes necessary at High Schools, Colleges, to working youth, to youth leaders like Seminarians, Priests, Sisters, to parents in the form of parent education, etc.

This course for High Schools has been designed on certain basic considerations:

a) The closeness and solidarity of the **traditional Indian Family** is a gift that ought to be preserved. It is the school of deeper humanity in which children grow for a far longer period than any other school or institute of learning, where the basic human and religious values are taught and transmitted, where deep needs of love, trust, security, appreciation and responsibility are satisfied, where children through daily interaction with parents, brothers, sisters and relatives learn to relate to others and where they acquire a profound sense of religious tradition and family loyalty which helps them to discover their identity.

b) The adolescent must learn to know and appreciate himself as a **person** and realize that his worth does 'not' depend on his membership or the prestige and status of his family. This emphasis on the human personality within the family provides it with the resilience necessary.

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c) The growth of the adolescent must be directed towards definite goals. Adolescence is a period of **accelerated growth**, physical, mental and emotional. The integration of sex into the process of development as a person is important.

b) The adolescent now begins to loosen his ties with the family and to **reach out beyond the family**. The ability to relate to others and their needs must be developed. The adolescent must learn to recognise and discipline his feelings, so necessary for the psychological development of man. He must communicate and cooperate with others.

e) As man must assume responsibility for his own development, he stands in need of a **value system** which enables him to give an appropriate response to a variety of situations he is likely to face.

FAMILY LIFE EDUCATION SYLLABUS

PART ONE—THE FAMILY AND ME

Unit I—You in the family

1. You are a person
2. The body as a means of contact
3. Feelings
4. Inherited traits
5. Man's special gifts: knowledge and will

Unit II—Appreciating the family

6. Appreciating the family
7. Families are of different kinds
8. The beginning of a family
9. You don't join a family
10. In the family you need one another
11. In the family you love one another

Unit III—Members of the family grow up together

12. Fatherhood
13. Motherhood
14. Parents are concerned
15. The joys of being together as a family
16. Quarrelling
17. Communication

Unit IV—Members of a large family

18. Friends and class-mates
19. All people share common humanity
20. We need other people
21. Popularity

Unit V—Basic values of living together

22. Love
23. Forgiveness
24. Sincerity

PART TWO—GROWING UP IN THE FAMILY

Unit VI—Becoming a person

1. Life is growth
2. You are growing up
3. Only man becomes a person
4. What makes a person?

Unit VII—Adolescence

5. Puberty, period of accelerated growth
6. Growing up a boy
7. Growing up a girl
8. Determination of sex
9. Other bodily changes
10. Fear and failure
11. Patience

Unit VIII—Growing up psychologically

12. Growth is learning to give and to receive
13. Growth is learning to become aware of other people's needs
14. Growth is learning to be sensitive to other people's feelings
15. Growth is learning to adjust
16. Growth is learning to plan your future

Unit IX—Sexuality is God's Gift

17. Parenthood
18. Expecting a child
19. Birth
20. Love and the gift of life
22. Attraction between the sexes
23. Moral dimension

Unit X—Maturity

24. Maturity is intergration
25. Dealing with tensions
26. A balanced personality

PART THREE—REACHING BEYOND THE FAMILY

Unit XI—Questioning the family

1. Growing up is asking questions
2. The traditions that shaped you
3. Questioning the family traditions
4. Transition from dependence to independence
5. Parents trust you
6. Peer groups

Unit XII—Assuming Responsibility

7. What is responsibility?
8. Rules and regulations
9. Freedom and authority go together
10. The role of conscience
11. Personal honesty
12. The use of money
13. Pictures and novels

Unit XIII – Managing your feelings

14. Feelings and emotions
15. Feelings towards parents
16. Acceptance of others
17. Games and defences.

Unit XIV—You and the other Sex

18. Appearance and style
19. Meeting the other sex
20. Dating
21. Taking parents into confidence

Unit XV—A World before You

22. Choice of vocation
23. Work for quality
24. Concern for the environment
25. It is people that matter.

Each lesson, as planned in the High School Syllabus, is laid out as follows.

1. The **aim**—formulated to bring out the main idea which the teachers should try to get across to the students.
2. The **background**—briefs the teacher more extensively on the objectives of the lesson and provides useful background information.
3. The **experience**—identifies the various reactions or responses which the teacher wants to evoke in the students. This is accomplished through different techniques.
4. The **deepening of experience** attempts to create a greater awareness by relating to scripture and prayer.
5. The **follow up**—which involves further thinking or experiencing so that the impact of the lesson is strengthened.

This movement on Family Life Education needs the active warmth and support of the Hierarchy, leaders in the Church and Community, Heads of Institutions, Managements and Principals of Schools and Colleges, Youth leaders, etc.

The Family Life Education Eighth Standard Handbook for Teachers was published in July, 1978. It is available at our National Secretariat 21, Museum Road, Bangalore-560025. It has been sent to all Bishops. The Handbook for the Ninth and Tenth Standards will be published in 1979 and 1980 respectively.