

Discovering the Real Me: Parent's Guide
Building Successful Relationships
Book 10

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Introductory Lesson:

Objectives

Cognitive: Students will understand that good relationships are important to their happiness in the present and in the future. Students will understand that relationship principles and skills may be studied and learned.

Affective: Students will want better relationships and to apply the lessons learned in their lives.

Behavioral: Students will invest in learning the material that can aid them in making better relationships.

Session 1:

Read the introduction together.

Ask your child if he/she would like to have better relationships with the people in his/her life? Ask if he/she would like more friends. Explain that this book deals with understanding how to build better relationships with others. It will add to the ways he/she knows to make good relationships and hopefully will lead to better relationships.

Ask if being among good friends makes him/her feel happy. Explain that having good relationships is not only important to being happy; it is important to being healthy too. Scientists did a study of over twenty-nine years in the lives of seven thousand healthy people in California. Over time, they found that the ones who belonged to churches or clubs or other friendly groups lived longer than the ones who did not have as many friends. The people with fewer friends died more often of heart disease, cancer, and other major illnesses.

Doctors also found that if someone is already sick—say someone has had a heart attack—if that person lives all alone, he or she is twice as likely to die or have another heart attack within two years. Half of those who were very isolated—unmarried with no close friend or relative they trusted—were dead within five years.

Write the following quote on a paper:

"One reason to build better relationships with our fellow humans is that by doing so we lay the foundation for a life both happier and healthier."

Virginia William, Ph.D. and Redford Williams, M.D., *Life-Skills*

Students may say that some people are just luckier than others with relationships. They are born with personalities that make friends more easily. They have better families.

Maybe good fortune does have something to do with it. Still, it is possible to *learn* how to make friends and improve relationships. For instance, doctors have found that helping people to be less angry toward others gets them into fewer arguments, their relationships with their families improve, and they start making friends.

Does your child have people in his/her life they trust?

Ask him/her to consider the following situations:

1. While walking home from school one day, a young man from another area or neighborhood got in your way and started teasing you in a mean way. He said he was going to be there every day from now on, and he wanted you to pay him some money each day or he would beat you up. He seemed pretty serious.

Is there anyone you know whom you could talk to about this situation to get some advice on how to handle it?

Do you have friends who would walk home with you each day?

Could you turn to someone for help?

2. You've gotten a very heavy crush on someone of the opposite sex who is a member of a family that is friendly with your family. Whenever that family comes over, you can hardly stand to serve drinks, make small talk, etcetera. You find it very hard to act normally around this person.

Is there anyone in your family you can tell about this without fear of being made fun of?

Are there any friends or relatives you can invite over at the same time this family visits to support you?

Can you trust that your siblings won't tease you in front of the person?

3. You really want to go to the basketball game, but it is far away and your parents can't go. They suggest you find a friend to help you get there and back again.

Do you have friends whose parents you could ask for help?

Do you have another relative who might be able to go with you or help you get there?

Do you know any neighbors or other friendly adults who might be willing to go with you or help you get to the game?

The more "Yes" answers they have to the above questions, the more good relationships in their lives.

Now ask him/her this:

1. It is ten o'clock at night. You've had a long hard day; you have a test in the morning, and you've been studying till you think your brain is going to fall out. You're looking forward to a little bit of relaxation before you go to sleep. You turn on the TV. Good! A good show is on! Then the phone rings.

It is a close friend. She asks if she can talk to you—a major problem has come up, and she needs help. She is crying. Do you:

- a) Turn off the TV and listen as long as she needs you to
- b) Make up an excuse to get off the phone
- c) Listen for a while—long enough to know what is wrong. Comfort and reassure her and explain that you do really care. Explain about the test tomorrow and your need for some rest and ask if it would be okay with her if you talked more tomorrow.

If you answered a or c, it means you are a supportive friend to someone else.

Session 2:

Repeat that we know from doctors and scientists that we need good relationships to be happy and healthy. Good relationships may be the most important part of our lives. Yet do we study about making good relationships? Certainly your child is learning language arts, math, and science. Isn't it important to learn about making good relationships too, since they are such an important part of having a good life? That is why this course exists.

Good relationships—from friendships to family to marital—depend on good character. A bad person will not attract true friends; he or she will only attract people who want to do bad things together. That is not really true friendship. A good person will attract friends and relatives, neighbors, acquaintances, and even authorities who will want to be around that person.

Therefore, the first few chapters of this course deal with ourselves as individual characters. Respect and love are explained as the beginning of good relationships. Solving conflict and communicating well are analyzed. Family relationships and how they affect our other relationships in life are explored. The important topic of sexuality is discussed, as well as preparation for marriage, family life, and coping with broken relationships.

Mention that we hear a lot about romantic love in songs and in the movies. All the movie, TV, and music stars are very physically attractive, so we sometimes think that is all we need in order to enjoy great romantic love. Yet a lot of very plain, ordinary-looking people are enjoying wonderful, loving marriages, because they are good people.

After all, good looks go away after a few years. But a kind heart, a gentle spirit, a helping pair of hands, a caring attitude—these are the things that make love between two people grow and last over a whole lifetime.

As one marriage expert said, "It's more important to BE the right person than to FIND the right person."

Write on a paper:

"It's more important to BE the right person than to FIND the right person." Dr. Shirley Glass

Ask your child what he/she thinks about that. Does he/she believe that a good person will attract others, including a good husband or wife?

Spend some time preparing for a Day of Heart for the next sessions, and ask your child to continue preparations on his/her own. The idea behind this activity is that through skits, poems, stories, dances and other presentations that the students prepare, students will be able to share their talents, ideas, and personal expression in a supportive and encouraging environment. If you can gather other students or family members to do this together, each student should have an opportunity to present something of his or her choice. You may encourage them to decorate the room in preparation for the Day of Heart activities if they are too shy to make a presentation. Students may make their presentations individually or in groups. If you can't gather other students or family members, have a special one on one sharing time.

You, as the parent, may also like to prepare a presentation or prepare something special to eat. You should show interest and be involved in whatever way you feel comfortable.

This activity has been recommended by many students and teachers and is thought to bring students together very well. It may be used at any time during the course, but is especially recommended as an introductory or concluding class.

Special Session 3:

The Day of Heart activity presentations. Enjoy!

Chapter 1: How Do I Find My Value?

Objectives

Cognitive: Students will accept that each human being is valuable and should be treated well.

Affective: Students will understand that their own sense of value is awakened by helping others.

Behavioral: Students will help others more often and use this experience as a tool to realize the value of others and their own value.

Session 1:

Read Chapter 1 together.

Write the three sources of value on a paper:

1) Intrinsic Value

2) Objective Worth (or Value From What a Person Does)

3) Inner Worth

Explain that intrinsic value is inborn—the value of a human being just because of being human. Explain that objective worth is the worth other people give to you, especially in the forms of compliments, honors, rewards, for your work or acts that you do. Explain that inner worth is more a spiritual worth—it is a sense welling up deep from within.

Have your child do the Questions in his/her student book. Allow him/her to refer to the student text. Then discuss the answers.

For Question #6, explain that many TV shows and movies are based on the idea that human life is valuable. Some of the most popular TV shows have to do with detectives or government agents solving a crime (wanting to catch a murderer, for instance, to bring him or her to justice) or preventing a disaster that will cost lives. In many movies, people go to great lengths to save lives. All these shows reflect that society values human life very much.

Questions

1. What do psychologists say is proof of human beings' inborn value?
2. What is "objective worth"?
3. What is the best way to feel your own value?
4. In the movies *The Third Man* and *Schindler's List*, what material thing do the men compare human value to?
5. Can human value be compared to this material thing? Why or why not?
6. Describe a book you read or a movie you saw where one of the main characters placed a high value on human life.
7. Who are the top five people you know who genuinely think of others before they think of themselves?

8. Do you think Mother Teresa was foolish to spend her time taking care of dying people?
9. What did Mother Teresa want the Nobel Prize committee to do with the prize and banquet money they wanted to give to her?

Session 2:

Mention that in this Session your child will be working on his/her sense of value. (Sometimes this is called self-esteem.)

The first exercise he/she will do is to make a list of the things he/she is good at. Have him/her write down such a list and think it over carefully. Have other people told him/her he/she was good at these things? Is that how he/she learned he/she was good at them? How does making such a list and looking it over make him/her feel about themselves?

The second exercise will be about accepting compliments. People who have a troubled sense of their own value often find it hard to accept compliments. For instance, Sonya has low self-esteem. She finds it hard to accept positive comments from others.

Latricia tells Sonya: I like your haircut.

Sonya: Really? I hate it!

Or

Sonya: It should. It cost me enough.

Or

Sonya: Really? Do you really mean it? I like yours better!

Or

Sonya: You must be joking.

Sometimes people think they are being humble when they don't accept compliments, but that is not always the case. A humble person is grateful and simply receives the compliment and thanks the person. To deny everything nice the other person is saying is actually a bit rude, isn't it? How does your child think Latricia felt about her compliment being denied?

If Sonya has a proper sense of her value, she will think that it is entirely possible that her hair looks quite nice and that she deserves a compliment on it.

Latricia tells Sonya: I like your haircut.

Sonya: Thank you. (Smiles in a friendly way.)

Now the compliment is Sonya's to keep and treasure. She may go home that night to work on her hair some more in order to get more compliments!

Mention that, in general, positive comments make a person do *more* of the same behavior that got them the comment in the first place. It is a good idea for bosses and parents and students in charge of different clubs or committees to remember to compliment people on the things they want to see them do more of! "Thank you so much for coming to meetings on time! That is so responsible!"

Now try a "Compliment Circle." If you can gather other students or family members, sits down in a circle. (If not, sit across from each other.) Look at the person sitting next to you on the left (or across) and think about what feature or habit of this person to compliment him or her upon.

Say something pleasant or kind about the partner. Each person should pay attention. Then the person who has been complimented should say "Thank you". Everyone should both give and receive a compliment without interrupt. Mention that you need to pay close attention so as to develop listening skills. Ask him/her/them to notice: did the person giving the compliment look at the person he or she was complimenting? Was the "body language" sincere?

Don't force anyone to speak who are not ready to pay a compliment. Some people may not be able to think of anything right away, but you don't want the person to be complimented to think there is nothing nice to be said or to be laughed at while someone says, "I can't think of anything!" Ask him or her speak at the end (or on another day). Emphasize that every person has strengths and weaknesses.

Have him/her write a reflection "Inner Worth."

Reflection: "Inner Worth"

Think about and describe a time when you helped someone else. How did you feel afterward? How did the person feel?

Chapter 2: Who Am I?

Objectives

Cognitive: Students will have greater self-knowledge and self-awareness.

Affective: Students will recognize and appreciate the need for self-knowledge and self-awareness and begin to monitor their thoughts and attitudes.

Behavioral: Students will handle negative or disappointing situations in a more positive way, beginning with a change in attitude from negative to positive.

Session 1:

Read Chapter 2 together.

Explain that this chapter emphasizes getting to know who we are by becoming attentive to how we think about ourselves, various situations, and others. It has sections on past, present, and future influences. Mention to your child that he/she should do the exercise in the section "Who I am today" later:

Who I am today

Pass your hand over your forehead and wipe it clean, so that you are looking at the surroundings you have created for yourself with fresh eyes; or pretend you are a friend entering your room, looking into your storage or locker space, looking at your sleeping area, or your desk or closet for the first time.

Ask your child to note, either mentally or in a journal, something new he/she learned about him/herself through observation of his/her surroundings. This will give him/her some clue as to who he/she is today.

Mention that he/she should do a brief interview with one parent. Have him/her ask the parent where and how they met (the other parent), what they liked about one another, what led them to the decision to marry, what the first years of their marriage were like, and how the parents reacted to the marriage—what they liked or disliked about the new partner. This will give him/her some idea as to where they come from. (Alternately, just talk about this with your child yourself.)

As to where they are going, have him/her do the Reflection Exercise: "Treasure Map" from the student books:

Reflection Exercise: "Treasure Map"

Close your eyes and ask: "What is my buried treasure? In other words, what are the potential qualities that lie hidden within me?" Using some kind of imagery, think of your buried treasure.

Draw a picture of your buried treasure. Then draw a map with a path leading to the treasure. The path represents your life. Show the obstacles (blocks, hindrances) and the helpers (people resources, assistance) you have come across along the way. You may draw these as rocks, bridges, or people, if you wish.

Have a conversation with the obstacles and then with the helpers. What do you talk about?

This is an excellent exercise for further exploring your hidden talents, abilities and desires. It can help you confront your limitations and make use of your resources to reach your goals.

Ask your child also to do the exercise "You and the Mirror" on his/her own.

Exercise: "You and the Mirror"

After reading this chapter, go to a mirror and look at yourself. Then, talk to yourself out loud. First, say three things you *don't* like about yourself. Then, say three things that you *do* like about yourself. You probably will feel awkward doing this, but do it and note how you feel.

The eyes are said to be a window to the soul or spirit. What do your eyes tell you about your spirit?

Mention that the way people think and the way they talk to themselves inside can affect the way they feel and act. This may be 1) the way they talk about themselves in their own minds—"Stupid! You dropped your pen again. They're all laughing at you." Or 2) it may be the way they talk about others in their own minds: "Look at him tripping over his own feet. He's such an idiot." Or 3) it may be about the self in relation to others: "She's so tall and beautiful and her hair is so wonderful—she would never be friends with someone like me."

Ask your child what would be healthier, happier, more success-promoting thoughts than the above. (Suggestions: 1) "Oops! Dropped my pen. Guess I'm a little tired today. I studied hard and late." 2) "Poor guy, I hope he doesn't hurt himself." 3) "She's a lovely girl. Yet I'm a good person too. I don't have to be afraid of her. Even if she rejects me, it doesn't mean I'm not worthwhile."

Session 2:

Ask your child to fill out the Questions in the student book.

Questions

1. What are your character strengths?
2. What are your character weaknesses?
3. Do you generally see other people in a good or bad light?
4. What makes you work harder?
6. How do you relate to your friends and family?
7. What were you thinking this morning when you woke up?
8. Think of yourself as being 30 years old. What kind of a person are you? What work do you do? What personal relationships do you have? Where do you live?
9. Overall, do you see yourself in a good or bad light?

Get your child to play The Glad Game! Ask him/her what positive thoughts he/she could draw out of the following situations.

1. Someone ran a red light and hit your mother. Her arm is broken. There's no dinner on the table, the baby is crying, and your dad is yelling that this was a horrible thing to have happen. Your mother is worried about not being able to use her arm to work for a while. What is there to be glad about in this situation?
2. You got up early to study for a major test you have this afternoon (that you forgot to study for last night). Your little brother wakes up crying from a nightmare. Your mother calls out sleepily that she would like you to take care of him, since you are up. You don't dare tell her you haven't studied for your big test, even though if you don't study some now, you are sure you will flunk. What is there to be glad about in this situation?
3. You sprained your ankle a few weeks ago and your ankle still hurts. Still, basketball try-outs are here, and you want to try out for the team. You try your best, but you can't help holding back and going easy on your ankle. When you look at the bulletin board the next day, you see that you did not make the team. What is there to be glad about in this situation?

Chapter 3: Am I My Own Boss?

Objectives

Cognitive: Students will gain perspective on the parental point of view and gain skills to deal with conflicts.

Affective: Students will have more sympathy with the parental point of view and be more understanding in conflict situations.

Behavioral: Students will approach conflict with more responsibility and skills.

Session 1:

Read Chapter 3 together.

Explain that growing up means more and more independence. Explain that your child is in the process right now of relating to his/her parents from a more separate and independent position. The process of becoming independent isn't always an easy one.

Ask him/her to think: when he/she was in his/her mother's womb, he/she was so close to his/her mother—so much a part of her—that he/she fed from nutrients that she ate through her bloodstream. His/her life depended on her.

For the first few years of life, his/her lives still depended on his/her parents. An infant or toddler cannot survive without the feeding, bathing, clothing, shelter, and hour-by-hour protection of the parents. Most infants and toddlers find it hard when their mother or father leaves the house. They cry until the parent returns. Some children cry all through the first year of kindergarten when their mother leaves them at school. Children are dependent upon and find it hard to be separated from their parents.

As children grow—as these students grew—they became more and more independent. They were able to put on their own shoes, clothes and coats, take their own baths or showers, cross the street by themselves, and swim. More and more, their own safety could be entrusted to them.

Now your child is at an age where he/she is quite independent in many ways. He/she can make his/her own dinner if his/her parents are not home. He/she can go places by him/her selves and with friends. He/she can handle some money. He/she owns some things he/she is responsible for.

At the same time, he/she does not have the same experience in the world that his/her parents do. The parents still try to protect the teenager from things the teenager may not know about. Teenagers are not entirely independent. They don't earn their own livings or pay all the bills.

They cannot yet get along very well in the world entirely on their own. They still need the support and protection of adults—their parents.

Someday—soon—they will be independent adults. This does not mean that they will cut off their relationship with their parents. It means rather that they will take full responsibility for many areas of their lives. It may sound wonderful to be an independent adult, but it will involve responsibilities they've never had before too. Meanwhile, urge your child to enjoy the freedom of being a teenager living at home! Ask him/her to try to appreciate that his/her parents' greater experience in life and in the world is something important to listen to.

On the other hand, the fresh ideas of a teenager can sometimes help parents, who may be stuck in old ways of thinking. The important thing is to keep communicating, keep trying to understand, keep trying to be understood—and most of all, keep loving.

Have him/her do the Reflection Exercise: "Parents' Care."

Reflection Exercise: "Parents' Care"

Why do we need our parents' presence and guidance, even as we grow older? At the same time, why does the care of our parents sometimes seem too much?

Next, have him/her take a piece of 8 and a half by 11 inch paper and fold it vertically down the middle. On the left side of the paper, have him/her write "Five years old." On the right side of the paper, have him/her write "Fifteen years old." On the left side of the paper, Ask him/her to write things that a five year old cannot do: some cannot tie their own shoes, some cannot button up their own clothes or coats; some cannot cross a street safely; they cannot use the stove or matches safely; they may not be able to use a telephone or computer, etcetera. On the right side of the paper, have him/her write things that a fifteen year old can do. At the bottom of the right side of the paper, ask him/her to write the things that a fifteen year old still cannot do. When he/she is finished, make the point that he/she has grown a great deal in independence but he/she still needs his/her parent's help and guidance.

Session 2:

Have him/her consider the Exercise: "Conflict Areas."

Exercise: "Conflict Areas"

Think of three to five typical areas of conflict between parents and their teenage children. For example, a son wants to stay out late on a weekday evening and the parent says he must be home by nine o'clock. Now think of ways in which you would normally respond in these situations from the position of the teenager. Ask yourself the following question: If you

responded to your parents in a different way, would it change their reaction? By your response, could you improve the situation and final result?

Ask your child then to answer the Questions.

Questions

1. After reading the statements in the text by parents and children, with which side do you agree?
2. With which statements do you particularly agree?
3. With which ones do you strongly disagree? Why?
4. What do you think are the main reasons for disagreements between teenage children and their parents?
5. What is the mark of true adulthood?
6. Do you feel your parents treat you with dignity and respect?
7. Do you treat your parents with dignity and respect?
8. In what ways could you act more maturely so that your parents would treat you more as an adult?
9. What could your parents do to make you feel more like an adult?

Chapter 4: Resolving Inner Conflict

Objectives

Cognitive: Students will recognize being in a state of inner conflict and learn tools to deal with it.

Affective: Students will want to resolve inner conflict.

Behavioral: Students will take the actions and adopt the attitudes necessary to resolve inner conflict.

Session 1:

Read Chapter 2 together.

Ask your child to place themselves in the shoes of the younger monk in "A Story from Zen Buddhism" which appears in the student book.

A Story from Zen Buddhism:

Two monks were walking along the banks of a river. They saw a young woman who was afraid to cross. Although the monks had taken vows never to touch a woman, the older monk picked her up and carried her to the other side of the river. The younger monk was angry about it all day. The two didn't speak until sunset, when they were allowed to break their vow of silence. Then the angry younger monk accused the older monk of polluting not only himself but also the whole order. The older monk simply answered, "I put the woman down on the other side of the river early this morning. It is only you who have been carrying her around throughout the day."

How does your child think the younger monk felt all day? Was he boiling in resentment and accusation? Does your child think he was able to be a good monk that day? Was he able to enjoy the beauty of the river, the loveliness of nature? He probably couldn't wait until sunset when they could break their vow of silence so that he could let out his feelings toward the older monk.

Ask your child to recall the last time they felt full of resentment and accusation toward someone. What was their experience that day? Did other things also seem to go wrong?

We think we can hide our feelings from others, but actually, we can't. People can usually sense when we are full of accusation or inner conflict. They feel it. And they usually do not respond positively. A person may be angry at his mother and find him or herself getting into arguments with friends, store clerks, pizza delivery boys, and all kinds of people. He is acting out the conflict in his heart, and people are reacting to it.

Body Language Reveals Conflict

Experts say that only 7% of communication is in words. That means 93% of communication is in "body language"! So, if a person is experiencing inner conflict, he or she will probably communicate it to others and make them uncomfortable. For instance, a real smile uses lots of face muscles. The skin around the eyes wrinkles, the nose may wrinkle up too. If the smile is only coming from the mouth muscles, it is probably faked. All of us know these things without talking about them and without being taught about them. We "sense" if someone genuinely likes us or is happy to see us or not.

We also sense it if someone is trying to fool us. People who are not being honest with us may shrug, touch their faces with their hands, or play with things. They may not concentrate on the conversation. They may repeat themselves or add sounds like "Uh," or "Um." They may only give short answers to questions or only give short explanations. Meeting people's eyes when they ask you questions or talk to you is generally considered a sign of openness and honesty. Shifting your gaze away is often interpreted as dishonesty.

The monks couldn't talk to each other because they had a religious vow of silence until sunset. Ask your child or other friends/family members to act out (pantomime) their body language toward each other after the incident with the woman. Role-play them just after the incident with the woman, eating lunch together, and continuing on their journey in silence.

A good reason to resolve inner conflict is to enjoy inner peace and so that our relationships with others can be happier and freer, since our inner conflict will be communicated to others even if we try to hide it.

Making Choices

As the chapter points out, inner conflict sometimes needs to be resolved by making a choice. Making choices is not always easy. Sometimes you make the right choice inside, but then it is hard to follow through and actually do the right thing. In this exercise, you are going to practice making choices and showing them through their actions.

The "Choose Well" game

If you are able to gather a few people, play the game like this:

Divide into pairs. Have the pairs move their desks close to one another. One person in a pair is a "Number One" and the other person in the pair is a "Number Two." All the Number Ones are on the same team, and all the Number Twos are on the same team, even though they are paired up with members of the other team.

Tell them you are going to read some choices that teenagers made to them. Each pair will have a turn to stand up and respond to a situation. When you read the choice to them, if it is a good choice, they are to remain standing. If it is a bad choice, they are to sit down. The first Number One or Number Two to get the answer right wins a point for his or her team. At the end, the team with the most points wins!

If there is no one to make a group, just discuss the choices.

Choices

1. Loretta's mom asked her to do the dishes. Loretta decided to do them after her favorite TV shows.
2. Sam said he'd take his younger brother to the park to shoot baskets, but suddenly Ryan, a cool kid from school, says he wants to meet Sam in the park. Sam tells Ryan he'll meet him, but that he has to take care of his younger brother too.
3. Calvin was late getting home. He sneaked into the house through a back door or window and hid in his room, pretending he'd been there for a long time.

4. Alice told Mary not to tell anyone that she had a crush on Dave. Mary promises. Then, after school, Mary decides she'll just tell Christie.
5. Mike got into his dad's car just to play around. A sharp instrument from art class in Mike's pocket made a puncture hole in the seat. Mike tells his dad what happened.
6. Melissa borrowed two dollars from Cathy last week and didn't repay it. Cathy could use the money, but she decided not to say anything.
7. Fred asks Chris if he can copy his math homework because he didn't have time to do his. Chris says no.
8. The video Peter picked to watch at his house has a rating on it that Brian's parents have told him he can't watch. Brian says, "I don't want to watch that one. I'll see you later," and leaves Peter's house.
9. Gary was playing hardball with his brother in their front yard. The ball goes out of control and dents a neighbor's car. Gary tells his brother, "Let's go inside. They'll never know who did it."
10. Susan saw Candy copying from a crib sheet on the test. Even though Candy is her good friend, Susan tells the teacher. "It's for Candy's own good," Susan tells herself.

Session 2:

Have your child do the Questions in his/her student book.

Questions

1. In the story of the two monks, why did the younger monk accuse the older one? What does his accusation say about him?
2. What is the root cause of inner conflict?
3. How can we resolve inner conflict when we struggle with a choice between two goods?
4. How can we resolve inner conflict when we struggle with a choice between two evils?
5. How can we resolve inner conflict when we struggle with a choice between our selfish and our unselfish natures?
6. Think of a time when you hurt someone. How could you have applied the five points in the text to that situation?
7. Think of a time when someone hurt you. How could you have applied the six points in the text to that situation?
8. Were you ever able to forgive someone who hurt you? Write about it.
9. Do you still hold grudges against someone who hurt you in the past? Who and why?
10. Why is it difficult for us to apologize when we do something wrong?

How Forgiving Are You?

Ask your child to take out a sheet of paper. You will read some choices, and he/she will write down the letter of the choice he/she thinks is best. Then let him/her score him/herself.

1. An old lady is getting on the bus. She's taking forever. You need to get to the movies in the next ten minutes or the lines will be too long. You:

- a. Say, "Hey, we don't have all night here!"
- b. Get up and offer to help her up the steps.
- c. Sit and fume, grumbling about old people the whole way to the movie theatre.
- d. Shrug it off. You'll be old yourself one day.

2. You found out that one of your friends told another friend that you were "immature at times." Your friend says, "I'm sorry. I shouldn't have said that." You:

- a. Say, "That's all right," but decide to stay away from that friend from now on.
- b. Say, "Talk about being immature!"
- c. Pretend everything is all right, but at the first opportunity, say something bad about that friend behind his or her back.
- d. Forget about it. You *are* immature at times. That's why people like you!

3. The basketball ref made a bad call on you. You:

- a. Tell your coach to question the call.
- b. Ask your dad to beat up the ref.
- c. Do nothing: "The ref is always right."
- d. Figure there are bad calls for every player and every team and it all comes out pretty fair in the end.

For number 1:

Answer a: 1 point.

Answer b: 3 points

Answer c: 2 points

Answer d: 4 points

For number 2:

Answer a: 3 points

Answer b: 2 points

Answer c.: 1 point

Answer d: 4 points

For number 3:

Answer a: 2 points

Answer b: 1 point

Answer c: 3 points

Answer d: 4 points

10-12 points—You are a forgiving person. You like to give others the benefit of the doubt. You can handle conflict pretty well. You probably feel pretty peaceful inside most of the time.

8-10 points—You assert yourself and take action when things aren't going your way, but you usually try to do it in a decent way. You're forgiving, but you don't let people get away with everything either.

4-7 points –Your life must have more conflict in it than you would like, because you aren't very forgiving. You'd rather confront someone than work it out. You need to work on being less confrontational.

3 points—You must spend almost all your time in a stew. You don't see other people in a very positive way. Try to calm down and think about good reasons why people might do the things they do. Remember your own mistakes. You make mistakes too!

Chapter 5: Respect in Relationships

Objectives

Cognitive: The students will understand the importance of respect in all human interactions.

Affective: The students will feel respect for others and appreciate being treated with respect.

Behavioral: The students will be more respectful when dealing with others in general. In specific, the students will show better listening skills.

Session 1:

Read Chapter 5 together.

Mention that this chapter is about respect. Point out that respecting others is something we all need to learn more about and to keep reminding ourselves about. It is not just the young who need to learn more respectful treatment of others. Sometimes adults treat one another or younger people with a lack of respect too.

If you like, listen to the song "R E S P E C T" by Aretha Franklin. (Previewing recommended.)

Here is one version: http://www.youtube.com/watch?v=_MbRe_dbPqQ&feature=related

Ask your child to do the Reflection Exercise: "Respect" in the student book. When he/she has finished writing, ask him/her to share his/her ideas.

Reflection Exercise: "Respect"

"When we fail to show respect, problems occur." Do you agree with this statement? What kind of problems can arise when people fail to respect each other?

Now read the following situation:

Imagine that you are in disagreement with someone older and wiser. This person listens to your ideas with interest and close attention. Later you discover that you were wrong. How do you feel? Is it going to be easy to go to the person and admit you were wrong?

Now imagine again that you are in disagreement with someone older and wiser. This person proves you wrong and makes you look very foolish by his superior knowledge. Later you discover that you were wrong. How do you feel? Is it going to be easy to go to the person and admit you were wrong?

If the student goes to the first older person and admits he or she was wrong, how will the older person likely react? How about the second older person?

How did the first older person show respect for the younger person? (He listened with interest and close attention.) Will this make it easier for the young person to go to the older person and admit he was wrong? This older person will probably clap the teenager on the shoulder and say, "That's all right. I like the way you think things through!"

The second older person did not show respect for the young person's ideas, so it will be harder to go to such a person and admit error. That older person was already out to prove that he knew more and had already humiliated the student. Imagine the humiliation that the older person will now put the younger person through!

If people treat one another with respect, even when one is wrong and the other is right, or even when they disagree, it makes it easier to come together once again around the truth. Disrespect always makes relationships more complex and difficult.

Repeat what the student book says: that one wonderful way of showing respect for others is by listening to them. Listening to others teaches us a great deal. Write this saying on a paper, "You have two ears and one mouth. Which are you supposed to do twice as much of—listening or talking?"

Respectful listening, as the chapter points out, means that we take a sincere interest in the other person and are willing to hear what he or she has to say. Ask your child how he/she feels if he/she trying to tell their parent something and the parent keeps doing something else, looks at his watch, doesn't meet the eye? How do they suppose their parents feel when they do not seem to be listening?

If you can bring together a group of friends/family, break them into pairs. Each person is to speak to the other about the most exciting experience he or she has ever had. When the student has finished telling about the exciting experience, the listening person should be able to give a summary of the other person's experience, including feelings, sensations, thoughts, and some

details. Have the listener recount the other person's story, and have the person who told the story confirm or deny the accuracy of what the other is saying. If you aren't able to gather a group, do the same thing with just the two of you.

When the exercise is over, mention that Oprah Winfrey is one of the most successful and influential women in the world. Ms. Winfrey has said that the secret of her success is that she realizes that people want to be heard. So she listens. People feel respected through that.

Session 2:

Have your child do the Questions in his/her student book.

Questions

1. What are ways of showing respect for ourselves?
2. What are ways of showing respect for others?
3. What is the relationship between respect and love?
4. Why do you think people so often show disrespect for one another?
5. How can you show respect to those with whom you disagree?
6. Even if you know you are right and the other person is wrong, how would you show respect towards this person?
7. What does a person have to do to gain your respect?
8. How should you act if you want others to respect you?
9. How do you feel when someone you care about does something to lose your respect for him/her?

Exercise: "Lists of Respect"

Make two lists with numbers one through five. Label the first list: "People I Respect the Most." Label the second list: "People Who Show Me the Most Respect." Before making each list, think carefully about the people and what they do that causes you to feel this way about them.

Who are these people—your family members, close friends, teachers, famous actors or singers? Is it more or less difficult to respect people you know very well? Is the respect you have for a famous figure the same as the respect you have for your friend?

Good manners

Mention that good manners are ways that we show respect for people. Although good manners naturally spring out of a heart that is caring toward others, it helps sometimes to be instructed in what kinds of things show respect for others.

If you can gather a group of friends/family, break into groups of three or four and have each group come up with a role-play of use of the words "Please," "Thank you," and "You're welcome." (Suggestions: one group may want to act out passing things politely at the table; one group might want to act out a visit to a doctor's office; one group might want to act out buying

something from a store and how the cashier and customer act with one another; another group might want to act out talking to a customer service representative on the phone about a problem with a new electronic device the customer has purchased. (If you have no group, discuss the different scenarios above or experiences you have had together out and about or just review and discuss the oral quiz below.)

To make it more fun, make two signs: "The Wrong Way" and "The Right Way". Let them hold up the "The Wrong Way" sign silently, then act out the scenes in a rude way; then show the nice way to handle things.

If there is time, give this quiz orally, and then discuss the right and wrong answers.

1) The subway just arrived. What is the right way to act?

- a. Let the people on the subway get off first and then get into the subway car.
- b. Jam your backpack in the doors so that they stay open and yell to the people waiting on the platform, "Come on, everybody!"
- c. Use your shoulders to push your way in as you concentrate on a conversation your cell phone.

2) You're in the movies. Your cell phone rings with its loud, rap song ring tone.

- a. Let it ring. They'll give up soon enough when you don't answer.
- b. Run out talking with it, tripping over people's legs on the way out.
- c. Tell the caller you can't talk, and apologize softly to those around you for leaving it on. Then switch it off.

3) Your parents aren't home. You've been hitting baseballs by yourself and have hit the neighbor's house and window several times. Nothing is broken or damaged, though. The neighbor comes over and tells you to hit your balls someplace else. You:

- a. Wait till his back is turned and aim the next ball at his head.
- b. Stop until he goes into his house, then resume your ball-playing.
- c. Stop, but tell your parents later that your neighbor was mean and you want them to go yell at him.

4) Someone your parents invited over for a visit is talking in the living room with them. Your favorite TV show is starting. You:

- a. Go and whisper to your mother that it's time for your TV show. Should you just pass it up this time?

b. Ask the guest when he or she is going to leave.

c. Turn on the TV. After all, it's your living room too.

5) The most famous nerd in the school picks up a book that you dropped and hands it to you. You:

a. Take the book and walk away without speaking.

b. Act completely embarrassed to be caught talking to this idiot.

c. Thank him and go about your day.

6) The same nerd insists on saying hi to you every time you see him in the hall. You:

a. Turn away and burst into loud laughter with your friends.

b. Say "Hi," in neither a friendly nor an unfriendly way.

c. Tell him to leave you alone—you feel like he's stalking you.

7) At your friend's house, the two of you got chips and popcorn all over the sofa while you watched the game. His mom just came home. You:

a. Offer to help clean things up.

b. Leave it. It's the mother's job to keep her house clean.

c. Keep watching TV until you have to get home—then apologize for not helping.

8) Your team lost. It's time to shake hands with the other team's members. You:

a. Shake every hand and comment, "Good game."

b. Walk past the team without shaking hands.

c. Shake hands but say, "That was unfair," to everyone.

9) Your team won by a mile. You pass the other team on the way out. You:

a. Remark that they played badly today.

b. Comment, "Good game!" to them.

c. Laugh in a sarcastic way with your friend, pointing at them.

Chapter 6: True Love - The Greatest Value

Objectives

Cognitive - Students will understand that everyone cares about love. Students will understand that love needs to be studied to be understood.

Affective - Students will want to experience and give true, unconditional love.

Behavioral - Students will examine not only their own but also others' motives in relationships involving love. Students will practice altruistic love. Students will resist relationships based on self-centered love.

Session 1:

Read Chapter 6 together.

Explain that this chapter points out that people everywhere care a lot about love, yet love is confusing and not always easy. Point out that most songs have to do with love. Have him/her tell the titles or the first phrases of love songs he/she has heard. Encourage some to sing and act them out!

Mention that love stories are also very widespread. One of the most famous love stories in the world is Romeo and Juliet. Even though Shakespeare wrote the play four hundred years ago, to this day people still tease a boy about being a romantic by calling him, "Romeo"! And certainly they have heard the phrase, even in comic skits, "Romeo, Romeo, wherefore art thou Romeo?" People have always cared about love and wanted to learn about it through story.

Songs and stories sometimes don't really teach us much about love in real life, though. Have him/her look at and do the Exercise: "Examples of Love" and "Love songs."

Exercise: "Examples of Love"

Look around you for various examples of love. They can be from literature, the society around you, your family, movies, or TV, etc. Make a report on each of these examples and include the following: the people involved, the circumstances, the length of time involved, whether it is an example of true or self-centered love or unconditional/conditional love, and the ultimate results (or the results so far if the relationship is ongoing.)

Exercise: "Love Songs"

Think of three popular songs you know about love. Write down at least some of the words to these songs. Are these songs talking about unconditional love? Conditional love? Is the singer singing about true love or self-centered love? Analyze.

Write the word "Love" on a paper. Ask your child to "brainstorm" everything that he/she associates with love. Write these things down too. Ask your child how he/she would define love.

Write this on a paper: "Love is thoughts, feelings, and actions directed toward the benefit of others even at the expense of one's self." Say that this is a good working definition of love.

Mention that this chapter explains that there is unconditional love—the kind of love we all yearn for and need—and conditional love, which calls upon us to grow. Good parents show both these kinds of love. They accept the child completely and are delighted in his or her very being. This is unconditional love. But they also sometimes have to discipline the child and show disapproval in order to teach the child. This is conditional love.

Point out that depending on its motivation, conditional love can be good or bad for people. A parent's motivation in giving conditional love is to raise the child up—to help the child have a better future. If someone gives conditional love, not for the benefit of the other person but to have his or her own goals and needs met, conditional love may be very harmful.

Ask your child if he/she would feel loved by someone who had a self-centered conditional attitude toward them. Ask your child for some examples of conditional love that is self-centered rather than focused on the other person's growth and well-being. Some examples might be:

"I'll love you as long as you look attractive."

"I'll love you if you don't embarrass me."

"I will be your friend if you stop being friends with her."

Ask him/her to come up with phrases, "I'll love you as long as..." and "I'll love you if..."

This kind of conditional love is false or self-centered love. The "love" that one person is giving to another is not for the other person's sake. It for the sake of the self. The other person is just a mirror that must reflect the other flatteringly—or be thrown away.

Session 2:

Ideally, we learn about love in our families, where we are accepted and loved for who and what we are, yet are encouraged to become our best, because our family members want to see us have fulfilled and wonderful lives.

This chapter makes the point that if our families have been deeply troubled, it is a good idea to turn to groups that are founded on the idea of altruistic love—caring for others.

Ask your child to answer the Questions in the student book and the Reflection Exercise "Practicing True Love." Discuss his/her definitions of love. Discuss his/her fictional person of love. Do you and he/she agree that this is a person of true love? Would he/she like to meet this person? Be friends with him or her? Get married to the person?

Questions

1. The title of this chapter is "True Love—The Greatest Value." Do you think that love is the most important thing in life?
2. How would you define love?
3. Is love just a feeling—or something more?
4. What are the characteristics of love?
5. Explain the difference between conditional and unconditional love.
6. In what situations would conditional love be beneficial?
7. In what situations would conditional love be harmful?
8. Why does love sometimes bring pain and sorrow?
9. What is the difference between true love and false love?
10. Why does it seem to be so difficult to practice true love?

Reflection Exercise: "Practicing True Love"

Create a fictional person who is able to practice true love. What kind of character does he/she have? How does he/she express love? Try to create this person in as much detail as you can. Is there anyone you know who is close to being this type of person?

Chapter 7: Friendship

Objectives

Cognitive - The students will understand the value of friendship. The students will understand that friendships are built on virtues.

Affective - The students will appreciate friendship more. The students will be willing to practice the virtues they need to build and keep good friendships.

Behavioral - The students will maintain good friendships. The students will strive to make their friendships better. The students will make more friends by practicing the virtues explained in the lesson.

Session 1:

Read Chapter 7 together.

Explain that there is so much to be said about friendship that it is impossible to cover it in one chapter. This chapter introduces some ideas about friendship.

Remind your child of the introductory lesson about how good it is for people to have friends. He/she will be healthier and happier that way. Explain that it is fine to have many friends or just a couple of close ones. In middle and high school, some students feel more comfortable with just one best friend they can trust. Encourage him/her that you can never have too many friends.

The chapter mentions that friendships are built on acceptance, understanding and trust. That means we accept people as they are and see them as being valuable just as they are. However, it does not mean that we approve of everything our friend does or keep silent when we don't. In a good friendship, we can speak up helpfully.

Ask him/her what they think of this phrase: "Good people make good friends."

Ask your child if the things the teenagers in the chapters said about their friends seemed similar to the way he/she feels about his/her own friends.

Ask your child what virtues or qualities he/she thinks are important in friends and friendships. Write these on a paper.

Ask your child to do the Reflection Exercise in his/her student text.

Questions

1. What were your first childhood friendships like?
2. How are your current friendships like those childhood friendships?

3. What kind of friends would you like to have?
4. Do you feel good enough to have friends? Why or why not?
5. What do you fear most when it comes to making friends or having friendships?
6. What do you expect of your friends?
7. What do you give to your friends?
8. How can you be a better friend?
9. Are you someone's best friend?

Assign him/her to do the Exercise: "Interview on Friendship" to do on his/her own.

Exercise: "Interview on Friendship"

Conduct the following interview with one of your parents, a grandparent, or another elder whom you respect:

1. When you were my age, did you have a good friend? If so, tell me about this person. How did the two of you get to be friends? What did you like about this person?
2. Do you still know this person? If so, how often do you see him or her? How do you stay in touch with each other? If not, how and why did the two of you end your friendship or lose contact with each other?
3. I'd like to read you a list of problems people sometimes have with their friends. (Read aloud the above list.) Did you and your friends ever run into any of these problems or any other problems? If so, how did you feel about it at the time? How do you feel about it now that you're older? How did things turn out? If you had this same problem today, would you handle it any differently?
4. Right now I'm having a problem with one of my friends. (Explain a problem you may be having with a friend and how you feel about it.) Did you ever have this problem or a similar one? If so, tell me about it. How did you handle the problem? What would you do if you were me? What advice would you give me?

Session 2:

Check the interviews that your child did with his/her elder to make sure he/she did it. Ask him/her if this was a good experience and if he/she learned something from it.

Direct his/her attention to the list of some of the problems that can involve friends in his/her student text. Now go through the list and ask him/her to come up with proposed solutions for the situations. Debate the merits of his/her proposals.

Below is a list of some of the problems that can involve friends. Take time and check the problems that you've run into. At the end of the list, add any other problems that you've

experienced that you did not find on the list.

1. Your parents don't approve of your friend and don't like you spending time together, or your friend's parents don't approve of you.
2. Your friend acts one way when you're alone and another way when you're in a group of people.
3. Sometimes your friend makes rude remarks, criticizes you, or does other things that hurt your feelings.
4. Your friendship is changing. You just aren't as close as you used to be.
5. Your friend easily feels hurt if you spend time with other close friends, or you feel hurt when your friend spends time with other friends.
6. Your friend is too changeable. One day you're best friends; the next day you're not.
7. You have two friends who don't get along with each other. You feel pulled between them.
8. Your friend doesn't keep the secrets you've told her.
9. You are close to your friend, but hardly anybody else likes him. People around you wonder why you're friends with such a person.

Have him/her do the Questions in the student book.

Questions

1. What were your first childhood friendships like?
2. How are your current friendships like those childhood friendships?
3. What kind of friends would you like to have in the future?
4. Do you feel good enough to have friends? Why or why not?
5. What do you fear most in the area of friendship?
6. What do you expect of your friends?
7. What do you give to your friends?
8. How can you be a better friend?
9. Are you someone's best friend?

Chapter 8: How We Relate

Objectives

Cognitive - Students will understand that vertical and horizontal relationships call for different manners and skills. Students will understand things that sometimes block them from forming new and valuable friendships.

Affective - Students will feel increased respect for elders and leaders in their vertical relationships. Students will feel more open to people who are different from them. Students will feel more optimistic about diverse types of people getting along peaceably.

Behavioral - Students will show more respect toward elders, teachers, and leaders. Students will be more open and friendly to people from other areas, language groups, of different skin color, background, or religion.

Session 1:

Read Chapter 8 together.

Explain that the first part of this chapter is devoted to the idea that some relationships are horizontal and some are vertical. This is a good organizing principle for relationships and can help us understand how to show respect.

Ask your child to give examples of vertical and horizontal pairs in relationships.

Ask your child to read the Exercise: "Two Dialogues" in the student book:

Exercise: "Two Dialogues"

Please read the following two dialogues:

Dialogue A

Harry (tenth grade student): Hey, Jim, what's up? I thought that biology test on Friday was way too hard. How did you do?

Jim (tenth grade student): I thought the test was fair.

Harry: Jim, you must be crazy. That test was way too hard. I don't have all day to study, you know.

Jim: Maybe the next test will be easier for you, Harry.

Harry: Yeah, maybe. Hey, where are you going now? Do you have a coin for a phone call?

Dialogue B

Harry (tenth grade student): Hey, Bill, what's up? I thought that biology test on Friday was way too hard. What are you trying to do by giving your students an exam like that?

Bill Morgan (biology teacher): I thought the test was fair.

Harry: Bill, you must be crazy. That test was way too hard. I don't have all day to study, you know.

Bill: Maybe the next test will be easier for you, Harry.

Harry: Yeah, maybe. Hey, where are you going now? Do you have a coin for a phone call?

Discussion Questions

1. Is there anything wrong with the way Harry speaks to his teacher? Note that it is exactly the same way he speaks to his friend.
2. Why is the way we speak so important?
3. What does our way of speaking tell others about us?
4. If you were Harry and wanted to tell your biology teacher that you thought a test was unfair, how would you do it?
5. Do you think that there is a certain order in relationships—vertical and horizontal—or should we treat everyone we communicate with in the same manner?

Explain that it is really clear from these examples that horizontal and vertical relationships are very different from one another and call for different ways of relating.

You can role play to show the difference between vertical and horizontal relationships. Ask him/her to try to show the good points of each kind of relationship and its rewards.

If you can, gather a group of friends/family do this:

- 1) One group can demonstrate friends talking about their plans for a movie and a stop at the pizza place on a Friday night. Then they can demonstrate talking about the same plans with their parents.
- 2) One group can demonstrate discussing a crush on someone with brothers and sisters, and then with a priest or cleric.
- 3) One group can demonstrate a group of students doing a research project together. Then they can demonstrate being guided in research by a teacher.
- 4) One group can demonstrate going for a stroll in the park with their friends. Then they can demonstrate going for a stroll in the park with their grandparents.

If you don't have a group, discuss or role-play those four scenarios.

Session 2:

Discuss Will Rogers's saying, "I never met a man I didn't like." Ask what your child thinks it means, whether he/she thinks it is true or not and whether or not it would be a good motto in life.

Explain that there is a saying that first impressions count very much when meeting people. It is hard to change or get rid of a bad first impression, although it can be done.

Ask your child to imagine this scene of a bad first impression:

A teenager's parents invited an important adult over to their house—someone who could influence his or her whole future, depending on whether the important adult liked the teenager or not. Suppose the teenager forgot the person was coming and came in from outside covered in

dirt, blasting a CD player at top volume and yelling, "Ma! I'm hungry!" What kind of first impression would the important adult have of the teenager? Would the adult be likely to influence the teenager's future in a good way? What could the teenager do to wipe out or change that first impression?

Point out that first impressions are not always accurate. This teenager might be a diligent student who studies hard and is always neat and clean for school but who likes to "let loose" a little on the weekends.

Have him/her look in the text at the common mistakes people make in the way they respond to people—liking them or not—based on first impressions:

- *Inequality.* We tend to overestimate people who are better than us in a way we admire. For instance, if I am a person who is physically weak, I may overestimate one who is physically strong, automatically attaching to him or her other noble qualities.
- *Personal bias.* We have a higher opinion of those who are like us and a lower opinion of those who are not like us. We may not like someone of a different race, nationality, religion, or from a different area with a different accent, simply because they are not exactly like us.
- *External impression.* We often judge a person by their outward appearance. For instance, we tend to think a good-looking person is also kind and that an ugly person is not so nice.

Ask your child to read and comment on Patty's story about a bad first impression turning into a wonderful friendship when the person took the time to get to know the other person. Ask your child to share if he/she has had an experience where a first impression turned out to be wrong.

Explain that in order to appreciate people, we need to have some appreciation for diversity—that is, people being different from one another. This could be demonstrated well by setting up a colorful still life to sketch and color in with only a black or brown crayon. Try this one. Print out two copies per person.



Then bring out more colors to draw with for the second drawing. Which experience of drawing was more fun? Make the point that having a variety of colors is more exciting. It is also more exciting to have a variety of people on earth instead of everyone being exactly the same. Mention that just because someone is a little different doesn't mean that person isn't worth knowing and being friends with.

Ask your child: Do all people have mouths? Do all people have two ears? Do all people have hands? Brains? Feet and legs? Hearts? Feelings? Are all people able to feel loneliness? Sorrow? Joy? Love? So, as the chapter says, every human being has a lot more in common with other human beings than they have differences.

Have him/her fill out the Questions in the student book:

Questions

1. Explain the characteristics of a vertical relationship.
2. Explain the characteristics of a horizontal relationship.
3. In what ways are they different?
4. Why do you think we tend to avoid certain kinds of people?
5. What kinds of people do you avoid?
6. What kinds of people are you drawn to?
7. What does the phrase "I never met a man I didn't like" mean?
8. Should we trust our first impressions of people?
9. Is there someone you know who you did not like at first but, as you got to know him or her, you eventually became friends?

Chapter 9: Communication Skills

Objectives

Cognitive - Students will understand that good communication skills can prevent and resolve many arguments.

Affective - Students will desire to communicate better by using the skills they have learned.

Behavioral - Students will use "I" messages and reflective listening in real life communications situations.

Session 1:

Read Chapter 9 together.

Explain that there are always going to be points of tension and disagreements in relationships. Learning how to communicate well, especially when there is a problem, is an important life skill.

Point out that many of the communication patterns that people use do not work very well and may wind up making a problem worse. For example, ask your child how he/she feels when someone like a parent says something like:

"You make me so mad! You're always late!" or

"You never remember to feed the cat! You're so irresponsible!" or

"You always say that but you never do anything about it!"

Are these the kinds of words that actually help a situation? These types of statements blame, put down, and accuse the other person. They make the other person completely responsible for the problem. When people speak to us in such a way, what is our reaction? Ask your child how he/she would reply to his/her parents approaching him/her with the above statements.

This is why the chapter says to send "I" rather than "You" messages. "I" statements can communicate something that needs to change without putting down or accusing the other person.

Ask your child how he/she would respond if his/her parents said:

"When you are late, I worry if something has happened to you. I feel like you don't understand how much I care about you and how awful I would feel if you had an accident or were hurt. I wish you'd come home on time so I don't have to worry like this."

Or

"I feel burdened by always having to feed the cat. I wanted you to have a pet to love, so we got the cat for you. I wish you'd feed it once a day—at least when I'm in the middle of cooking dinner."

Or

"I feel hurt that you've promised to do better on this point but things seem to stay the same. I feel hurt—like you are breaking a promise to me."

Wouldn't he/she have a much more positive response to the second set of communications? Wouldn't such communications make him/her think that he/she might want to consider his/her parents' points and maybe try to change the situation?

Have him/her read through the Exercise: "Mother/Daughter Dialogue" in the student book.

Exercise: “Mother/Daughter Dialogue”

Read the following dialogue between a mother and her daughter:

Mother: “Where do you think you are going dressed like that at ten o’clock on a school night? Do you always have to sneak around? Why can’t you act more like your older sister Marsha?” *(The mother is immediately accusing).*

Daughter: “Mom, you’re always on my back! I was just going to take the dog out for a walk. Why do you always assume I’m doing something wrong? Plus, you always compare me to Marsha, and I hate it!” *(The daughter counters with a defense that her mother is always accusing her, and makes a generalization).*

Mother: “You say you are just going to take the dog out for a walk? Am I supposed to believe that? Are you lying again? Is your boyfriend outside waiting for you?” *(The mother ignores her daughter’s statement, and comes up with another attack.)*

Daughter: “You’re always accusing me! I’m just doing what I’m supposed to do! You never listen to me! You really hate me, don’t you?” *(The daughter contributes to the breakdown of the conversation, bringing in more generalizations.)*

Mother: “You have no respect! You treat me like a prison guard. Just go to your room. Maybe you can think about your obnoxious behavior and come out with an apology. You cause me so much grief!” *(Total communication breakdown.)*

After reading this, ask your child to examine how each person in the conflict might feel. On a paper make two lists - one representing the mother's feelings and the other representing the daughter's feelings. Have him/her brainstorm and come up with suggestions on how he/she thinks the mother and the daughter felt in the situation. Try to obtain an equal amount of points for each side (students will probably take the teenager's point of view most easily!)

Ask your child how he/she thinks the daughter could have responded to the mother in a way that might have made things better? Who does your child think was right and who was wrong in this confrontation? Does it matter? Mother and daughter are now both really upset. How does he/she think the mother is feeling after this argument? How does he/she think the daughter is feeling? Point out that both of them gave each other bad responses.

Role-play the situation with better responses from the daughter and mother. Ask him/her to practice sending "I" messages.

Explain that you do not mean to put all the responsibility for peacemaking upon him/her in your relationships! However, every person would do well to learn how to send "I" messages and not attack and accuse others when there are issues to be resolved. If he/she learns this now, he/she will have better and smoother lives and relationships. That is why he/she is being taught how to do this.

Ask your child to write out his/her answers to the Questions in the student book:

Questions

1. What is an "I-message" as opposed to a "you-message"?
2. What are the three steps in an "I-message"?
3. How good are you at resolving problems and conflicts?
4. How much effort do you make to prevent them from happening in the first place?
5. How well are you able to understand your parents' point of view in a conflict situation?
6. How well do you think they understand your point of view?
7. Name and explain the three levels of listening.
8. Do your parents ever make fun of or reject your feelings? If so, how do you react?

Session 2:

Have him/her suggest ways to turn the following messages from "You-messages" to "I-messages":

1. "You always want me to eat so much! Can't I eat what I want? You are turning me into a real cow, Mom!"
2. "You always bother me about doing my homework. I'll get it done. I always do. I just want to watch TV and relax. I was at school all day!"
3. "You treat me like such a baby. All my friends are allowed to talk on the phone late at night. Why can't I?"
4. "Every time you clean my room, you change all my things around. I hate having you in my room. I never have any privacy!"
5. "Dad, I got all good grades except one, and all you notice is the one bad grade. You always see the bad in me. I worked so hard to get all those good grades. How can I never hear anything about the good things I do?"

If you can gather a group of friend/family members, form small groups of four students. Tell each group to form two pairs. Have him/her use reflective or mirroring techniques to help the other person get true feelings out so that they can build understanding. Have the person with the complaint use "I" rather than "you" messages. If you can't gather a group, do this exercise with just the two of you.

Ask the group (or your child) to create his/her own dialogues.

You may suggest the following topics:

Parent/child:

Not wanting you to talk on the phone

Not allowing you to go out at night
Angry about your school marks
Blaming you for being sloppy, lazy, and not cleaning your room

Brother/Sister:

Forgetting to tell you that your friends called
Not wanting to share the TV
Staying in the bathroom too long in the morning; making you late to school
Keeping the light on in your bedroom late at night to read
Eating your share of dessert when you come home late from school
Telling people personal things about you, like who you've got a crush on

Friends:

Talking badly about you to others
Being thirty minutes late to meet you when you had to wait outside in the rain
Borrowing things of yours and returning them damaged
Making a promise and not keeping it
Telling another friend a secret of yours
Borrowing money and not paying it back

If you have a group, have the two pairs in each group take turns acting out some of these issues after a few minutes of rehearsal. The rest of the group should rate the role players according to the following points:

1. Effective use of mirroring or reflective listening
2. Effective use of "I" messages
2. Ability to turn a bad situation into a better one
3. Ability to stay cool and handle things well. This does not mean not expressing real feelings or pretending not to be upset when he or she really is.

Have your child (and the group if you wish) read over and practice the Reflection Exercise: "Improving Your Communication."

Reflection Exercise: "Improving Your Communication"

Think of a person in your life with whom you have difficulty communicating. It seems that you always are in some kind of conflict with this person. It may be one of your parents, a sibling, a friend, etc. Try to improve your communication with this person using I-messages and good listening techniques. Afterwards, reflect on the following questions:

1. Did your communication improve in any way? How?
2. If not, why?
3. Do you think if you tried again, your communication with this person could improve further?

Chapter 10: What Do Parents Really Think?

Objectives

Cognitive - Students will understand better the cares and frustrations of parents in raising the children they love.

Affective - Students will feel more sympathy for parents.

Behavioral - Students will behave in a more cooperative and supportive way toward their parents.

Session 1:

Read Chapter 10 together.

Ask your child to give his/her opinions of the different parents' points of view presented in the chapter. Were there any parents in the chapter that he/she did not like? Why? Were there any parents in the chapter that he/she did like? Why? Which parents would he/she want for his/her own? Why? Which ones would he/she not want? Why?

Did reading these words of parents help him/her to understand a little bit more how parents look at and feel about some things?

Were there any teenagers talked about in the chapter that he/she did not like? Why? Were there any teenagers in the chapter that he/she did like? Why? Which ones did he/she think he/she was most like? In what ways?

Ask your child to read aloud the poems in the chapter about a mother and a father aloud. Does he/she think these poems are true? Does he/she think these poems show the nature of a mother and father well?

Have him/her do the Exercise "Dear Child" from the student book.

Exercise: "Dear Child"

Write a letter to your future child—boy or girl, you choose! Express all that you hope and dream for and about him or her. Put yourself in the parental role and imagine how you would feel toward someone you brought into the world.

Ask your child if he/she would like to read his/her letter aloud. Encourage others present to be thoughtful and kind to him/her as he/she reads his/her letter. This session is meant to bring out parental tenderness in his/her heart and to help him/her to recognize the heart of a parent.

Session 2:

Ask your child to be a Personnel Manager who is in the position to hire several people. The position the Personnel Manager is trying to fill is that of "Good Parent."

Ask one or more others to be a potential employee (or play that role yourself.)

Have the Personnel Manager interview the applicant(s). He or she should explain to the applicants a few of the qualifications of a "Good Parent" and the applicants should also explain what qualifications they have that make them suitable for this important position. Then hold a vote as to who would make the best parents.

Have your child do the Questions in his/her student book.

Questions

1. Do you feel your parents generally understand and support you?
2. Do you feel you are reasonable and mature in the way you treat your parents?
3. How would you define the generation gap?
4. When a conflict arises in your home, do you try to see the situation from your parents' point of view?
5. Do you feel that you understand your parents and their concerns?
6. Do you think perhaps your parents may see problems where you do not?
7. What do you think of the comments made by the parents in this chapter?
8. Which do you agree with? Which don't you agree with? Why?

Now have him/her take two blank pieces of paper (8 ½ by 11 inches is best) and trace the outline of their spread-out fingers and hands, both right hand and left hand. One "hand" is for their mother and the other is for their father (if a student does not have a mother and father, he or she may use an important male or female elder in his/her life). The titles of the papers should be "What I love about you, Mom" and "What I love about you, Dad" (or the name of the mother or father figure). On each finger, including the thumb, he/she should write the quality of character he/she loves and admires about the person. There should be five qualities for the mother and five qualities for the father. Give the papers to their parents or elders!

Next, have him/her do the Reflection Exercise: A Conflict Situation" in the student book.

Reflection Exercise: "A Conflict Situation"

Recall a conflict that you had with your parents. Describe it first from your own perspective. Include not only the subject matter of the conflict but also your feelings at the time. Then, try to describe the same situation from your parents' perspective, imagining their feelings. Finally, suggest a possible solution to the situation in which neither side ends up feeling hurt or angry.

Chapter 11: Resolving Conflict and Forgiveness

Objectives

Cognitive - Students will understand how important it is to forgive.

Affective - Students will feel more forgiveness in their hearts toward others.

Behavioral - Students will forgive offenses more quickly and will act to restore conflicted relationships.

Session 1:

Read Chapter 11 together.

Explain that conflict is common, so the need to forgive comes up frequently in daily life. Explain that students may automatically forgive their friends and family members when they do wrong because they love them. If the hurt is deep, though, it is hard even to forgive family and friends.

Still, make the point that forgiveness is the only way to peace—both peace with the other person and the students' own inner peace.

Forgiveness and peace can't be separated. You can't have one without the other.

Ask your child how he/she would like to live in a situation like the one described in "Vendettas: where there is no forgiveness." How could such a situation be resolved? Ask him/her for his/her suggestions. Does your child think before there could be forgiveness, perhaps a truce could be called between the two families where they at least agree not to kill any more people? Could one family offer to make up for the bad things they have done to the other—like pay money, give gifts, buy masses for the souls of the dead and hope that the other family agrees to do similar things to make up?

How about the story about the boy and his best friend Bill? What does your child think can be done to bring forgiveness into that friendship?

Sometimes someone has to do something to help the other person forgive. A husband who upset his wife might bring home flowers or candy or a gift to soften her heart toward him. Have they ever done something to help someone forgive them? Or has someone ever done something to help them forgive him or her? Ask your child to give examples from his/her own life.

A mental exercise: Ask your child to close his/her eyes and think of one of their "enemies"—someone he/she is holding something against in his/her hearts and not forgiving. Ask him/her to name on one hand, using their fingers to count, five good things about the person. Even external things, like the person has nice hair, are fine. Explain that he/she will feel a grudging feeling,

but that he/she should go ahead anyway. Now, does he/she feel a little more forgiving toward the person than he/she did when he/she first thought about him or her?

Forgiveness is a state of mind!

Explain that in the Exercise "Linda", Linda has found out something about her friend Natalie that has softened her thoughts and feelings toward Natalie. She is changing her mind about Natalie.

Have him/her do the Exercise: "Linda" in the student book.

Exercise: "Linda"

Linda felt awful. All year Natalie had said mean things to her and treated her badly. Linda had no idea what she had done to cause such anger and frustration in Natalie. In fact, they used to be friends. One afternoon Linda was walking through the hall at school after everyone had gone home, when she overheard two of Natalie's teachers talking.

"I just found out that Natalie's parents got divorced last year," said one.

"Yes," the other responded. "She told me recently that she has to go home immediately after school every day to take care of her younger sister. She cooks for her, too, and barely has time to finish her school work because her mother works late hours and her father has moved out."

- How do you think Natalie felt about herself?

- Do you think that people who feel badly about themselves may tend to treat others badly also? Why? After hearing about Natalie's situation, do you think Linda will see Natalie differently? How do you think she will treat Natalie differently?

Session 2:

Review that forgiveness is a state of mind. It involves how we think about other people. The way we think about people can change the way we feel about them. That is why Dr. King's advice on how to think about our "enemy-neighbor" is so important. Have him/her review Dr. King's words in the student text.

Does he/hse agree that "an element of goodness may be found even in our worst enemy...there is some good in the worst of us and some evil in the best of us"? Are some people completely evil and never to be forgiven? Yet someone loved these people too. Everyone had a mother who had some feelings toward him or her. Many evil people in history had spouses and children. Some people saw some good in them. Some people loved them.

Sometimes the life story of an evil person can cause us to have compassion for him or her when we understand how much they suffered and why they became the way they were. That doesn't mean we excuse their actions. It means that we can forgive them in our hearts.

Have him/her do the Reflection Exercise: "Forgiveness" in the student book, keeping in mind that every person has some good in them and that what the person did to hurt them is not the total picture of the person.

Reflection Exercise: “Forgiveness”

Remember a situation when you felt offended. What were the unpleasant feelings connected with the offense and the person who hurt you? Do you think your offender understood your feelings? Now try to imagine that you are the offender and describe the same situation from his/her point of view. What is the difference between the stories? What do you think caused that person to behave the way he/she did? Did he/she offend you on purpose, or was it accidental? Have your feelings toward your offender changed at all? Can you forgive him/her?

Now, ask your child to close his/her eyes. If possible, play very soft, soothing, sweet music. Lower the lights. Have him/her take twenty deep breaths. Now ask him/her to imagine a world of peace, freedom, happiness, safety, prosperity, and beauty. There are no worries in this world; none at all. He/she is completely safe, well cared for, and need fear nothing. In this world there is no hurt, no pain. There is only love and care between people. Have him/her imagine this world for at least five to ten minutes.

Now have him/her imagine a person they are having conflicts with in his/her life. Can he/she project that merciful, kind, safe world on that person? Does he/she feel compassion for that person welling up in his/her heart? Note that compassion is stronger than anger.

Have your child do the Questions in his/her student book:

Questions

1. Why do you think conflicts between people arise in the first place?
2. Is it easy to tell who is at fault? How do we do this?
3. What is the way to resolve conflicts?
4. Give some examples of conflicts that have and have not been resolved.
5. Why have some conflicts been resolved and others not?
6. Is it difficult to really forgive someone? Give an example.
7. Have you ever been forgiven for a wrongful act? How did it feel?
8. How is loving your enemy related to forgiveness?
9. Is there a conflict in your life you would like to resolve? How could you do it?

Chapter 12: Human Sexuality and Integrity

Objectives

Cognitive - Students will understand that premarital sex cannot satisfy the deep desires of the mind and heart—only the marriage relationship can do that.

Affective - Students will want to be and stay sexually whole.

Behavioral - Students will abstain from premarital sex.

Session 1:

Read Chapter 12 together.

Explain that the subject of sexuality is to be treated with great respect. Ask your child to take it seriously and to be respectful of the topic, themselves, and one another while discussing it.

The chapter starts out with comments about the media. Emphasize the point that in movies, on TV, in songs and on videos, the people are not really having sex, so there are no consequences in real life. The sexuality is faked. Sometimes the actors and actresses don't even like one another in real life, but they have to act passionately! It is all fake so of course, no pregnancies, diseases, or extreme psychological and emotional damage result. Real life is not like that, though. There are always some consequences to having sex.

Have him/her do the exercises "Exercise: "TV Critic" and Reflection Exercise: "Sexual Integrity and Music" in the student book.

Exercise: "TV Critic"

You are a TV critic for your local newspaper. Think about an episode from your favorite TV program and write an article about it from the point of view of sexual integrity. Point out who was mature, who wasn't, and what the consequences of each type of sexual behavior were. Point out what you think the consequences would be in real life.

Reflection Exercise: "Sexual Integrity and Music"

Think of your favorite song or songs. Write down some of the lyrics that you remember. Now analyze the lyrics. Are there any phrases or words that have a sexual meaning? What are these words telling people about sexuality? Is it encouraging listeners to be loose or careful about their sexuality? Does it express a connection between sex and marriage? Does it focus on the physical aspect of sex, or does it bring in romantic, moral, or spiritual aspects?

Was your song ever shown on video? If so, and you've seen the video, try to analyze the actions, clothing, and movements in the video. What were they saying about sex? What kind of values were they expressing?

In learning to see through the messages the media give us, it might be good to mention pornography. Pornography is full of very attractive-looking people doing sexual things. They look like they are enjoying themselves very much—like they are very happy. It is important to know some things about pornography though:

Sometimes the people in the pictures and movies are forced into posing for the pictures and making the movies. Some are runaways or addicts who are desperate for money, so they are doing this in order to be able to get their next meal. Sometimes they get AIDS right on the photography set. The enjoyment you see on their faces is acted. They may actually be frightened, desperate, or in pain. One very famous pornography female star said her manager would stand backstage with a knife. He threatened to cut her or kill her if she did not do as he said. Even though her videos excited many men, in actuality, she was terrified and miserable the whole time—not enjoying herself at all. Some of the people in pornography films and pictures, especially young ones, have been kidnapped and raped by the people running the pornography business. They are not there willingly.

Ask your child not to get their pleasure from looking at pictures of people who are probably in much emotional and physical pain.

The media is make-believe. If we believe in it too much, we don't know how to handle real life situations or real people. Sometimes husbands and wives who don't see through the media compare their spouses to people in movies and pictures. But the pictures are airbrushed and changed to make the people look perfect. Some of the girls have had surgery to make them look sexier. It's not real.

One famous hairstylist of stars gave advice to women not to think they can look just like their favorite movie star. A movie star has about twenty people rushing up to her every few minutes to brush her hair, touch up her makeup, and make her stand at the right angle so she looks taller, slimmer, better—perfect. Real people can't afford that—nor would they want to live like that!

It is important that your child realizes that the media is very different from real life and they should not believe in it too strongly or take its messages too seriously.

Session 2:

Make a large paper heart made of red construction paper. Tell your child you are going to give him/her your heart. Tell him/her that once you have given him/her your heart, he/she should hold onto to it as tightly as possible, even when you ask for it back, because once someone has given their heart to someone, he or she can never get it all back.

Say, "Oh! I love you. I want to give you my heart," to your child. Hand the student the heart. Then look around and pick another person (or pretend to if there is no one else). "No, I like you better now! Here! I want to give you my heart!" Try to take the heart back from your child, who should hold onto it. The heart will tear. Give the torn heart to the new person (or back to your child). Then look around, choose someone else and say, "Oh, now I think you are so wonderful! I want to give you my heart!" Try to take back the piece of heart from the other person you gave it to. Once again, it should tear. After you've done this enough times that there is hardly any paper heart left, hold it up and pretend to cry. Say, "I gave it away so many times there is almost nothing left! How am I ever going to love someone now?"

Mention that each time someone gives away his or her heart in sexuality with a person, part of the heart gets torn away when it is given to another person. This will make it hard to love in the future—their hearts will be torn to pieces!

Explain that teenagers may think they are in love "forever" with one person now, and that it is okay, therefore, to have sex with him or her. But "forever" is a very long time. Almost no one ends up married to a high school sweetheart. In all likelihood, a person will want to give his or her heart to someone else later on—only to discover that it has been torn in pieces and is no longer able to love and be loved as well.

Mention that scientists have found that people who are virgins going into marriage have happier marriages than those who are not virgins when they marry. That is because virgins have not given away their hearts to someone before marriage, and they have it whole, ready to give to the love of their lives.

Have him/her refer to the chapter in order to get the answers to the Questions.

Questions

1. What is the difference between sex and love? In what ways might they be the same?
2. What is the difference between animal and human sexuality?
3. How would you describe sexual maturity?
4. If you were a parent, how would you talk to your teenage child about the issue of sexuality and sexual desire?
5. How would you describe the spiritual, mental, emotional, and moral aspects of human sexuality?
6. Discuss freedom and responsibility in relation to sexuality.
7. Compare mature with immature sexual behavior.
8. Is sex a need or a desire?
9. Is love a need or a desire?
10. With respect to sexuality, how can a person determine if the mind or body is in control?

Chapter 13: The Challenge of Purity

Objectives

Cognitive - Students will understand the superiority of purity over impurity and relate it to sexuality.

Affective - Students will want to be pure in thought, word, and deed.

Behavioral - Students will guard their purity by being careful of what media influences they let into their minds, and by being careful in speech, dress, and general actions.

Session 1:

Read Chapter 13 together.

Mention that in this session, you are going to be doing demonstrations about purity and the loss of purity.

If possible, show a beautiful, large, white sheet of paper or cloth. Ask him/her to notice how clean, pure, bright, and spotless it is. Smooth out its surface. Then pour some stain—black ink would be good—on it.

Say, "Now it is no longer pure. Is it completely ruined? You might be able to get some or even most of the stain out. But it is never going to be pure again, is it? It's been changed."

Mention that having sex changes you. It takes away your purity. You are never quite the same again.

Now hold up a tall, clear glass of water. Show it against the light. Say, "See how the light shines through it? See how clear and pure it is? Would you like a drink?"

Now spit in the glass. Offer the glass again. "Would you like a drink?"

Explain that having sex is every bit as intimate as exchanging a little spit and more so. The people's bodies have deep contact with one another and many, many germs and cells are exchanged. If they are so delicate about germs, why would they even consider having premarital sex? When they do have sex, don't they want it to be with someone who is pure—just like they want a pure glass of water?

Next, take out a pack of chewing gum. Put one stick in your mouth and chew. Then hold the pack out as if you are offering them a stick of gum. "Would anyone like some gum?" you ask. If your child says yes, take the gum out of your mouth and offer the chewed gum to him/her. Once again, you will probably experience expression of disgust (and some takers!)

"We like pure things, don't we? We like things to be clean and fresh out of the tap or fresh out of the package before we take them. Why should sex be any different? Don't you want to have someone who is pure to have sex with—someone who has never experienced sexuality before? Don't you think your partner would want you to be pure too?"

Have him/her close his/her eyes. Have him/her imagine they have just checked into a luxury hotel. The bellhop has taken their luggage upstairs for them and another bellhop leads them to their room, opening it for them. This is the finest hotel in the whole city. It has huge beds, marble bathrooms, satellite TV, and satin sheets. Get ready. You are about to enter your room!

"Perhaps you'd like to take a nap right away, Sir (or Ma'am)," the bellhop says.

You are about to dive into the satin sheets when you notice several stains on them. Then you realize the bed wasn't made. There are flakes of dandruff and skin on the sheets. There is an old hairbrush on the side table next to the bed and dirty underwear on the floor. The room wasn't cleaned!

"I demand a refund!" you scream at the bellhop. "This room has been used!"

Point out to your child that he/she would be so disgusted at the idea of sleeping in a room like that. Aren't they disgusted at the idea of having sex with someone who has already had sex with someone else—who is already used that way?

Explain that we should be as neat and careful and strict in standard about sex as we are about the water we drink, the gum we chew, and the sheets we use! Sex is much more intimate and close than any of those things.

That is why we should keep ourselves pure. That way, when we give ourselves to our spouses, we are like a clear, clean glass of water, a fresh-out-of-the package piece of gum, brand new satin sheets. We are not used and germy. We are clean and fresh—all for our spouse.

Have him/her answer the Questions in the student book.

Questions

1. What is purity?
2. Why can we say that purity brings freedom? What kind of freedom is it?
3. What are some of the other benefits of purity?
4. What are some of the ways to stay pure?
5. How can premarital sex get in the way of learning about true love?
6. How can we develop a pure mind? Clean speech? Virtuous action?
7. What is renewed purity?
8. Is sex okay if you think you really love the other person but are still not married?
9. What are some of the dangers of engaging in a sexual relationship outside of marriage?
10. How might your choice either to be pure or to engage in pre-marital sex influence other parts of your life?

Session 2:

Explain that in this session we are going to talk about protecting our purity. What does the text say about protecting your purity? It says we have to develop a pure mind, clean speech, modest dress, and virtuous actions.

Write these four things on a paper: pure mind, clean speech, modest dress, and virtuous actions. Ask your child to give you examples, which you write under each category, of how to demonstrate each category in everyday life. What are some ways to keep a pure mind? What kinds of things should they keep out of their speech? How should they dress? What are some virtuous actions they can take?

Discuss what boys may really think if a girl dresses very immodestly. Would they feel proud if their sisters or mothers dressed that way or would they prefer that they dress modestly so as to not attract wrong attention from men?

Ask your child if he/she understands the "frog in hot water" story as a warning not to get themselves into sexual situations he/she thinks he/she can handle until things get too hot! This is part of virtuous action.

Have him/her do the Reflection Exercise: "Showing Personal Values" in the student book.

Reflection Exercise: "Showing Personal Values"

Consider how the way you dress, speak, and act shows your inner values. Look at other people and try to understand their basic values, especially regarding sex, by the way they present themselves and act with others. Write down some of your thoughts.

Here is some more practice in analyzing the influence of the media on sexual attitudes. Have him/her do the Exercise: "Movie Review" in the student book.

Exercise: "Movie Review"

Choose a movie and review it. You can follow this format:

- What was the main theme of the movie?
- What were the values of the main characters in the movie?
- Did their values conflict? If so, did this create any problems between the characters?
- What were the values that the movie was trying to teach?
- If sex was a factor in the movie, what was the attitude expressed about it?
- Do you agree with the movie's attitude towards sex?
- Do you agree with the other values the movie conveyed?
- How do you think this movie may influence people?

Chapter 14: Falling in Love, Friendship, and Real Love

Objectives

Cognitive - Students will understand that they should concentrate on friendships at this time rather than "love." Students will understand the difference between infatuation or "falling in love" and real love.

Affective - Students will want to save their passions for a future spouse and build their friendship resources in the here and now.

Behavioral - Students will be careful, wise, and friendly in their relationships with the opposite sex.

Session 1:

Read Chapter 14 together.

Ask your child to contribute phrases from songs or poetry about the uncontrollable feeling of falling in love. You could start them out by saying love songs talk about "losing my mind," "going crazy for you," "going to lose control," and such. Poetry about love says things like "I love you beyond loving!" and "I would move every mountain and swim every ocean for you..." Let your child have fun with this and laugh at all the exaggeration.

Then lead your child through the Exercise: "Questions and Answers" about how grounded they are in matters of love. The most "grounded" or realistic and mature answers are:

1. b.
2. b.
3. a.
4. a.
5. b.
6. a.
7. b.
8. b.
9. c.
- 10.c.

However, some questions could have more than one answer. For instance, on Question #2, being able to fall in love with someone in spite of one's friends' opinions could be seen as strength of character. It could also be seen as being wise not to fall in love with someone the people you already like—your friends—do not think very highly of.

Nominate answers and debate the merits of the answer, giving your opinions and the list of the most "grounded" answers.

Exercise: "Questions and Answers"

How grounded are you in matters involving love? Does physical appearance matter most to you? Are you able to see others for who they really are, or are you easily blinded by your feelings of love? These questions will help you to see yourself more clearly.

1. *Do you believe in "love at first sight"?*

- a) Why not?
- b) No way, this is not love.
- c) Sometimes it happens.

2. *Could you fall in love with a person if your friends treated him/her with contempt?*

- a) Possibly.
- b) Probably.
- c) No way.

3. *Would you go with your partner to a movie you've already seen?*

- a) I would if he/she asked me to.
- b) I would be happy to do so.
- c) No, but we could meet after the film if he/she wanted to see it.

4. *If your group of friends doesn't like your partner, what will you do?*

- a) Discuss it with friends.
- b) Doubt my choice.
- c) I cannot imagine such a thing.

5. *What do you mention first when telling somebody about your partner?*

- a) The external appearance, such as the body, face or hair.
- b) Thinking ability, education level, manners, achievements, behavior, how he or she talks.
- c) I like so many things about him or her that I'm not sure which I'd name first.

6. *Do you know what your partner is doing when you are not together?*

- a) As far as I know I have no rival, so I don't worry about such things.
- b) Yes, because we always tell each other what we have been doing since our last date.
- c) We are both free, so he/she may do anything he/she pleases.

7. *Can you imagine your relationship coming to an end sometime?*

- a) I never think about it.
- b) It will happen anyway sooner or later.
- c) We are so attached to each other that it will never happen.

8. *Do you feel your life is wonderful only when you are together?*

- a) If a person is in love, that's the way it is.
- b) Yes, I miss him/her when we're not with each other.
- c) Life can be wonderful only for those who are in love.

9. *When you are together, do you discuss life's "eternal "or important questions—like what you hope for in the future, what kind of person you want to be, what kind of family you want to have, war, peace, good, evil?*

- a) There is almost no time for it.
- b) What for?
- c) Yes, quite a lot.

10. *Do you have the feeling that your partner is a different person now from the one he/she was at the beginning of your relationship?*

- a) He/she is just the way he/she always was.
- b) He/she has turned out to be a different kind of person than I thought, but this way I like him/her even more.
- c) He/she is not such a wonderful person as I first thought.

Then ask your child to do the Reflection Exercise: "Four Stories"

Read the four little stories that are at the beginning of this chapter again as told by people in relationships. Attempt to answer and discuss the question at the end of each one.

Session 2:

Write on a paper: "A rose is a rose is a rose." Mention that a famous poet, Gertrude Stein, once wrote that! Now write, "Love is love is love."

Mention that scientists have now proven that people who love others in general, as friends and as helpers to those people, have better marriages because they have developed their ability to love. Love is love is love. Romantic love is connected to love for all others, including brothers and sisters, friends, acquaintances, neighbors, teachers, and the people they meet on the street. Encourage your child to be friends and helpers to as many people as possible in order to develop their loving abilities for greater romance later in life.

Tell your child that you are going to do a love exercise right now. Ask him/her to close their eyes and imagine a big network in their minds—like the roots of a sweet potato plant or a big fishing net. Tell him/her that humanity is an interwoven web of relationships and those relationships are loving ones. While his/her eyes are still closed, ask him/her to take several very deep breaths and to keep imagining all people connected through this network of love.

As he/she breathes in, have him/her say to him/herself, "Love is flowing into me." Then, as he/she breathes out, have him/her say, "Love is flowing out of me." Ask him/her to imagine themselves breathing love and life into the network of all humanity.¹

Then have him/her pause and think of nothing for a few minutes. He/she should feel a sense of peace from this exercise. If anyone or anything worrisome comes into his/her mind during it,

¹ Thanks to the website www.weboflove.org for this helpful idea.

instruct him/her to simply dismiss it. Of course, there are people he/she cannot love right now. Do not think about them. Think about the people he/she can love, known and unknown to them at this time.

Now have him/her refer to the chapter in the student book in order to carefully fill out the answers to the Questions.

Questions

1. What is the difference between falling in love, friendship, and real love?
2. How does parent's love compare to a teenage love relationship? Which is deeper?
3. Have you ever been disappointed by a love relationship? What happened?
4. How would you rate your ability to love others?
5. Why are people often fooled by feelings of love?
6. What does love involve besides feelings?
7. How would you know if you really loved someone?
8. What is premature bonding?

Chapter 15: Broken Relationships

Objectives

Cognitive - Students will understand that the pain of broken relationships needs to be grieved over and that some steps must be taken in order to heal.

Affective - Students will want to take steps to heal the effects of their broken relationships.

Behavioral - Students will not compensate for broken relationships by jumping into new ones, especially romantic and/or sexual ones, and will take steps to help themselves heal.

Session 1:

Read Chapter 15 together.

Mention that most everyone has experienced the break-up of a relationship. It is a common human experience.

Ask your child to think about a broken relationship he/she has experienced. It could be one of their relationships; it could be their parents' relationship; or the relationship between friends of theirs. Ask him/her to do the Reflection Exercise: "A Broken Relationship" in the student book.

Reflection Exercise: "A Broken Relationship"

1. What relationship in your life has broken apart?
2. Briefly describe what happened.
3. What are your feelings about the breakup of this relationship right now?
4. Is there anything you would do differently in regard to this relationship if you could do things over again?
5. What have you done to allow yourself to grieve over this relationship?

Ask your child if he/she has ever had a pet die. What did he/she do to help him/her grieve over the loss? Did he/she hold a funeral? Did he/she cry? Did he/she bury the pet and mark the grave?

Explain that the reason people have funeral ceremonies is because such ceremonies help with the grieving process. Likewise, when a relationship has died, it also needs to be grieved over.

Sometimes when a child's pet dies the parents offer to get a new one right away. Often, the child's response is, "I don't want a new pet! I want my old pet back!" Actually, it is better if the parents give the child some time before getting a new pet, or at least understands that the child will not accept a new pet until he or she has grieved over the old one, has healed some, and is ready to see the new pet's virtues and charm.

In the same way, starting a new relationship and expecting it to replace an old one needs to be done with some wisdom. New friends cannot be expected to take the place of old ones in a person's heart right away. It is good to make new friends, and he/she can be part of the healing process, but it is good to recognize that the feelings will not be as strong for a while. It is important not to expect that the person will make everything feel better all at once—he/she will not and cannot be expected to. The new friendship will also break if too many expectations are placed upon it.

It is also important, as the chapter points out, not to expect romantic relationships to heal the breakup of one's parents or the breakup of a recent romance. That is placing too much burden on a relationship, and will cause it to breakup also. It is especially important not to give one's self sexually in hopes of achieving healing of the heart. As the box on oxytocin points out, sexual relationships bond people together chemically—and when they break up (as they usually do) the pain is more than emotional—there is a physical withdrawal from the chemical bonding power as well.

Grieving over a loss involves various stages. Elisabeth Kubler-Ross, who worked with people with terminal illnesses for many years, recognized five stages: denial, anger, bargaining, depression, and acceptance.

In the breakup of a relationship, how might these stages appear? Write the five words on a paper with room underneath to write additional things. Ask your child to supply reactions for the loss of a pet and the loss of a friend through betrayal.

To help them get the idea, you might ask what kind of things a person experiencing the loss of a parent might say to deny it at first. (I can't believe this has happened.")

What kind of things might the same person say when in the stage of anger? ("Why didn't that stupid doctor do more to save him?")

How about bargaining? ("God, I'll be really, really, really good if you just bring my father back.")

How about depression? ("I don't know if I am ever going to smile again.")

How about acceptance? ("He was a good man. He led a good life. I'm so glad I could have him for the time that I did, even if I would have liked more time with him.")

Session 2

Remind your child of the last Session Broken Relationships. Ask your child to plan an imaginary "funeral" for a broken relationship in his/her life. What would they like to bury? What symbolic things would they like to put in the grave—something that symbolizes the friendship or relationship? What service or poem would they like to say over the grave? Who would they like to attend it?

Have him/her write down his/her plans in detail, even down to what he/she will wear, what music he/she would like played, etcetera. Explain that if he/she really carries this funeral plan out, he/she may find a great deal more peace in his/her heart over the broken relationship.

Have him/her look over the Exercise: Jean's Choices. What is the correct answer? Why? What points from the chapter does the correct answer illustrate? How should a person act in school when a romantic relationship has broken up? What are some of the ways they might want to act but shouldn't?

Exercise: Jean's Choices

John and Jean were a dating "item." Everyone knew they were going together. They really liked each other a lot. Then Jean slowly lost interest in John. The romance just faded for her, and she started getting restless, wanting to spend time with more people than just with him. Finally, she told him over the phone that she didn't want to date him anymore. The next day in school, John came up to her locker, acting as if everything were the same. What should Jean say to John?

1. "Look, stupid, I told you last night—I'm not interested anymore."
2. "Hey! Great to see you! Where are we going Saturday night?"
3. "I hope you have a good day today. Goodbye."
4. "What do I have to do—hit you over the head to make you understand?"

The next exercise has to do with a more complicated situation. Jane's parents have broken up, and Jane feels caught in the middle. You may want to act this scene out.

Exercise: "With Whom Should I live?"

Jane is talking with her best friend Lucy in her family's kitchen. Both girls are seated at the kitchen table.

Jane: (Crying) I love them both, but they can't accept that. They're tearing me apart.

Lucy: What do you mean?

Jane: Well, they hate each other now. That's hard enough anyway, but what's worse is they think I should take sides. If Mom says something bad about Dad, she thinks I should agree. And Dad's the same way.

Lucy: So, what will you do?

Jane: I don't know. I can't sleep; I can't eat; I can't concentrate on anything. My schoolwork is terrible, but I just don't care anymore. I'm just dreading the day when I'll have to make a choice.

Lucy: What kind of choice are you talking about?

Jane: You're lucky, Lucy, you know that? Your mom and dad get along. They really seem to like and respect each other. I never really thought about that until...

Lucy: I guess I am lucky. Strange, isn't it? You never really think about your parents—about their relationship. They're just kind of there.

Jane: Now I'll have to choose between them. With whom I want to live, I mean.

Lucy: Won't the court decide?

Jane: No. That would be easier. But since I'm as old as I am, I have to choose. I love them both. How can I choose one over the other? One of them is bound to be hurt by my decision.

Lucy: I'd hate to be in your position. (Pause) Maybe you could try to make a list—you know, pros and cons.

Jane: (Hurt) Of my parents? I can't do that. I told you, I love both of them.

Lucy: No, I don't mean that. I mean things like where they will live; who will keep the house; whether you would have to change schools.

Jane: I don't know.

Lucy: I think if you did that, it would help you to choose. You could then make the best choice.

Jane: The best choice? Lucy, haven't you been listening?

Lucy: (Squeezing Jane's hand) I know it's hard. But the more you know about the situation, the better. And living with one parent doesn't mean you're rejecting the other, especially if your choice is because one is living closest to your school or something like that.

Jane: I guess.

Lucy: You can visit the other one on weekends and holidays and the summer. You could spend those times with the parent you're not living with. You'll work it out. I know you will.

Jane: I hope so.

Have your child do the Questions in the student book.

Questions

1. What consequence of her parents' divorce bothers Jane most?
2. What do you think about Lucy's suggestion to Jane to make a list?

3. What do you think about Lucy's statement; "You never really think about your parents or about their relationship. They're just kind of there"?
4. Was Lucy right to say, "You'll work it out, I know you will"? Why might we avoid trying to give simple answers?
5. If you were Jane, how would you decide with whom to live?

Chapter 16: Preparation for Marriage

Objectives

Cognitive - Students will realize that, just like their future careers, their future marriages require some education and preparation.

Affective - Students will feel more realistically about marriage and be interested in winning over the challenges it will present. Students will feel more inclined to turn to their parents and the older generation for advice in preparing for marriage.

Behavioral - Students will seek to improve their relationship skills, their ability to relate to young children, and their monetary skills. Students will consider dating with a more serious attitude.

Session 1:

Read Chapter 16 together.

Make the point, as the chapter does, that it may seem early to begin preparing for marriage. Yet they are preparing for their future life by attending school to learn about many different subjects. The subject of marriage is more important to their future happiness than math or science. Doesn't it make sense that they should spend some time preparing for marriage too? That is what this lesson is all about.

Role-play (or discuss) the following common marital situations about how the couple can solve their problem together. Remind your child that these are common areas of difficulty among married couples and are usually highly charged with emotion. Many couples find these problem areas difficult to work through.

Money

Luke and Stella have been married six years. They have two young children. Luke works at the local factory and Stella stays home with the children but does some sewing to make extra money. They have enough money in the bank to live on for one month without either of them working.

Luke comes home and announces that he has lost his job.

In-laws

Sally comes from a well-educated family; in fact, she has more education than her husband Christopher. Sally's parents are sometimes a little snobbish toward Christopher, but Christopher's reaction doesn't help either. He loses his temper at the dinner table and storms out when they are visiting her parents.

Christopher and Sally are coming home right now from just such a dinner at her parents.

Children

Kevin and Sarah have two young sons ages 12 and 14. Kevin believes that "a child's play is a child's work." He thinks normal boys should be more interested in sports than they are in school, and when they come home from school he lets them play outside until it is dark. When they come home, they are hungry, dirty, and too tired to do their homework. Kevin thinks it is all right if they do a little before bed and catch up in the morning. Sarah notices that now that they are in middle school, their grades are going down because they have to study more than they did in grade school.

Kevin and Sarah decide to have a talk about it after the children have gone to bed.

Did you get any ideas for their future approaches to such common problems?

Have your child do the Questions in his/her student book.

Questions

1. What are your expectations for marriage?
2. Are there ways that you are preparing for your own future marriage?
3. What are some of the common mistaken ideas about marriage?
4. Knowing yourself, what kinds of problems do you think might arise in your own future marriage?
5. What kind of life would a married couple live if they did live "happily ever after"? Is this realistic?
6. How old do you think a person should be before he/she gets married?
7. What personal qualities do you think people should have before they consider getting married?
8. Do you think if two people love each other that their difficulties will automatically work out? Explain.
9. What advice would you give to someone who was just about to marry?

Session 2:

Have your child do the Exercise "What Do I Want From Marriage?"

Exercise: "What Do I Want From Marriage?"

My Ideal Mate

Think of your ideal marriage. What qualities would be necessary in the personality of your ideal mate in order to create such a marriage? Make a list.

My Ideal Self

Do you think your ideal mate would like you to have these same qualities in your own personality? Using the list you made, put a check mark near all those qualities that you feel you have at the present moment. Make a plan with a time frame to work on developing the other qualities on the list that you do not yet have. Evaluate your progress on a monthly basis.

Ask your child if he/she understands the difference between dating and courtship. How does courtship sound to them? If they date, are they thinking of their future spouse or are they just having fun?

Have your child describe their ideal date. What would he/she do, where would he/she go, what would the person be like?

Have your child do the Reflection Exercise: "My Preparation for Marriage" in the student book.

Reflection Exercise: "My Preparation for Marriage"

Look at the points in the section "Practical ways to prepare for marriage." Reflect on how well you are prepared for marriage in the following areas:

1. Your attitude about sex
2. Your ability to handle money
3. Your ideas about raising children
4. How you might relate to your spouse's family
5. Your ability to keep a commitment
6. Your openness to others' advice
7. Your ability to resolve conflicts
8. Your overall seriousness about preparing for your future

Chapter 17: The Family as a School of Love

Objectives

Cognitive - The students will understand that the family is where they learn to love others, even others outside of their families.

Affective -The students will appreciate their families and want to invest in those relationships more.

Behavioral -The students will relate to others respectfully as if they were their own family members. For instance, they will be more polite toward elderly people, thinking of them as their own grandparents.

Session 1:

Read Chapter 17 together.

On a paper, draw three lines dividing on a paper into columns. In the left column, write: Things My Mother Used to Do for Me (as a child). In the next two columns, write: Things I Am Expected to Do for Myself (as a teenager) and Things I Will Do for Others (as an adult). Ask your child to name things that go under each column head and write these on a paper.

Can he/she see that he/she has been expected to take more and more responsibility for him or herself and for others over time? Can he/she see a gradual growth from self-centeredness to other-centeredness over the course of time?

This is the way the four realms of heart work. Over time, the person becomes more and more able to give to others rather than needing to receive at all times. In this way, the family is the school of true, altruistic love for others.

Have your child do the Questions in his/her student book.

Questions

1. What are the values most strongly stressed in your family?
2. Can you remember any events that made you realize the importance of these values?
3. Do you think that these values are similar to those of other families?
4. Which values do you consider most important?
5. Do you think you will try to hand these values down to your own children? Why or why not?
6. How do you think things have changed compared to your parents' and grandparents' childhoods?

7. What does your family like to do together?
8. What does your family quarrel about the most?
9. What are the four realms of heart?
10. How are these four realms of heart shown in your family?

Have him/her read over the Exercise: "Love Creates Love." Ask him/her to decide which family member they are going to choose as their "beloved" for a week and why. Have him/her write down something they are going to do for this person for each day of the week. Ask him/her to submit these plans to you.

Exercise: "Love Creates Love"

Write the names of all your family members on separate pieces of paper. Fold them up and put them in a box. Then, pull one piece of paper out. This is your "beloved" for the week. For one week you should love and serve this family member, making him or her feel like the most special person in the world. Without being asked, find things to do for this person—for example, washing the dishes, walking the dog, doing the laundry—to make his or her life easier. Make little cards, write a poem, and give flowers—anything that will make this person feel loved and special.

Do at least one nice thing for your beloved each day. Resolve not to fight or argue with this person for that whole week. Notice how the attitude of your beloved changes toward you. Has your love multiplied more love? Are you now receiving more love than before?

At the end of the week choose another name from your box and serve your new beloved with all your heart. After you have served all of the members of your family, start over and make this your way of life.

If your family is interested in doing this activity, then write everyone's name down on separate pieces of paper and have each family member pick one piece of paper. If it is their own name, they should fold their paper again and select another name. Do not let each other know whose name is on the paper. The person whose name is on your piece of paper is your beloved for the week. Serve each other secretly for two or three days without letting your beloved know who you are. After a few days, try to guess who your secret admirer is. Whether your family is large or small, this is a simple and fun exercise that can improve your relationships and create a wonderful atmosphere at home.

Session 2:

Have him/her tell you: "Two Truths and a Tale" about your family. Guess what items are true and which one is false. If you do this as a group, it's more fun especially if each person comes from a different family.

Have him/her do the Reflection Exercise: "Grandparents"

Reflection Exercise: "Grandparents"

1. How many grandparents do you have that are still alive?
2. Do you see them very often? How often?
3. Where did they grow up?
4. Do you know anything about their parents, your great-grandparents?
5. How many brothers and sisters and children did your grandparents have?
6. What do you admire most about your grandparents?
7. Do you think their life, at your age, was similar to or different from yours? In what ways?
8. What are your grandparents' favorite things to do?
9. Do you think your parents are raising you in a way similar to the way they were raised or differently? Explain.

Ask your child to imagine the following scenario. They have just gotten off a city bus. An elderly woman has fallen down on the sidewalk and struck her head. What should you do?

- A. Pass her by—there is a policeman on the corner. Let him take care of it.
- B. Laugh.
- C. Kneel down next to her, take her hand, and ask if she is all right.

Ask your child to imagine the elderly woman is his or her own grandmother. How would he/she like people to act toward her?