

Section I: Introduction

Dear Parent:

As our world becomes smaller through globalization and advancing technology, parents and educators the world over share concerns about raising the younger generation. Family breakdown, sexual immorality, substance abuse, media influences, and youth's challenging of authority and tradition are just a few of the widespread concerns. Teachers in the United States report that students of today are less respectful toward their elders, one another, and themselves than they were just a few years ago. This makes them harder to discipline and teach.¹ As traditional religious, civic, and family values come into question in our rapidly changing world, adults sometimes feel they are swimming upstream in a culture saturated with images of violence, sexual license, and material ease.

An alliance between educators and parents for the moral good of the young is essential to combat these negative trends. Many societies have considered moral education to be part of education's mission in partnership with and in continuation of the parents' moral instruction of their children. Plato of ancient Greece said, "As soon as the child can understand what is said, mother and father exert themselves to make the child as good as possible, at each word and action teaching and showing that this is right and that wrong, this honorable and that dishonorable...At a later stage they send him to teachers and tell them to attend to his conduct far more than to his reading and writing."²

In China, learning was tied to the great moral philosophy of the sage Confucius. Students were to memorize and learn writing skills from the Confucian classics by copying such phrases as "Idleness when young regrets before long" and "Where there is a will, there is a way."

The founders of major universities in the United States—Harvard College, for example—wanted to train leaders for a more civilized and virtuous society. Two founding fathers of America, Thomas Jefferson and Benjamin Franklin, believed that education was supposed to contribute to the moral character of society—to raise up people of virtue so that freedom would always be tempered by responsibility. They thought the schools had a large part to play in the raising of good citizens.³

This book is designed to help the parent educate for character by providing lesson plans accompanying the chapters of *Discovering the Real Me*, a character education curriculum based upon universally admired moral principles. *Discovering the Real Me* is a dynamic curriculum for which international feedback is sought and welcomed. We hope that each culture in which *Discovering the Real Me* is used will make its own unique contributions in knowledge, methods, stories, and legends.

¹ Alcestis Oberg, "Values Education Wins Supporters," *USA Today*, April 19, 2000, p. 27A.

² Protagoras 325 c-e.

³ *Cultivating Heart and Character: Educating for Life's Most Essential Goals*, eds. Devine, Seuk, and Wilson (Chapel Hill, North Carolina: Character Development Publishing, 2000), p. 14.

In countries around the world, Western culture and media have had a strong influence on youth, and that is one of the reasons why young people are turning away from traditional morals and ethics in their native cultures. One of the goals of *Discovering the Real Me: A Student Text Book in Character Education* is to support traditional morals and ethics in different cultures, while acknowledging that we live in a plural world and need to be part of that world.

Happily, there are character strengths or virtues that are admired around the world. No society honors liars, cowards, cheaters, or killers. Every society admires the sacrificial, the noble, the brave, the strong, the honest, and the true. Likewise, no parent would object to his or her child being taught honesty, bravery, integrity and respect in school—all of which lead to a life of morality.

Students are not the only ones who benefit from a program of character education. Teachers who educate for character find their teaching experience more pleasant and fruitful, with fewer discipline problems. It lends their teaching new life and purpose and helps them feel fulfilled in their teaching mission. Educating the young in how to be good human beings, in addition to teaching them academic knowledge, helps reignite teachers' original enthusiasm for going into the field of education.

We hope this book will make your teaching task easier, more enjoyable, and more meaningful. We hope that it will enable you to touch the hearts and lives of the young people you serve with messages that will enhance and improve their chances for successful and meaningful lives.

Interactive methodology

The general approach recommended for teaching the course *Discovering the Real Me* is one that encourages the maximum degree of interaction between parent and students. Because the focus of the course is on developing the students' character, it is best if students become agents in their own learning and development. Encourage students to speak up, to express their ideas, emotions, and opinions and to participate actively. The desirable outcome is that students think and discuss in such a way that any moral conclusions they come to about right and wrong are their "own".

Yet, in guiding the learning process, you remain the authority. To be effective, it is best to Guide the children according to the clear moral framework laid out in the book. Otherwise, you run the risk of the student believing that all viewpoints are equally valid.

Role-playing

During role-playing, students assume the roles of various characters and act out a brief episode resembling real life that involves a problem. Those assuming a role use their own words, attitude, thoughts, and feelings in the role play. The role-playing process involves four basic steps:

1. A specific problem is identified. It could be, for example, a conflict between a student and his/her parents, or between two students.
2. After the problem is described, roles must be established and assigned to various students. We recommend that the parent seek out volunteers to play the roles.
3. The actual role-playing takes place and should be brief. The same situation may be repeated several times with different students in order to demonstrate that there are often several solutions to a single problem.
4. A debriefing and discussion follow, focusing on the behavior itself or the actions taken, rather than on the student who played the role, emphasizing how he or she addressed or solved the problem that was the focus of the role play. If The children did not solve the problem effectively, the parent can suggest alternative approaches.

Role-playing allows the student, in a safe context, to understand and learn ways of coping with various types of difficult situations. It encourages seeing situations from different points of view and applying innovative solutions.

This technique demonstrates to students that very often conflicts are the result of misunderstandings between different parties. It shows the importance of listening carefully, of controlling one's emotions, and of recognizing prejudices and biases that one might have. Experiencing what it is like to be in another person's shoes can help to foster greater empathy and mutual understanding. Role-playing has the effect of muting ridicule and put-downs, which are so often a part of the school environment.

Journal Writing

In addition to the spaces provided for written reflections and responses in the students' textbooks, you may want to Have your child keep journals in which they can explore the topics introduced more thoroughly.

Journal writing (and drawing) is a tool for encouraging the student's personal growth. The exercises at the end of many of the chapters in the student textbook are designed to take students to places inside themselves that they may have rarely visited. The exercises can help them to:

- express their feelings and thoughts
- sort out the seemingly random experiences in their lives
- make more conscious choices and decisions
- define and implement desired changes
- get a clearer picture of their creative potential and how to use it
- change negative thought and behavior patterns
- discover new and different parts of themselves and learn how these parts can relate to each other harmoniously
- investigate their life purpose and find deeper meaning in their lives
- envision a better future and discover what their particular contribution to that future might be

The journal is a place where they can let their inner selves come out. The pages become a mirror for seeing themselves more clearly. Starting with self-communication in private, they then can develop their ability to communicate with others. Being clear with themselves opens the way for being clearer with others.

Clarify to students that, as with life, the more they put into their journal, the more they will get out of it. It is good to encourage them not to restrict themselves to the assigned exercises but to feel free to explore and experiment on their own.

Some Your children may be hesitant because they think they have no talent for writing or drawing. It is good to emphasize that no special talent or training is needed to do these exercises. The goal is not to make art or literature but to explore their inner world. They are not drawing or writing to please anyone else or to get anyone's approval. Their journal is by them and for them. Assure them that while writing assignments will be checked by the parent to make sure they have been done, sharing the contents of writing assignments will be voluntary.

To help students feel more comfortable and confident with journal writing, you may want to do a sample journal exercise together with them at the beginning of the course.

Experiential Learning

This is a concept with a long history in educational theory but which has been given new impetus in recent times in reaction to the excessive emphasis on cognitive learning in the 20th century. Most theories of education, even in character education, have stressed the development of a person's reasoning faculties and intellect. We, too, acknowledge the importance of learning to think logically, rationally, analytically, and critically. However, as we have already stated, the development of one's heart and conscience is more important in order to deeply internalize moral and ethical values. This requires the active engagement of the student in relationships with other people and the surrounding environment, in which both the mind and body can be involved.

We can understand the value of experiential learning if we consider the way a person learns to drive a car. One aspect, of course, involves studying and memorizing a driver's manual. However, this by itself is not sufficient to qualify one to receive a driver's license. What is ultimately necessary is real driving experience. Only through actual experience behind the wheel of a car does a person come to really comprehend the contents of the manual.

As Kathy Winings states in her book *Building Character through Service Learning*: "When the 'experience' outside the home was structured meaningfully, and carefully integrated with the home, it could become an excellent teaching tool. Learning involves more than absorbing data and information. For profound learning to take place, the student needs to not only understand the academic aspects of the question, but also to see

how this knowledge is relevant to his/her life.”⁴

Experiential learning seeks to integrate the cognitive with the active and thus lend greater meaning to both. For character education to be effective, virtues need to come out of the realm of the abstract and enter the realm of practice. Through experiencing virtues in action, the student naturally absorbs them into his or her character. Educator David Kolb states that constructive experiential learning requires four basic steps: 1) the experience itself; 2) reflection on the experience; 3) synthesis and abstract conceptualization; and 4) testing the learned concepts in other situations.⁵

What kind of experiences are we talking about? The best are those that are structured to serve others. In the United States such programs have come to be known as “service learning” and can take any number of forms, such as:

- Big brother/big sister programs
- Tutoring younger children
- Visiting or working in a nursing home, hospital, homeless shelter, or orphanage
- Doing jobs for elderly people living alone
- Providing meals for the home bound senior citizens
- Food or clothing drive
- Cleanup activity: park, streets, graffiti
- Planting trees, flowers, vegetable garden
- Painting murals to beautify the neighborhood
- Letter-writing or petition campaign on a public issue
- Serving a religious, civic, or service organization
- Fundraising for a worthy cause

Such activities afford students the opportunity to step beyond the boundaries of their previous experience. They experience the joy of living for the sake of others.

The reflection step is important to the student internalizing the experience. This helps to keep the service from becoming simply a passing phenomenon. To stimulate reflection, you may want to encourage students to ask themselves the following questions:

- How did I feel before the activity compared to how I feel now?
- How did it help me to become a better person?
- What did I learn from the experience?
- What obstacles did I have to overcome?
- How did the activity benefit others?
- How do I feel about helping others now?

⁴ Kathy Winings. *Building Character through Service Learning* (Chapel Hill, NC: Character Development Publishing, 2002), p. 16.

⁵ David Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. (Englewood Cliffs, NJ: Prentice-Hall, 1984).

Overcoming obstacles, both internally and externally, in one's heart, mind, and body, has been shown to be essential to achieving lasting personal growth. The student also needs to experience the substantial beneficial effect of his or her action on the recipient of the service. This gives a profound stimulus to offer oneself for other altruistic activities in the future.

Through reflection, the student can begin to comprehend the internal value of the experience and synthesize this with previous experiences that have shaped his or her attitudes and character. New conceptualizations of living can take form in the student's mind and heart, which then can be tested in other areas of life. If the experience of planting trees and flowers in a neighborhood park has sensitized the student to the value of creating a beautiful environment, he or she may be stimulated to plant flowers near home or to take better care of his or her own room or area. By experiencing the effect of caring for or feeding the elderly, the student can be naturally stimulated to show greater care and concern for those in need.

Through experiential programs such as service learning, students will be encouraged and challenged to adopt a lifestyle at variance with the self-centered and consumer-oriented one advocated by much of modern culture. Hopefully, the experiences gained through such programs will stimulate the natural goodness residing within each person and become precious memories that will nourish the development of his or her overall character.

Course Requirements and Expectations

As you know, the best way to get what you want from your students is to inform them clearly about your expectations. In the beginning lesson, you may want to say to The children something along the following lines:

This course is designed and intended for you. This means that your participation and involvement in the activities are extremely important. This course will be what you, as students, make it. The course is designed to be interactive, which means that many times you will be asked to work together with others in order to complete an assignment. The aim is for you to learn to work effectively with other people, as well as learning to respect the opinions of others (which may not be the same as yours). The skills that you will learn as you work cooperatively with others will prepare you in your relations with all kinds of people in the future. The most successful people in the world are those who know how to listen and respect others from all walks of life.

Grading

The issue of giving grades in such a course as *Discovering the Real Me* needs to be addressed by the parent, keeping in mind the ultimate goal—the character development

of students. The traditional form of grading students according to their cognitive knowledge can lead to a situation in which students invest themselves simply for the sake of getting good grades. Obviously, such an approach would distort the very meaning of the course. It would be better if the course accepts only those students who want to participate for the sake of their own character development, without such external stimuli as formal grading. In the majority of cases, however, this will be unrealistic. Also, students—and parents—usually want some way to measure how well they are doing. One possibility is to use an intermediate method—such as self-grading—either individually or together with the parent.

Students need to know how they will be evaluated. For this kind of course, written examinations alone are not sufficient. In some cases the parent may decide that students do not need to take written tests at all. Your children should also be evaluated according to their participation and general behavior, as well as insights and personal character changes. A lot of this will be self-reported.

The problem of unsatisfactory grades needs to be discussed separately. Experience indicates that grades given in moral/ethical courses should only be positive. For those students who don't study hard enough, we recommend not giving any grade at all. Instead, they are encouraged to invest more in the course so that in the future they can receive a positive grade.

Chapter 1: You Are the Leader!

Objectives

Cognitive - Students will understand the importance of good decision-making in leadership and will have mental tools to help them make better decisions.

Affective - Students will want to make wise decisions and will enjoy using good decision-making skills.

Behavioral - Students will make better decisions and choices in their lives.

Class Session 1:

Read Chapter 1: "You Are the Leader!" in the student book.

Emphasize to students that they are the leaders of their own lives. As they mature, more and more decisions and responsibilities will be theirs alone. Discuss leadership positions they have held and what challenges and/or victories they experienced.

Explain that leadership means making decisions, whether the person is the leader of a nation—like Abraham Lincoln in the example given in the chapter—the leader of a town, group, family (point out that all parents are leaders), or just the leader of his or her own life. A good leader needs to make good decisions.

Point out the small boxed quote in their student books:

We are free to choose what we will do or not do, but we are not free to choose the consequences of our decisions.

Ask your children to think about that for a moment. Give an example of choosing not to study for an exam, but instead going out with friends. Mention that they are free to make that bad choice or decision, but they will not be free from the consequences of the decision. Have your child brainstorm the consequences of the decision—both in the short and long terms. Then ask them to come up with examples of choices that are theirs to make, but about which they cannot choose the consequences.

Ask your children to keep a decision-making log until the next session on character education. Each time they are faced with a decision, they should write it down and note how they made the decision, and, if the results have become clear, what the results of that decision were.

Class Session 2:

Have your children review the approaches to decision-making in their student books:

- A *logical* decision. I collected, checked, and sorted out all the information available and then decided what would be best based on the facts.
- An *impulsive* decision. I didn't think about it much. I acted on impulse.
- An *emotional* decision. It was based on my feeling; what I wanted and what I felt attracted to.
- An *intuitive* decision. It was hard to explain, but I just felt inside that it was the thing I ought to do.
- An *emergency* decision. There was no time to agonize over it. The decision had to be made quickly.
- A *bitter* decision. I knew someone would be hurt, but it couldn't be avoided.
- A *responsive* decision. I was concerned about other people's opinions and how they would be affected, so I took account of their advice and suggestions.
- A *prayerful* decision. I didn't know what to do, so I prayed and asked God for his guidance.
- A *guided* decision. I felt I was out of my depth, so I asked someone I respected for advice.
- A *group* decision. I felt that we all needed to be involved and take responsibility for the outcome.
- A *rash* decision. I knew at the time that it was probably a mistake, but I neither had the time nor the inclination to think seriously about the consequences.
- A *default* decision. I did nothing, and matters took their own course.

Discuss together their decision-making logs or a decision they have had to make in their lives. Ask them to share what the decision was, who was involved in the making of it, how they decided, what they decided, what the effects were, and what category of the decision approaches the decision fell under, if any.

Discuss the Questions for Reflection in their student books and the Exercise: "Approaches to Decision-Making":

Questions for Reflection

1. How much do decisions depend upon external circumstances and how much on our own will?
2. How much freedom do you have to make decisions?
3. What decisions are you free to make now that you were not free to make five years ago?
4. What kinds of decisions do you not yet have the freedom to make?
5. Are there some decisions in your life that you regret having made?
6. If so, why did you make those decisions?
7. Can you change the consequences of those decisions?
8. How would you go about trying to change the effects of a bad decision?
9. What have you learned from your past decisions, whether good or bad?

Exercise: "Approaches to Decision-Making"

1. Look at the list of approaches to decision-making listed near the end of this chapter. Are some of these approaches better or worse than others? Try to list them in order of best to worst.
2. For each of the ways of making a decision, think of:
 - a) a situation in which that approach would be the right one
 - b) another situation in which that approach would not be the right one
3. Which way of making a decision might be best for the following?
 - Deciding whether to go to college or get a job
 - Deciding which university to attend
 - Deciding on a career
 - Deciding whether to report a friend for stealing
 - Deciding whether to get romantically involved with someone
 - Deciding whether to marry a certain person
 - Deciding how to help a friend who is going through some struggle
 - Deciding how to respond if someone offers you drugs

For homework, assign the Reflection Exercise: "Future Decisions" and the reading of Chapter 2.

Chapter 2: Leading Your Life Responsibly

Objectives

Cognitive - Students will have a working definition of responsibility and examples of responsibility and irresponsibility.

Affective - Students will admire responsible people and will want to be like them. Students will feel disapproval toward irresponsible people and not want to be like them.

Behavioral - Students will exhibit more responsible behavior in the school setting and at home.

Class Session 1:

Explain that being responsible means being answerable or accountable for something. It means that if you are expected to do something or are asked to do something, or if you say you will do something, you do it.

That is the simple message of the story "A Message to Garcia" in their student books. It is a story of responsibility.

Excerpts from Elbert Hubbard's Story of a Responsible Man—"A Message to Garcia"

When war broke out between Spain and the United States it was very necessary to communicate quickly with the leader of the Cuban rebels against Spain. Garcia was somewhere in the mountains of Cuba—no one knew where. No mail nor telegraph message could reach him. The President must secure his cooperation, and quickly. What to do!

Someone said to the President, "There's a fellow by the name of Rowan will find Garcia for you, if anybody can."

Rowan was sent for and given a letter to be delivered to Garcia. How "the fellow by the name of Rowan" took the letter, sealed it up in an oil-skin pouch, strapped it over his heart, in four days landed by night off the coast of Cuba from an open boat, disappeared into the jungle, and in three weeks came out on the other side of the Island, having traversed a hostile country on foot, and delivered his letter to Garcia—are things I have no special desire now to tell in detail. The point that I wish to make is this: [President] McKinley gave Rowan a letter to be delivered to Garcia; Rowan took the letter. ...

No man who has endeavored to carry out an enterprise where many hands were needed, but has been well-nigh appalled at times by the imbecility of the average man—the inability or unwillingness to concentrate on a thing and do it...

“You see that bookkeeper,” said the foreman to me in a large factory.

“Yes, what about him?”

“Well he's a fine accountant, but if I'd send him up town on an errand, he might accomplish the errand all right, and on the other hand, might stop at four saloons on the way, and when he got to Main Street would forget what he had been sent for.” Can such a man be entrusted to carry a message to Garcia?

Civilization is one long anxious search for just such individuals. Anything such a man asks shall be granted. He is wanted in every city, town and village—in every office, shop, store and factory. The world cries out for such: he is needed and needed badly—the man who can carry a message to Garcia.

Website: people.Whitman.edu/~hashimiy/Garcia.htm

Ask your children what they think of Rowan. Does he seem like a trustworthy person? Is Rowan the type of person they would like to be within a tough situation? Would he make a good friend? A good comrade-in-arms? A good husband? A good father?

Mention that although responsibility sometimes seems like a burden, it actually helps our lives to be freer. Point out the good effects that taking on adult responsibilities had on teenagers during the Great Depression (on the first page of the chapter in their student books):

They were more independent and self-controlled than others. They were more grown up. Years later, when they were adults, they were more family-centered than those who had not taken on responsibilities as teenagers.

Discuss the Questions for Reflection in their student books:

Questions for Reflection

1. How would you describe a person who has a sense of responsibility?
2. What is one way to tell if a person is responsible or not?
3. Why do you think some people grow up to be responsible and others not?
4. Do we decide the kind of person we become?
5. Do you know people who say one thing but do another? Why do they do this?
6. Whom do you know whose words and deeds are one and the same?
7. What related character qualities do these people have?
8. Are responsible people always unselfish?
9. Are unselfish people always responsible?

The text points out that responsible people are unselfish—they are thinking of the best outcomes for everyone involved, not just themselves. Ask your children to name examples of responsible (and unselfish) people and behavior from the text (the examples

of Harry Potter, teachers, hospital workers, nurses, police, and firefighters are given) as well as Dr. Martin Luther King, Jr., and Mahatma Gandhi.

Ask your children to name irresponsible people they know, have heard about or read about, perhaps on the news or in newspapers. Ask them to discern and name the selfishness behind the person's actions (e.g., a bank robber did not think of the people who might be wounded if he opened fire in a crowded bank; he only thought of his own need and desire for money he did not earn). How could the person have acted responsibly instead?

Class Session 2:

Reread the Exercise: "The Hike" and discuss the Questions for Reflection in their student books:

Exercise: "The Hike"

Alex, Steve, and Jim loved nothing better than to go hiking. One day, as they were hiking in the countryside, it began to get dark. They hurried to get back to the campsite.

"Let's slide down this way!" said Alex, as they came to a steep hill.

"It looks dangerous to me," said Jim, peering over the edge. "Why don't we go back the same way we came?"

"Because it will take an hour longer and get dark before we get back, dummy!" said Alex. "Anyway, we'll be fine. What do you think, Steve?"

Steve was silent. Actually, he thought it was a pretty stupid idea. But all afternoon Alex had been teasing him, calling him chicken and a baby. It was time to prove him wrong.

"Looks okay to me," he said, and without delay they set off down the steep slope. Almost as soon as they had begun, Alex, who was the most experienced, knew they had made a mistake. Still, he decided to carry on because he didn't want to face the laughter of his companions if he admitted his mistake. Then suddenly, Jim, who was in the lead, slipped on a loose stone and tumbled to the rocks below.

Scared, his companions made their way down as quickly as they could. They saw that Jim had a deep cut in his leg and was in great pain. Alex and Steve looked at each other.

"We'll have to carry him down to the town," Alex said. "We should be able to get help there."

They made their way as quickly as possible, but progress was slow. By the time they arrived, everything was closed. By this time, Jim had almost fainted due to the loss of blood.

"What about that?" said Alex, pointing to the cafeteria, now closed for the night. "They must have a phone! I know it's locked, but ..." He looked to Steve for support. "We could always break a window and force ourselves in."

“We can’t do that,” said Steve. “It’s a crime. We’d be arrested.”

Questions for Reflection

1. What do you think of the relationship between Alex, Steve, and Jim? Are they real friends?
2. What can you tell about the character of each of them?
3. There are three places where Alex shows he is an irresponsible person. Can you spot these three places? What are they?
4. Does covering up one irresponsible action with another help the boys get out of the situation they are in?
5. Alex is a leader among the boys. His decisions seem to carry some weight with them. Do you think Alex is a good leader?
6. What do you think Steve and Alex should do at this point?
7. In what way was Steve irresponsible? In what way was he responsible?

Ask your children to do the Reflection Exercise: "Responsible Acts."

Reflection Exercise: “Responsible Acts”

Think of three responsible acts you have done in the past week. Now think of three irresponsible acts you have done. What motivated you in both of these cases? Looking at the course of your life, do you think you are becoming a more responsible person or a less responsible one? Give reasons for your answer.

Assign the reading of Chapter 3 as homework for the next session.

Chapter 3: Taking the Lead in Understanding Each Other

Objectives

Cognitive - Students will understand the importance of listening well and understanding the viewpoints of others.

Affective - Students will want to understand others more and to work and live more cooperatively.

Behavioral - Students will listen better to others, with more perception and understanding.

Class Session 1:

Materials Needed: One blindfold for every two students

Ask your children what they think of the following dialogue in their student books:

John: I can't understand my little brother. He just won't listen to me.

David: You don't understand your little brother because *he* won't listen to *you*?

John: That's right.

David: I thought that to understand someone *you* needed to listen to *him*.

John: Oh, yeah! *(Pause)* Well, I do understand him. I know what he's going through, because I've been through the same thing myself. What I don't understand is why he won't listen to me.

Ask your children whether or not they would like to have an older brother like John.

Ask your children to read Reflection Exercise: "A Conversation" in their student books. Then ask them to answer the three Questions for Reflection about it:

Reflection Exercise: "A Conversation"

Janine and Alice, who live in neighboring apartments, have the following conversation one night:

Janine: I want to go to the store tonight to get some milk for breakfast tomorrow morning. Will you go with me?

Alice: I'm afraid to go out to the store so late. Two weeks ago some guys took my little brother's wallet and his leather coat.

Janine: Alice, I don't want to go alone. But, anyway, those types of things don't happen very often. You can't live your life in fear.

Alice: Janine, I know it sounds stupid, but I am really afraid. I don't want to take a chance. My brother was so scared when he came home, he was crying. I just don't want to take a chance.

Janine: Thanks, Alice. Now I won't have any milk for tomorrow morning. Maybe I should just ask Judy to go. I know she would.

Questions for Reflection

1. What do you think of Janine's attitude toward Alice?
2. Janine tells Alice that she shouldn't live her life in fear, but how honest is she about her own fear?
3. How do you think Alice and Janine feel after this conversation?

Make the point that we are "blind" to other people's feelings and emotions unless they tell us what they are feeling. Tell The children you are going to do an exercise on the importance of verbal communication. Explain also that, when communicating our thoughts and feelings, we have to be careful not to just blurt out everything we think and feel. Even as we try to communicate clearly with others, we also should try to communicate with care for them so they are not hurt.

Tell your children that they are going to do an exercise in being clear but careful in communication. As we are blind to another person's mind and heart, we will be "blind" in this exercise except for clear and careful verbal communication. This exercise is called "Clearly and Carefully".

Take turns being the blindfolded one and the "sighted" one. Their task is for the sighted person to guide the blindfolded one clearly and carefully around the room, in and out of the door, to sit down in a chair, and to sit all the way down on the floor. Emphasize that it is important to do all of this safely.

When each person has had a turn being blindfolded and being the sighted guide, Ask your children to describe what the experience was like and what they learned and experienced.

Ask your children to remember that we are "blind" to another person's heart and mind, and they are blind to ours. Therefore, we need to communicate *clearly and carefully* when trying to relate to others so that no one gets hurt.

Class Session 2:

Quickly review Chapter 3 and discuss the Questions for Reflection at the end of the chapter:

Questions for Reflection

1. What is "empathic listening"?
2. Do you think it is really possible to see or understand a situation from another person's viewpoint?
3. Do you agree that many difficulties in relationships are caused by unclear expectations? Why or why not?
4. Do you think you are a good communicator? Support your answer.
5. What does it take to be a good communicator?
6. Describe a "win-win" point of view.
7. What is a "win/lose" mentality?
8. Do you have a "win-win" or "win-lose" mentality?

When you are finished with the Questions for Reflection, reread A Drinking Problem in their student texts:

A Drinking Problem

Kyle had a problem. He and Brad loved to go to friends' parties. Brad was older than Kyle and could drive. He provided transportation to and from the parties, not only for Kyle but for other friends too. The problem was that Brad also liked to drink at these parties. When Brad drank, he was a terrible driver. More than once, they had almost gotten into an accident. After the last party, Brad had almost tipped the whole car over—with five people in it.

Kyle approached Brad by talking about what they had in common: the fun they had at parties. Kyle recounted the last party they had been to and what a good time it had been. He said how much he liked going to parties with Brad and wanted to keep doing it, and how much he appreciated Brad's driving. Then he said it was hard, though, to always have to worry about getting home safely. He explained that drinking and driving don't mix, and how last time Brad's drinking had put in danger not only himself and Kyle, but other people too. Brad also could have gotten in bad trouble with the police, Kyle pointed out. Kyle finally said that if Brad was going to keep drinking at parties, they would have to come and go separately; otherwise it was too much stress for Kyle to enjoy the parties.

At first Brad agreed the separation was best, but after a while he missed Kyle's company. He called Kyle to offer him a ride to and from the next party.

"I won't drink anything," he promised.

Because Kyle had kept things friendly, Brad was able to give up his destructive behavior and the two were able to go on enjoying their friendship together—safely.

Ask your children if they think Kyle (and to a lesser extent, Brad) handled this conflict well.

Role-play the following communication situations, striving for three goals: 1) to keep the situation friendly 2) to understand one another, and 3) to come up with a win-win resolution. Have your children pattern their role-plays on Kyle's approach to Brad in "A Drinking Problem".

Situation 1: Pat and Ray

Through friends, Ray has let Patricia know that he would like to date her. Every time Pat and Ray even say hi to one another, people point, tease, and laugh. Ray likes it. Pat doesn't. In fact, it is really starting to annoy her. Pat doesn't want to date Ray or anyone right now. She decides to speak to Ray about it.

Situation 2: Carl and Peter

Carl and Peter are good friends, but Carl always comes over to Peter's house to hang out, play sports, eat, watch TV, and play video games. Peter's parents have said they would like Carl's parents to return their hospitality, and Peter agrees. He'd like to go over to Carl's house sometimes too, instead of always being at his home. Peter decides to talk to Carl about it.

Situation 3: Jan and Katherine

Jan and Katherine have been best friends for three years. Now Katherine is becoming good friends with Rosa. Jan and Rosa don't know each other well, but now, whenever Jan and Katherine are together, Katherine asks Rosa along too. Jan feels like she never gets to spend any time with Katherine alone anymore, without Rosa. Katherine invites Rosa to sit with them at lunch and talks constantly to Jan about Rosa when Rosa isn't around. Jan isn't that interested in Rosa. She is open to being friends with her, but she misses her friendship with Katherine and wonders what they share anymore of their former friendship. She feels a little betrayed. She decides she needs to talk to Katherine about it.

Ask your children to evaluate:

Did they 1) keep things friendly? 2) understand one another? 3) come up with a win-win solution?

Assign the reading of Chapter 4 for the next session.

Chapter 4: Relationship Skills

Objectives

Cognitive - Students will understand that relationship skills are related to qualities of good character.

Affective - Students will embrace and want to develop the good relationship skills outlined in the chapter.

Behavioral - Students will control emotions, maintain better attitudes and self-concepts, and form better habits.

Class Session 1:

Materials Needed: Sticks—Craft or "popsicle" sticks are good

Mention that Chapter 4 covers four major areas of relationship skills. It would be good to write them on a paper. They are:

- 1) Understanding our value
- 2) Good attitudes
- 3) Good habits
- 4) Processing anger and other emotions well

Ask your children if they took the Rosenberg Self-Esteem Scale test in their student books. If they have not done so, urge them to do so in their spare time. It will help them to get to know themselves better. If they have done so, ask them to share whether they thought their results—whatever they were—were a true reflection of how much value they feel in themselves.

Take this test of how valuable you feel: The Rosenberg Self-Esteem Scale

After each statement, write one of the following: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

1. I feel that I am a person of worth, at least on an equal plane with others.
2. I feel that I have a number of good qualities.
3. All in all, I am inclined to feel that I am a failure.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.

6. I take a positive attitude toward myself.
7. On the whole, I am satisfied with myself.
8. I wish I could have more respect for myself.
9. I certainly feel useless at times.
10. At times I think I am no good at all.

Score yourself this way:

For statements 1, 2, 4, 6, and 7 give yourself the following points for your answers:

SA = 3

A = 2

D = 1

SD = 0

For statements 3, 5, 8, 9, and 10 give yourself the following points for your answers:

SA = 0

A = 1

D = 2

SD = 3

Add it all up. If you scored between 15 and 25, you are within the normal range of feeling valuable and worthy. If you scored below 15, your self-esteem is low and you need to raise your self-image.

Ask your children how they think they can improve their self-image. Affirm accurate comments. Then explain that a surefire way is to start doing more things for others. The more a person serves and helps others, the more others respond (which is rewarding) and the more a person feels validated and positive inside.

Human beings are made to respect themselves according to how good they are. Everyone wants to be good—even criminals justify their behavior and try to make it appear that what they did was actually good, because they, too, feel the need for the self-respect that springs from being good. But false justifications or explanations don't really raise a person's self-respect or self-esteem. Only genuine good deeds can do that.

Ask your children to brainstorm the meaning of a good attitude. Point out that the story "Bouncing Back with a Positive Attitude" is about losing out on a basketball team. What do they think are some good attitudes to have in sports? In studies? Toward older people? Toward children? Toward peers?

Now reread "A Powerful Friend":

A Powerful Friend

Who am I?

I am your constant companion. I am your greatest helper or heaviest burden. I will push you onward or drag you down to failure. I am completely at your command. Half the things you do you might just as well turn over to me and I will be able to do them quickly and correctly.

I am easily managed—you must merely be firm with me. Show me exactly how you want something done, and after a few lessons I will do it automatically. I am the servant of all great individuals and, alas, of all failures as well. Those who are great I have made great. Those who are failures I have made failures.

I am not a machine, though I work with all the precision of a machine plus the intelligence of a human. You may run me for a profit or run me for ruin—it makes no difference to me.

Take me, train me, be firm with me, and I will place the world at your feet. Be easy with me and I will destroy you.

Who am I?

I am *Habit*.

From Sean Covey, *The 7 Habits of Highly Effective Teens* (New York: Simon & Schuster, a Fireside Book, 1998).

Do your children agree that habits—good and bad—are this powerful?

Tell your children that you are going to demonstrate the power of habit. Hand one of the children a stick and ask him/her to break it. He/she should be able to do so easily.

Explain that if you do something once or twice (hand the child two sticks), it is usually still a pretty easy behavior pattern to break. Ask him to break the two sticks.

Then mention that if you do something over and over again, it becomes a habit. Hand the child the rest of the sticks, one at a time, emphasizing, "Over and over again" as you hand him/her each stick. Say that something you do over and over again becomes a habit, and it is very hard to break. Ask him/her to break the handful of sticks all at once. He/she probably won't be able to.

Explain that, fortunately, both good and bad habits are hard to break!

Write "Good" and Bad" on a paper. Ask the children to name some good habits in relationships and some bad ones. You might start them off by filling in some portion of the chart:

Good Bad

Examples: asking how your friend is, never returning phone calls or invitations, really caring about the answer, thinking of healthy things to do together, always letting the other person pay, asking them to be your friends

Class Session 2:

Mention that dealing with anger and other emotions was one of the sets of relationship skills explained in Chapter 4.

Point out the story of Clara in their student texts:

Clara's Story

"It took me a long time to realize that I should wait until I cooled down before I talked to someone about something they had said or done to make me angry. I always wanted to get my feelings out right in the moment, but then it always ended up in a worse argument.

"Walking away helped. People always seemed to understand when I said, 'I want to take a walk and think this out a little bit.' Walking would help me cool down. Then, when I talked to the person, I didn't say so many bad things or shout at them. I found I could say many of the same things, honestly, but not in such a mean way. Many times the person who had made me angry was already sorry by the time I got back from my walk!"

Mention that Clara has trained herself to walk away and cool down when she is angry, rather than let out her negative feelings.

Point out that anger, handled poorly, can really hurt relationships. Ask your children to share how they handle anger and other negative emotions. Then ask them to do the Reflection Exercise in their student books: "Controlling Negative Emotions":

Reflection Exercise: "Controlling Negative Emotions"

Think of the last few arguments or fights that you've had. Did you give in to your negative emotions? What was the response of the other person in these situations? Were there times when you were able to control any negative emotions? What did you do? How did things turn out in these cases?

Then have the children self-test their self-control and responsibility in the Exercise: "Personal Leadership".

Exercise: "Personal Leadership"

Check your level of personal leadership by indicating the degree of your agreement with the following statements:

1. I often question my value and worthiness as a human being.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
2. I find myself complaining a lot. It is difficult for me to see the positive side of a situation.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
3. I have bad habits that I can't seem to stop.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
4. Usually I am able to control any destructive emotions.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
5. I usually decide things on impulse rather than thinking things out first.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
6. I can do just about anything I set my mind to.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

If you expressed agreement with statements 4 and 6 and disagreed with the others, you have a strong sense of responsibility and self-control. If you agreed more with statements 1, 2, 3 and 5, and disagreed with the others, you need to work on taking responsibility.

Discuss the Questions for Reflection in their student books.

Questions for Reflection

1. Do you have value?
2. What gives a person value?
3. What determines our attitude: we ourselves or our circumstances? Explain.
4. Do you agree that our attitude is more important than our ability in determining personal success? Give an example.
5. What are some good habits named in the chapter?
6. How can negative emotions destroy a relationship?
7. What are some ways of controlling negative emotions?
8. What are the main stages of relationship bonding?

Assign the reading of Chapter 5 as homework for the next session.

Chapter 5: Playing the Romantic Lead in Your Life

Objectives

Cognitive - Students will realize that true and long-lasting love develops within the lifelong commitment of marriage and through the practice of virtues.

Affective - Students will understand that infatuation is different from true romantic love. Students will admire and want to become people of good character.

Behavioral - Students will concentrate on developing virtues in themselves.

Class Session 1:

Explain that you will be talking about something very interesting today—romantic love.

It might be interesting to start with the Reflection Exercise: "Spouse Wanted." Have your children call out their answers when they have done the exercise:

Reflection Exercise: "Spouse Wanted"

You are going to write a newspaper advertisement (it will never appear in the newspaper!) for the type of spouse you would want for yourself. Note what character qualities or virtues you most admire.

The Love Herald

Advertisements

Spouse Wanted

Must Have the Following Qualifications

After discussing the contents of the chapter, the parent can give the children the opportunity to do the exercise again, to see if they have changed their ideas of what to look for in a spouse.

Ask your children if they think true love just comes out of the sky as an almost irresistible feeling between two people. Explain that this feeling describes infatuation, not true love. Make the point that true love is built, not born.

Guide the children to consider the logical extension of the beliefs about love shown in movies and songs. For example, help them to question, "If love *is* a feeling that mysteriously overwhelms a person, what happens if it occurs between two people who are married to others? Should they divorce and marry one another—hurting many family members, including children—in order to pursue their ‘feeling’? It happens in Hollywood all the time!"

Help students understand that this kind of infatuated feeling is based on deep unanswered needs of the person mixed with sexual attraction. It is very changeable, because the other person will probably not be able to fulfill the other's needs, and we can feel sexually attracted to many people over a lifetime.

Explain that real romantic love grows over time through a commitment to one another. Romance and sex are part of it—very important parts of it—but it also involves day-to-day living with someone you either like and admire for their character or you come to dislike and disrespect for their lack of good character.

Ask your children for their reactions and opinions about the song "Do You Love Me?" in their student books. (It would be great to play a recording of this or to show the clip of the song from the movie *Fiddler on the Roof*.)

http://www.youtube.com/watch?v=h_y9F5St4j0

"Do You Love Me?"

A surprising love song about romance in marriage occurs in the movie and play *Fiddler on the Roof*.

Tevye and his wife Golde have been married for twenty-five years. Their marriage was arranged by their parents. They met for the first time on their wedding day!

After all these years of being together, Tevye asks Golde, "Do You Love Me?"

(Golde)
Do I *what*?

(Tevye)
Do you love me?

(Golde)

Do I love you?

With our daughters getting married

And this trouble in the town

You're upset, you're worn out

Go inside, go lie down!

Maybe it's indigestion

(Tevye)

Golde, I'm asking you a question...Do you love me?

(Golde)

You're a fool!

(Tevye)

I know. ... But do you love me?

(Golde)

Do I love you?

For twenty-five years I've washed your clothes

Cooked your meals, cleaned your house

Given you children, milked the cow

After twenty-five years, why talk about love right now?

(Tevye)

Golde, the first time I met you

Was on our wedding day.

I was scared.

(Golde)

I was shy.

(Tevye)

I was nervous.

(Golde)

So was I.

(Tevye)

But my father and my mother

Said we'd learn to love each other,

And now I'm asking, Golde,

Do you love me?

(Golde)

I'm your wife. ...

(Tevye)

I know.

But do you love me?

(Golde)

Do I love him?

For twenty-five years I've lived with him

Fought with him, starved with him

Twenty-five years, my bed is his

If that's not love, what is?

(Tevye—joyfully))

Then you love me?

(Golde)

I suppose I do.

(Tevye)

And I suppose I love you too.

(Both)

It doesn't change a thing,

But even so,

After twenty-five years

It's nice to know.

Sheldon Harnick, Lyrics, "Do You Love Me?" *Fiddler on the Roof*, Mirisch Productions, Inc., and Cartier Production, Inc., Released by United Artists Corporation, MGM/UA, Home Entertainment Group, Inc., 1971.

Explain that this is a song about true romantic love that has grown over a lifetime of serving one another and their family—working hard and facing life's trials together responsibly. Real, lasting love is built over a lifetime of such investment.

Ask your children to do the Exercise: "Famous Romances" for fun and tell what they know about these well-known romantic partners. Ask if the love depicted in these stories or movies was true, romantic love or not.

Exercise: “Famous Romances”

Can you match these famous romantic partners to one another? Draw lines to connect the couples.

Cleopatra	Robin Hood
Juliet	Prince Albert
Beatrice	Rhett Butler
Queen Victoria	Dante
Scarlett O'Hara	Antony
Maid Marian	Romeo

The famous couples are: Cleopatra and Antony, Romeo and Juliet, Beatrice and Dante, Queen Victoria and Prince Albert, Scarlett O'Hara and Rhett Butler, Maid Marian and Robin Hood.

Class Session 2:

Start by asking the children to name popular love songs they have heard and have them repeat or sing some of the lyrics. This should be amusing!

Explain how these lyrics point to love as a mysterious feeling, hard to define, hard to control, that seems more related to good luck than anything else. But that's not the whole story about true love.

Direct their attention to the section in their books "Romantic Love and Virtues of Good Character".

Point out that the text says that couples who divorce one another often say that they lost respect for their partner because of the spouse's character.

Help The children recognize that, strange as it may seem, virtues play a big part in lasting romantic love. Long-lasting love is not so mysterious after all. It is the fruit of good character. The virtues of the spouses will determine whether they love each other truly and for a long time—or not.

Mention that many people who have experienced a broken relationship say things like, if given a second chance, they would have been more patient, kind, faithful or understanding. This shows they know that virtues could have saved their relationship.

That section points out that people who are altruistic in general—people who care about others, not just those of the opposite sex to whom they are attracted—have long-lasting romantic marriages. So, caring for others—elders, the sick, neighbors, children, relatives, and friends—develops a heart of virtue in a person that will make him or her a good romantic partner for life.

Discuss the Questions for Reflection in their student books:

Questions for Reflection

1. How would you define true romantic love?
2. What is the difference between true romantic love and infatuation?
3. Some people ridicule romantic love, saying it's simply a product of the imagination. What do you think?
4. In general, how is romantic love portrayed in the media?
5. How does romance develop in a marriage relationship?
6. What do virtues and good character have to do with romantic love in marriage?
7. What are some ways you can develop altruism now, so as to enjoy romance later in life?

Have your children do the "Spouse Wanted" ad once more and compare their own answers to what they wanted before going through the chapter.

Assign the reading of Chapter 6 for the next session.

Chapter 6: Should You Have Sex Before Marriage?

Objectives

Cognitive - Students will understand good, rational reasons not to have sex before marriage.

Affective - Students will desire the benefits of saving sex until marriage and be determined to do so.

Behavioral - Students will delay sex until marriage.

Class Session 1:

Ask your children how many movies or TV shows they have seen in the last month in which people had sex before marriage. Ask if the movies or shows indicated any consequences, such as disease, pregnancy, people hurt or offended by the sexual relationship, broken hearts, or broken families.

Point out that many times the sexual relationships portrayed in the media don't have any consequences.

Ask the children to read "Felicity and Jim—Love and Disease". Ask them if they think this is a romantic love story.

Felicity and Jim—Love and Disease

Felicity, an attractive blonde in her twenties, went to her doctor with a question. It was about her love life.

"Doctor, I've recently met a great guy named Jim. The only problem is, Jim has herpes (a sexually transmitted disease) from a previous sexual relationship. He says he doesn't have any symptoms, but he says he is 'shedding.' What does that mean?"

The doctor told her that her new partner was "shedding" the virus—meaning germs were flaking off him frequently if he was not taking medication—and the germs could get on her if she had sex with him.

Felicity's doctor told her firmly not to have sex with anyone until they were married. If she was deeply in love with Jim and he with her, they could use certain practices to protect her from getting the disease once they were married. The doctor recommended that the man wear a condom during sex with a cream on it that destroys viruses. They should not have sex any time he was having symptoms of the disease. Further, any baby they might have could also be exposed to the disease.

Felicity left the doctor's in tears. She was in love. But she couldn't imagine marrying someone with whom she would have to avoid sex at times because he was "shedding" germs of a disease he had gotten from another woman. The idea of using medicines and creams and latex whenever she made love to him upset her. She was horrified that, even though the doctor said it was rare, Jim's disease could affect a baby if Jim gave her herpes during her pregnancy.

Felicity decided to break off with Jim and look for a man who had stayed sexually pure—as she had—saving sex for marriage.

This is not that unusual a case. In some countries, as many as 20 percent of people over the age of 12 have herpes. That is one person out of every five. Sometimes the personal ads in newspapers outline the kind of diseases the person has so that only people with the same disease, or people who don't mind being infected with the disease, will get in touch with the person for a date. Isn't it romantic?

One by one, go through the reasons people give for having sex before marriage. Ask your children' opinions of the stated ideas (in italics) before summing up the text's arguments. Your children may come up with even better arguments against this kind of thinking.

Some people say that before marrying, couples need to be sure they are compatible. They should have a "trial marriage" to see if it will work. Since sex is an important part of marriage, they say it is important to get to know each other in this way before marriage.

Point out to your children that research shows that couples who live together before marriage are much more likely to divorce than those who do not. These "trial" marriages or testing periods don't work the way people think they will.

Help them recognize that premarital sex does not help one to discover whether one's partner possesses the truly important qualities or virtues necessary for a successful marriage, such as trustworthiness, honesty, or kindness. On the contrary, it can cloud judgment and lead to marrying the wrong person. Sex creates strong emotional bonds and can make one believe a relationship is deeper than it really is. This emotional bonding can lead a person to prolong a relationship that is based mainly on sexual attraction—very powerful feelings that nevertheless fade. As a result, a person eventually feels trapped in a relationship he or she has outgrown.

Another argument in favor of premarital sex is that the sexual experience gained will help people to have better sex in their eventual marriages.

Your children should be led to understand that sex is a mystery that is very exciting for a married couple to explore, learn about and share together. On the other hand, if one of the partners is "experienced," he or she often will compare his or her spouse to previous sexual partners. In this way, previous partners come back to haunt the marriage bed and create dissatisfaction. A scientific study of people who were virgins when they married

found that they enjoyed their sex lives with their spouses more than people who were not virgins when they married.

Some people say that sex is simply a physical need, like eating or sleeping, and there is nothing wrong with satisfying this need.

Emphasize that sex is not a need; it is a drive. If you do not eat, you will die. If you do not sleep, you will lose motor and mental skills, have accidents, and be unable to work. If you do not have sex, will you die? Will you lose motor and mental skills? In fact, those who live celibate lives, such as monks and nuns, are renowned for their long lives, good health, and spiritual wisdom!

Sometimes people compare human sexuality with animal sexuality. However, there is a great difference. Animals cannot control their sex drive and have no choice but to mate when they are in heat. For them, sex is not related to love. Human beings have the ability to control their behavior with their minds. We can think and evaluate a situation before we act. We don't have to follow every desire or impulse we feel. This is because human sex is not just a physical act. It is meant to be an expression of love between two people who are committed to one another for life. It downgrades our humanity to separate sex from love.

Some say that marriage is old-fashioned. Why can't people be in a relationship without marrying?

Guide your children to recognize that a wedding ceremony represents a public commitment between a man and a woman. Every culture known to scientists has had marriage. Is it just an ancient custom—or is it something that people everywhere, in every time era, have wanted? Those who are not prepared to make a public commitment to each other, as in marriage, are not yet ready for the intimate relationship of sex.

When two people simply live together, the partners—sometimes unconsciously—keep the idea of walking out when things get tough. This influences the atmosphere in the family, especially if there are children. Even when the relationship seems harmonious, the partners can never be completely sure of each other. There will always be a feeling of insecurity about their relationship.

A common argument nowadays is "If I love someone, it is natural to express that love sexually, even if I know it will not be a permanent relationship."

Your children should discuss the analogy of communication and love. One way we communicate with each other is through language. Our words send information and meaning. If we misuse our words, our ability to communicate will be devalued.

The same applies to love, which is often described as a language. If we easily say, "I love you," to lots of people, then it becomes difficult to find words to express love to the person who really is special. If we easily have sex with people, even if we think we are

expressing love, we no longer have any unique and exclusive way to express love to the person who is most special to us. Just as words are devalued by misuse and overuse, so is sexual love.

Explain to your children that that is why the marital relationship has been the place traditionally reserved for sexual love. Sexual love becomes the seal upon this unique, exclusive relationship and sets it apart from all others.

Once the discussion of the rationalizations people use to justify having sex before marriage is finished, discuss the Questions for Reflection in their student books.

Questions for Reflection

1. Which reasons for saving sex until marriage seem most convincing to you?
2. Which reasons seems least convincing? Explain why.
3. What is abstinence?
4. What do you think of the justifications people make for premarital sex?
5. How do you think you would feel if you suddenly discovered you were pregnant, or you caused someone to become pregnant?
6. What would you do?
7. How would you feel if you suddenly discovered you had a sexual disease?
8. What would you do?

Class Session 2:

Materials needed: Candy—enough for everyone to have one piece

Explain that you are going to play a game based on a Victorian parlor game.

The children (or other family members) stand in a circle. One child is chosen to stand in the middle of the circle. He or she slowly turns all the way around once, while the others forming a circle try to make him or her laugh. The goal of the student in the middle is to turn all the way around once, meeting every other student's eyes, without smiling or laughing.

The people in the circle cannot touch the person in the middle, but they can make funny faces, funny sounds, say funny things, make jokes, tease, dance, or do anything to make the person laugh. This should be a lot of fun.

Anyone who can stand in the middle and turn all the way around once, meeting every other person's eyes one time without breaking into a smile or laughing will get a piece of candy!

When the game is over and students have settled down, explain that they may have a goal of saving sex until marriage. However, a lot of people will try to make them give in—just

like in the game. It is not easy to resist other people trying to tempt you into having a "fun" or "good" time, is it?

Give them good reasons to keep to the goal of staying sexually abstinent until marriage by going over the points in the student book under the section heading "Some Benefits of Abstinence until Marriage".

- You are free to develop your character.

Young people spend a lot of time making themselves sexually attractive. By deciding to wait until marriage, you can devote your attention instead to developing your virtues, which will make your marriage more romantic later on. By saving sex for marriage, you can focus on preparing for your career and your future in general.

- You can develop genuine friendships with a wide variety of people.

You can be free to have many friends and to learn the value of friendship without sexual pressures. Many times teenagers are afraid to simply make friends with someone because a partner may become jealous. Often, very good friendships are ruined when the friends become sexually involved. By deciding to wait until marriage, all of your friends can remain as friends because you have drawn a clear line between your friends and your eventual spouse.

- You can trust yourself and your future spouse.

By developing self-control before you are married, you can trust yourself to be faithful after marriage. If you cannot control your sexuality before marriage, the pattern you have established can easily destroy your marriage. If either you or your spouse could not control your sexual behavior before marriage, how can you trust that you can after marriage?

- You can keep your marriage fresh and alive.

The intensity of first love is tremendous—it fills every cell of your body. You walk into your first love full of hope and expectation. You feel as if it will last forever. But if you break up, heartbreak is inevitable, and somehow the second love is never as wonderful as the first. It is better to save that first-love feeling for marriage.

- You won't be compared to past lovers.

It's not easy to forget the experience of previous love affairs, even if you are married. If both you and your spouse come into the marriage pure, you will never suffer the experience of comparing your spouse or being compared to anyone else. Partners should be able to love and accept each other in an innocent and discovering way.

- You will be able to love your spouse truly.

True love means that we live for the welfare of the other. In marriage the husband thinks of what is best for his wife and the wife thinks of what is best for her husband. They live to bring joy to one another. Your ability to control your sexuality for the benefit of your spouse builds respect and love now, like putting money in the bank. By being true to that person before marriage, you are showing that you cherish that person above all else. He or she will be very grateful for the gift of purity you bring to the marriage.

Ask your children if they can think of other benefits to staying abstinent until marriage. Emphasize that these rewards and benefits are like the candy in the game. To get the reward, you have to stick to your goal without giving in to pressure.

Have your children do the Reflection Exercise: "Your Plans".

Reflection Exercise: "Your Plans"

What are your plans for the next ten years? How old will you be in ten years? Think about what you want to have accomplished by then. What are your goals in terms of your education and career? Are you thinking of traveling somewhere? If you become involved in an uncommitted sexual relationship, how could this influence the fulfillment of your plans? What can you do now to avoid a situation that might damage your future?

Chapter 7: Preparation for a Successful Marriage

Objectives

Cognitive - Students will recognize how essential the virtues of commitment and fidelity are to a successful marriage.

Affective - Students will want to have happy marriages in the future and will be willing to build their characters now in order to have them.

Behavioral - Students will practice keeping commitments and being loyal in their friendships and other non-romantic relationships.

Class Session 1:

Ask your children to imagine they are going West in a covered wagon in the old days. They have only a wagon in which to store their belongings. It is a six-month journey. There are no hotels or motels along the way, so they will have to camp out in the wilderness and prairie conditions.

If they have a wagon about five feet by ten feet, what kinds of things will they be able to bring with them? What kinds of things will they have to leave behind?

Explain that the areas in the United States on either side of the Mississippi River -- a large river many pioneers had to cross -- are still full of old dressers, wooden trunks, and large and heavy furniture. The pioneers found they could bring these possessions no farther if they were to cross the river and continue their journey.

The text compares marriage to such a pioneering journey. Ask your children what kind of things they think they might need to leave behind on the journey of marriage. Will they be able to spend as much time as they do now with their friends, for example? Do they think they might have to give up close friendships with people of the opposite sex? What other things might they have to leave behind?

Explain that some pioneers wanted to turn back on the journey because it was hard. Some did turn back, but most did not. By sticking to their commitment to go West, many found prosperity for themselves and for their descendants. Look at California now! It was once the destination of people with nothing but determination. It is now the home of many great industries—all because the pioneers kept their commitment to their journey.

Point out that marriage is like a journey. Sometimes people want to give up. Yet for those who go the whole journey, marriage builds families, communities, even nations. It is the start of new human beings. It is the start of many new things. It is something worth committing to for the sake of the future.

Explain that in marriage, commitment means being faithful to the marriage partner. Ask your children if they have ever been betrayed by a friend. Give examples of such betrayal:

- A friend says he or she will do something or go somewhere with you, then abandons you for someone else.
- A friend promises not to tell anyone your secret, but then you find out everyone knows about it because your friend told several people.
- Someone you introduced to your best friend becomes closer to your best friend than you are, and you get left out.

Ask the children for other examples of betrayals by friends.

How do such betrayals feel? If a betrayal by a friend hurts so badly, how much more must a betrayal by a husband or wife hurt? Ask your children to imagine how it must feel to have a spouse get romantically or sexually involved with someone else.

Point out that this is why fidelity is so important in a marriage. Trust is the foundation of true romantic love. If trust is broken by betrayal or lack of commitment, how can love develop between two people?

Ask your children to do the Exercise "Inquiry on Marriage" as homework for the next session.

As a last discussion point, Ask your children how they can build the virtues of commitment and fidelity into their characters now to ensure successful and happy marriages later.

Class Session 2:

Discuss the childrens' results from doing the Exercise: "Inquiry on Marriage." Have them discuss the last question: What advice would you give a young person on establishing a successful marriage and family? If possible, make a master list on a paper that shows their ten most important pieces of advice. It could be entitled "Advice for a Happy Marriage".

Discuss the Questions for Reflection in their student books.

Questions for Reflection

1. What are the two main virtues you need for a successful marriage?
2. What other virtues are important in marriage?
3. What are the different stages of marriage?
4. Can you understand why some people give up in the second stage? Why shouldn't

they?

5. How does marriage help us grow in love?

Ask your children to write their own wedding vows. What would they want their spouse to vow to do? What promises would they want to make to their spouses? Have them write a letter to a future spouse, expressing their hopes, dreams, and willingness to commit to them.

Assign the reading of Chapter 8 as homework for the next session.

Chapter 8: The Single Parent Family

Objectives

Cognitive - Students will understand the special challenges of single parent families.

Affective - Students from single parent homes will feel understood and supported.
Students from two parent families will feel empathy with those from single parent homes.

Behavioral - Students will build the virtues that support long-lasting marriages for themselves. Students will abstain from premarital sexual activity.

Class Session 1:

Ask your children to reread and discuss "Peter's Story" and "My Beginning Will Not Dictate My End."

Peter's Story:

"It's easy to feel sorry for yourself," said Peter, a teenage boy whose parents had been through a nasty divorce the year before. "And I did! But then I thought about Karl. I'd always thought Karl had it made. Karl was one of the best looking boys in our class and the most popular girls wanted to date him. He was a star athlete and got good grades and his mom and dad seemed so nice. I would curse when I thought of how lucky he was compared to me.

Then his older brother was killed in a car accident when Karl was a sophomore. A year later, his mother was diagnosed with cancer and died during Karl's senior year. You could see how much Karl was struggling. He always looked puzzled and angry at what had happened to his family. When I compared my situation to his, I stopped feeling sorry for myself. My parents were healthy and so were all my brothers and sisters. Yes, we had a hard time on our hands, but at least we were still all in the world and still speaking to one another. Everyone's got some things they are struggling with—even the ones who look like their life is so perfect."

"My Beginning Will Not Dictate My End"

Jacqueline grew up in a single parent home. She was the child of a teenage prostitute. They lived in a big city, and their neighborhood was crowded, poor, and dangerous. She was sexually abused by several men as a very young girl.

When her uncle took her out of that situation, Jacqueline went to work to repair her life and become a success. She became a leader in an important corporation in the United States. She refused to be angry or to feel sorry for herself. Her motto was: "My beginning will not dictate my end." Psychologist C. Terry Warner said of her, "Everyone...found her warm and welcoming... at noon and after work people would wait outside her office for a chance to talk with her about their troubles."

C. Terry Warner, *Bonds That Make Us Free*, The Arbing Institute, Inc., Shadow Mountain Press, 2001, p. 281.

Ask your children how they feel about the situations these teenagers are facing in these stories and about how they handled what happened to them.

Discuss the Exercise: "Kathy's Story". Consider such issues as: 1) envy of Kathy for her freedom 2) Kathy's sense of loss and shame about her mother's new boyfriend 3) her changing feelings about her father over time.

Exercise: "Kathy's Story"

My name is Kathy. My father died when I was thirteen years old. I have a sister who is seven years younger than me. Once my dad was gone I had to help my mom a lot. I became responsible for my little sister after school. I did most of the shopping. My mom came to depend on me a lot, not just for shopping and taking care of my sister, but I was like her best friend. My dad had been really strict with us when he was around, while my mom would basically let me do anything without asking. Without my dad I could go anywhere and do almost anything I wanted. My friends had to be home early and always tell their parents where they were going, but not me. It was fun in a way, and my friends envied me, but actually I wish that my dad had been around to guide me more. Although he was strict, I really felt his love through his concern.

Then my mom got a boyfriend. He was a good person. After a while he moved into our apartment. Mom became much happier, and I liked having him around. He never told my sister and I what to do, but always listened to our ideas and struggles. But I wish that they had gotten married before starting to live together. I was embarrassed for my friends to find out. I also felt that my mom was not there for me as much. She didn't need me like she did before, and that hurt me. I still miss my dad. While he was alive I never realized how much I loved him and needed him.

Discuss the Questions for Reflection in their student books.

Questions for Reflection

1. Do you think that a child from a single-parent family will have a greater sense of responsibility than other children his/her age who live with both parents?
2. What types of responsibilities do you think such a child might have that he/she may not have if he/she were living with two parents?
3. Would having more responsibilities necessarily be a bad thing?
4. How do we learn to communicate with members of the opposite sex if we grew up in a single parent family with a parent of the same sex as us?
5. Do you see any positive points to growing up in a single parent family?
6. How can we learn from the mistakes of our parents?
7. How can we learn from their successes?

Class Session 2:

Write "Mother" on one side of a paper and "Father" on the other side. Ask your children to name qualities of their mothers and fathers and write these under the appropriate headings.

Ask if your children feel that mothers and fathers bring special qualities to a family. Point out that these qualities may be very different, but that both mothers' and fathers' contributions to their families are very important and helpful.

Mention that some single parents say, "I have to be both mother and father to my children." Using the qualities on a paper, ask if this is really possible. Aren't some of the qualities more natural to mothers and some more natural to fathers? Yet all are needed in a family.

Discuss the Reflection Exercise in their student books.

Reflection Exercise

Complete the following with at least five examples:

- Things I have learned from my father (or father figure)
- Things I have learned from my mother (or mother figure)

Assign the reading of Chapter 9 for the next session.

Chapter 9: Respect and Tolerance

Objectives

Cognitive - Students will understand the meaning of stereotypes, prejudice, empathy, respect, and tolerance.

Affective - Students will experience empathy and have a desire to treat others more kindly and respectfully.

Behavioral - Students will show more responsibility and tolerance toward each other through exhibiting more courtesy and restraint.

Class Session 1:

Materials Needed:

Sunglasses

Flowers

Write the names of various groups on a paper: blacks, whites, Westerners, Asians, movie stars, salespeople, men, women—any others you or your children can think of. Ask your children to name stereotypes of these groups (the stereotypes may be good or bad). Then ask them to name someone from that group whom they know, or who is famous, who does not fit the stereotype. Point out that it is clear, then, that the stereotypes they have of groups do not fit everyone in those groups.

Explain that meeting an individual with a stereotype in your mind is like seeing a person through tinted glasses. Put on the sunglasses. Point out that when a person is looking at the world and people through tinted glasses, he or she does not see the world and people as they really are. That person is partly blinded.

Also, that person is missing out on a lot of beauty. Now look at the flowers with the sunglasses on. Ask each child to view the flowers with and without the sunglasses. Ask the children to describe how the flowers look with and without the sunglasses. Ask them what they conclude from this.

Emphasize that when we look at people through the tinted glass of stereotypes and prejudice, we are unable to see their beauty, just as these flowers look duller when we look at them through tinted lenses.

Explain that every person deserves respect simply because of being human. Ask your children to name ways in which they can show respect to others. Ask your children to name ways in which boys can show respect to girls, and girls can show respect to boys. This can include not doing and saying certain things.

Explain that one person or group showing disrespect for another person or group sparks many conflicts. Explain that even if one has legitimate complaints about the behavior of others, being disrespectful will only make matters worse.

Elaborate that you cannot force someone to respect you by demanding it, by calling names, by being rude or pushy, or by making him or her fearful, threatening him or her, or by other ways of being disrespectful. The only way to make someone respect you is to treat him or her respectfully.

Of course, some extreme forms of disrespect—like crime—must be stopped by force.

Ask your children to rate the following acts in terms of disrespect to respect, with 1 being the most disrespectful act and 10 being the least disrespectful act.

Do this as a sort of "voting" exercise. Ask your children to call out the numbers they think are appropriate, and see if they can reach agreement on a number for each offense. Point out that, as the book says, we are dealing with three categories of respect: respect for oneself; respect for others; and respect for life, the environment, and property.

Have the children rate:

1. Trampling a neighbor's garden as you chase your baseball.
2. Cutting roughly in line at the movies, saying, "I was here before, so move."
3. Laughing at a crippled person.
4. Punching someone in the face.
5. Running a sharp metal object along someone's car deliberately, in order to leave a long scratch.
6. Saying, "Shut up!" to your parents.
7. Killing someone.
8. Calling someone a bad name.
9. Talking about someone in a mean way behind his or her back.

Point out that all these things are disrespectful because they hurt others and demean their value, rights, and humanity. Some do this more seriously than others.

Ask your children if they think all of the examples of disrespect have a strong chance of causing arguments or conflicts.

Class Session 2:

Material Needed:

Pictures cut out from magazines of human faces with different expressions and emotions on them

A big white paper heart

Write on a paper Helen Keller's words: "The highest result of education is tolerance." Remind your children who Helen Keller was, explain that she was a blind, deaf, and mute woman who overcame her difficulties to go to college, and went on to become a famous writer, speaker, and humanitarian, who won numerous awards, was famous all over the world, and met presidents and kings. She was an inspiration to millions of people.

Explain that today we are going to learn about tolerance. Tolerance means allowing others to be as they are. It means being able to live equably with differences.

Hold up the big white paper heart. Say, "This is Heartie, a new person in our community. As you can see, Heartie is a little different from you and me. But I'd like you all to meet Heartie up close, so I'm going to introduce Heartie to each of you, and I want you to say something to Heartie."

Present Heartie to each student, holding Heartie up in front of him or her, and invite the student to say something to Heartie. Tell your children they can only *say* something to Heartie; they cannot grab or tear him.

If someone says something rude, disrespectful, or makes fun of Heartie, tear a little piece off Heartie. At the end, hold Heartie up.

Explain that disrespect, intolerance, and prejudice hurt people's hearts. Ask your children if they felt sorry for Heartie when he was torn. Explain that the feeling they felt was empathy—they felt pain as Heartie felt pain.

Hold up the different pictures you have, one at a time. Ask your children what the person in the picture is feeling. Ask them to imitate the facial expression and try to feel the feeling in their own hearts. This is empathy—being able to feel another person's feelings. Empathy is being able to "put yourself in another person's shoes."

An alternative would be for your children to sit facing one another in pairs while one tries to express an emotion through facial expression and body language, and the other tries to discern what emotion is being expressed.

Discuss the Questions for Reflection exercise in their student books.

Questions for Reflection

1. Define the words *respect*, *tolerance*, *empathy*, *stereotype*, and *prejudice*.
2. How does developing empathy help us to have respect for others?
3. Why is respecting yourself essential to respecting others?
4. Are there limits to tolerance? What are they? Give some examples.
5. Why do we often show disrespect towards those we disagree with?
6. How do you want to be treated? Do you treat others that way?
7. Do you hold any prejudices or stereotypes?
8. Is there a difference between generalizing and stereotyping? If so, what?
9. Why do you think people often form opinions about people and things before they know all the facts?
10. Can you identify any stereotypes and prejudices that you have heard either in your family, at school, or elsewhere?

Assign the reading of Chapter 10 as homework for the next session.

Chapter 10: Money, Money ...

Objectives

Cognitive - Students will realize that materialism is never satisfied. Students will recognize that earning money honestly and using money wisely and appropriately is more satisfying than having lots of money.

Affective - Students will want to use money wisely and will feel an aversion to the dishonest and selfish gain and use of it.

Behavioral - Students will budget personal money and spend more wisely.

Class Session 1:

Write on a paper "One million dollars" or the most commonly used large amount of money in your country: the figure people use when they say, "If I only had X amount, I would be happy." You may want to write it out numerically, as in \$1,000,000.

Tell your children to take out a piece of paper and to write that amount on the top of the paper. Now their job is to spend it! (Just pretending!)

They will have a lot of fun doing this, but remind them that common things people think of when faced with so much money might use up a sum like a million dollars very quickly.

For instance, tell them the following costs:

Brad Pitt's Hollywood mansion cost \$18 million.

The average price of a house in the United States is \$150,000.

A Ferrari can cost \$250,000.

A BMW can cost between \$30,000 and \$100,000.

A four-year university education, resulting in a bachelor's degree, costs between \$14,000 and \$80,000.

An in-ground swimming pool costs about \$15,000.

Give them time and urge them to think about their futures, their families and so forth. Then ask them to reflect: Would \$1,000,000 be enough for all their wants and needs over a lifetime? Or have they already used it up in their imaginations?

Make the point that because material things cannot satisfy human beings completely, people always want more, trying to satisfy what can't be satisfied by money alone. Assure them that money will never satisfy the part of them that longs for things that are unchanging and lasting, such as beauty, goodness, truth, honor, love, and integrity, which no amount of money can buy.

Money is a consumable resource; it gets used up. Material things also become used up, damaged, broken, and out of date. There is always something about money and material things—no matter how much a person has—that leaves a certain emptiness and frustration, even if at first they provide great satisfaction.

Further, money will not satisfy us if it is acquired dishonestly or in a way that hurts or is at the expense of others.

Discuss the Questions for Reflection in their student books.

Questions for Reflection

1. What are some things you can buy with money that will make you happy?
2. What are some things you can buy with money that will make others happy?
3. What are some things you can't buy with money?
4. What things are most valuable to you and why?
5. Are rich people always happy? Why not?
6. What is your source of happiness?
7. Why is money often the source of conflict between people?
8. How is making money an ethical issue?
9. What are some ethical and unethical ways of making money?
10. Explain how these either benefit or hurt society.

Class Session 2:

Mention that some lottery winners in various countries were interviewed, and it was discovered that many of them were unhappier after winning large amounts of money in the lottery than they were before they won. Many got into legal difficulties as others tried to get their money, or as they spent too much on themselves and couldn't pay their debts. The ones who were actually happier for having won the lottery were the ones who had a good character. They used their money wisely, often to benefit others they truly cared about.

Explain that to use money well, we have to be able to tell the difference between wants and needs. First and foremost, money is needed for survival.

Ask your children to name some things necessary to their survival. Then have them do the Exercise: "Wants and Needs" in their student books.

Exercise: "Wants and Needs"

Write a W next to the things in the following list that are wants. Write an N next to the things in the following list that are needs. Remember—a need is something basic to your survival.

New CD
Vegetables
Shelter
Headphones
Water
Jewelry
Movie tickets
Popcorn
Protein
Clothing
Soap
Designer sneakers

Explore any disagreements between you and them on what is a want and what is a need.

Ask the children what profession they would choose when they are out of school. Have your children call out their choices and the reasons behind those choices. Discuss the validity of their reasons. Ask them if they have any idea how they can get into the profession of their choice: what education, experience, certification, or training it will take, and how much it will cost. Ask them to assess how realistic their ambitions are and what they can do to make their dreams come true.

Do the Reflection Exercise: "Choosing a Job" in their student books.

Reflection Exercise: "Choosing a Job"

Put the following in the order of importance to you when choosing a job:

- Good money from the start
- Honest work
- Good prospects for advancement
- Social status
- Personal interest
- The opportunity to serve people
- The opportunity to use your talents
- Number of hours
- The opportunity to develop your skills
- Good relations with co-workers
- Feeling that you are doing something useful
- Self-respect

Explain that it is okay to dream of being someone fine or great. But dreams are not always easy to make into reality. Explain that goals are different from dreams.

Write on a paper:

"Goals are dreams with deadlines."

To accomplish their dreams of a successful profession, they need to set markers or deadlines: "I need to accomplish this certain step by a certain period of time."

Encourage them to find out more about what a person really has to do to achieve his or her dream and to begin to turn it into a goal: a dream with a deadline.

If your children haven't done it yet, have them work on the Personal Success Plan in their Renzulli Learning System.

Assign the reading of Chapter 11 as homework for the next session.

Chapter 11: A Leader Lives Altruistically

Objectives

Cognitive - Students will realize that a true leader serves others.

Affective - Students will want to live altruistically and will feel more compassion for others.

Behavioral - Students will serve others more.

Class Session 1:

Materials Needed:

Three or four newspapers; old ones are fine

Ask your children if they have ever experienced joy through helping someone else. Ask them to share stories about times they helped a stranger and felt good about it. Then have them reread "The Good Samaritan—A Leader in Doing Good Deeds".

The Good Samaritan—a Leader in Doing Good Deeds

The Good Samaritan in The New Testament is so famous that there are thousands of hospitals, community centers, and charity groups all over the world named "The Good Samaritan" after him. Newspapers sometimes use the title in their headlines to describe someone doing a good deed: "Good Samaritan saves child from oncoming car," and such. The story of The Good Samaritan tells us two very important things: that we are to help others when we see them in need, and that anyone can do good things for the sake of helping others.

The Good Samaritan belonged to a religious "out group." The leaders in the town looked down on his group. Still, when a man was robbed, beaten, and left for dead on the side of the road, it was the Good Samaritan who stopped and helped. He cleaned and bandaged the man's wounds, he helped him to an inn, he paid the innkeeper himself, and later returned to check on the injured man to make sure he was all right. He probably saved the man's life. In this, the Good Samaritan showed that he was a truer leader than the important people in the town, who had walked right past the injured man and had not bothered to help him.

Next, ask the children about times they have helped friends or family members. Ask them to share any stories they would like to. Then have them reread "Kevin—a Teenage Leader". Ask them if they know anyone like Kevin. Tell them that Kevin is based on a real person -- a high-school student like themselves.

Kevin—a Teenage Leader

"Kevin! Kevin!" It seemed like that was the only name in the park that day. Everyone wanted Kevin's attention and companionship, and everyone was calling his name.

Kevin was a teenage boy who lived for serving others. He spent his pocket money buying treats and snacks for the other kids. (His mother wondered why he was always low on money!) When another kid got hurt, Kevin would take him or her to his house and wash out the cut and apply a bandage or call the kid's parents. When kids needed to get home after dark, Kevin tried to get rides for them or walked them home himself. He often brought water to the park for other kids on hot days, or brought the kids to his kitchen door and asked his mother for juice or ice water for them.

Because of how much he helped others, the other children turned to Kevin to mediate arguments in the park and on the field and basketball court. Kevin was able to soothe tempers and calm people down so they could talk out their problems with each other. He prevented fights by helping kids get their anger out in words instead of blows. Since he excelled at sports, the kids trusted him to decide any questions or arguments about the rules in a game. They knew he'd be fair.

"Why is everyone always calling 'Kevin! Kevin'?" a jealous neighborhood boy complained

"He's the leader!" the other kids told him.

Explain that helping others involves having compassion for them. Compassion means being able to feel sorry for someone and to want to help him or her.

Give your children a newspaper to study. Each child is to find at least one article that excites their compassion. For instance, it could be compassion for the victim of a crime; compassion for elderly people being turned out of a housing project; compassion for people who lost their house in a fire; compassion for the little children of a police officer killed in the line of duty who will grow up without a father; compassion for people who use a government assistance program which has been terminated; compassion for a group who are trying to build a new church but who keep getting blocked by city zoning ordinances; or others.

Ask your children to do the Exercise: "Myself as a Leader" tonight as an experiment.

Class Session 2:

Explain that this session will be about motivation—why people do what they do. If someone does altruistic things out of a selfish motivation, or only to be praised and noticed, they probably don't get much inner satisfaction.

Ask your children to take a few moments to think about why they do the things they do. Have them fold a piece of paper in half lengthwise, and on the left half of the paper ask them to make a list of the things they have done so far today.

Tell them that there was a very famous psychologist who noticed that, as a young man, he was quite selfish. He then wanted to find out what makes people the way they are, and that led him to become a psychologist. The incident that taught him how selfish he was happened one day as he was walking on campus at his university, where he ran into an acquaintance. They spoke for a few minutes and then parted. The psychologist-to-be realized suddenly that every word he had said in the conversation was selfishly motivated. Everything he had said had been to impress the other person. Even when he listened to the other person, he was secretly planning his next remark, secretly planning what he could say to promote himself. Even when he asked the other person how he was, he was trying to get credit for being polite and concerned. This young man was M. Scott Peck, author of one of the greatest best sellers on the human psyche.

If we are honest, we will notice that most of what we do is to try to get some kind of happiness or glory or gain for ourselves. We make a joke so that other people think we are funny and will like us. We talk about others behind their backs in order to make ourselves seem better than they are. We are polite to our elders because we will get in trouble if we are not.

Now ask your children to look at their lists of things they have done so far today. Did they do those things for themselves or for others? Have them mark each item "S" for self or "O" for others. This is for their eyes only, so encourage them to be very honest.

Mention that they may have to think quite deeply to get at their real motivation for doing things. For example, if they wrote, "I studied" and marked it "O" for others because they do it for the sake of their parents, ask them to look a little deeper. Are they studying selflessly, only to please their parents? Or are they studying so that their parents don't get angry with them? If so, that means they are really going to school for themselves—to avoid the discomfort of having their parents angry with them.

Mention that living selfishly is the opposite of altruism—which is living for the sake of others, for their benefit, not for ours. A selfishly lived life is never a satisfying one.

Have your child fill out the Reflection Exercise in their student books.

Reflection Exercise:

Think about and write down things you can do for other people in all the settings of your life: at the breakfast table at home, on the bus or walking to school, in class, after school, going home to dinner, and so on. It would be good to try to put some of these ideas into practice.

Ask each person to share one thing they plan to do for others.

Then discuss the Questions for Reflection in their student books.

Questions for Reflection

1. What does it mean to live altruistically?
2. Is it possible to just live for ourselves? Will we be happy that way?
3. What is compassion?
4. Explain the difference between a true leader and someone who just wants to be the center of attention.
5. What things did the Good Samaritan do to help the beaten man?
6. Have you ever helped someone you didn't really have to help?
7. In what ways do you live altruistically?

Assign the reading of Chapter 12 as homework for the next session.

Chapter 12: Leading a Noble Life

Objectives

Cognitive - Students will understand that a noble life is a life lived to benefit humanity.

Affective - Students will aspire to lead noble lives themselves and be inspired by such a vision of their lives.

Behavioral - Students will look for and adopt heroes as role models for their lives.

Class Session 1:

Discuss the Questions for Reflection in their student books. They may refer back to the chapter in their student books.

Questions for Reflection

1. How would you define true nobility?
2. Who are some of the noblest people in your nation's history?
3. Were they selfish or unselfish?
4. What does it mean to live for a cause greater than yourself?
5. In what ways can a person's actions change the lives of others for the better?
6. If you were to become a person dedicated to a noble cause, what would your cause be?
7. What do you think is the most important thing to live for?
8. How would you like to be remembered?

Have a brainstorming session of "nominees for a noble life." Who do your children think of as noble people? (They may be famous people or not; they may be their peers or not.) They should give a reason for their choice. After listening to all the nominees and reasons, hold a vote for the favorite "most noble" person.

Ask your children to choose one of the nominees who was famous, or some other famous person whom they admire for nobility, and fill in the Exercise: "Influential Figure" in their student books.

Exercise: "Influential Figure"

Think about an individual who influenced historical events in a positive manner and answer the following questions:

1. What was the attitude of this influential figure?
2. What did this person do that made him/her exceptional?
3. What are some of the values that this person possessed?
4. What personal characteristics did this person display?

5. In what ways did this person's actions show that he/she was more concerned about others than about him/herself?
6. How is this person remembered today?

Class Session 2:

Materials Needed:

Paper, pencils

This session will be about "filling the shoes" of a hero or heroine.

Ask your children how many of them have ever seen the movie *The Lion King*. Many probably have. Describe the scene in which the little lion cub, Simba, who will be the Lion King when he grows up, is following his huge and impressive father, Mufasa. Mufasa is now the Lion King, and he is an excellent and powerful leader. Simba had wandered off to a forbidden area, and his father takes him out to give him a good talking to. Simba, following his father, steps into one of his father's paw prints and notices how small his paws are compared to his father's huge ones.

This is the movie maker's way of showing that Simba realizes he has a long way to go before he will be a great and mighty Lion King like his father. It is a reference to an expression in English: "It will be hard to fill his shoes." In other words, it will be hard to become as great as someone who is or was.

Give each child a piece of paper and ask him or her to trace the outline of his or her right shoe sole. They are to write the name of the person they chose as an "Influential Figure" in the last class session at the top of the paper, or they may select a new hero or heroine if they wish. They should write the name of this person at the top of the paper.

Ask them to think what qualities a person would have to have to "fill this person's shoes". Have them write the qualities inside the outline of the sole of the shoe.

Then have The children do the Reflection Exercise: "Myself as a Noble Figure" in their student texts.

Reflection Exercise: "Myself as a Noble Figure"

Would you like to be the kind of person you chose for the previous exercise? Why or why not? Could you become that type of person? Why or why not? Reflect on how you could live a noble life. What kinds of obstacles might you face, both internal and external? What would be the results of such a life?

Assign the reading of Chapter 13 as homework for the next session.

Chapter 13: Leadership by the People

Objectives

Cognitive - Students will understand that responsibility comes along with freedom, privileges, and power. Students will understand that democracy is government "of the people, by the people, for the people."

Affective - Students will appreciate and want both freedom and responsibility as citizens.

Behavioral - Students will practice good citizenship by participating in and putting more effort into the groups of which they are a part: family, school, and community.

Class Session 1:

Materials Needed:

As many coins as there are children
Three boxes or three glass jars

Begin you by telling your children that today they will be practicing citizenship in action by voting.

Label the jars or boxes "For", "Against", and "Undecided".

Choose a relevant current political issue or use an issue of interest to teenagers.

Your children should deposit their pennies (or "votes") in one of the glass jars or boxes.

Have those who voted "For" sit together on one side of the room and have those who voted "Against" sit together on the other side of the room. The "Undecided" Your children may sit together on either side or in a neutral area.

The groups (or individuals) are to draw up a list of their best arguments in support of their vote. They should choose someone to present the finished arguments to you by reading them out loud or explaining them.

Once they are finished and have presented their arguments, ask any "Undecideds" if they would like to take their penny out of the "Undecided" jar or box and place it with either the "For" or "Against" votes. Ask if any "For" or "Against" person would like to change his or her vote. Count the votes and announce which side has won.

Explain that deciding things through voting is government "of the people, by the people, for the people."

Ask your children to do the Reflection Exercise: "Future Citizen".

Reflection Exercise: "Future Citizen"

Imagine yourself old enough to vote in a presidential election. One candidate is well educated, with much experience in government, but has been through three divorces and has been known to maintain several mistresses at once. The other main candidate has an average education, little experience in government, and has been married twenty-five years and raised four wonderful children who are successful in various professions. Which would you vote for, and why?

Class Session 2:

Explain that in self-government the "majority rules". This means that even if many people oppose someone or something, if the majority supports the person or the issue, the person is elected or the issue becomes the law of the land. Those who feel differently are expected to peacefully accept the outcome and work within the system for a different outcome the next time. They can volunteer for a campaign in order to win more people over to vote the way they would vote, just as students did in their debate on the previous issue.

Ask your children to do the Exercise: "Getting What We Deserve" in their student books.

Exercise: "Getting What We Deserve"

"It has been said that in a democracy we get the leaders we deserve." Do you agree with this statement? In what ways might it not be totally correct?

Discuss the Questions for Reflection, referring back to the chapter, if necessary, to review the answers.

Questions for Reflection

1. What does being a loyal citizen involve?
2. How does good character contribute to good citizenship?
3. How do family relationships contribute to good citizenship?
4. How is a cell in the human body a model of good citizenship?
5. Why do citizens in a democracy have greater responsibility than those in a monarchy or feudal system?
6. Why is democracy leadership "of the people, by the people, for the people"?
7. Why do citizens in democracies need freedom?
8. Why do they need to take responsibility?

Look back on the Reflection Exercise: "Future Citizen." Have the children give their reasons for the way they voted. Then ask if anyone has changed his or her mind because of the reasons other students gave. Explain that this is democracy in action.

Assign the reading of Chapter 14 as homework for the next session.

Chapter 14: Leadership

Objectives

Cognitive - Students will recognize the key qualities necessary for a leader.

Affective - Students will aspire to be good leaders.

Behavioral - Students will be more effective leaders. Students will take on more leadership roles.

Class Session 1:

This activity may allow leaders to emerge. If possible gather a few extra people.

Tell the children they are to think of something they want from a store. However, they may not speak during this activity. They can have a 3-minute strategy session. During this strategy session, though, they cannot tell one another what they want. They can only plan how they will communicate with each other in order to successfully complete the activity. Hopefully, they will come up with a strategy to silently communicate with one another by acting it out.

Now ask the children to notice if any leaders came out during this activity. What qualities did the leaders or leader display that are like the qualities mentioned in the student text? Did someone have a vision of how the task could be accomplished and present this vision convincingly to the others? Did someone give encouragement when and if people got discouraged because the task was a little hard? These people were showing leadership qualities.

Next, ask the children if there is anyone whom others tend to follow—someone who leads the way in fashion or sports, for instance. What is it about that person that encourages others to follow his or her lead?

Have your children do the Reflection Exercise: "My Leadership Qualities" in their student books.

Reflection Exercise: "My Leadership Qualities"

In the section "The vision of a leader" we said that a leader has to have four main qualities:

- 1) a sense of vision
- 2) an ability to communicate that vision and inspire others with it
- 3) an ability to sustain that vision over time
- 4) self-confidence

Using these factors as a guide, analyze your own leadership potential

Class Session 2:

Discuss the Questions for Reflection in their student books, using the chapter as a reference point.

Questions for Reflection

1. What are several different types of leader?
2. What are some qualities to look for in a good leader?
3. Think of someone you know who is or was a good leader. What made him or her that way?
4. Explain the difference between a leader and a manager.
5. What member of a family does a good leader most resemble?
6. Have you ever been a leader in some way? What was your experience?
7. Have you ever met with failure? How did you handle the experience?
8. What did you learn from your failures?

Explain that people can have strong leadership qualities and use those qualities to lead people the wrong way.

Ask your children for examples of leaders on their peer level who could lead others the wrong way. Students are not to name names. Explain that they should give fictional but realistic answers, such as "a gang leader", "a drug dealer", "a bully".

Point out that gang leaders indeed have some leadership qualities that make others want to follow them. "Girl bullies" in particular, are often leadership types. Girl bullies form cliques around themselves that tease and exclude and make fun of others. These girls are leaders, but they do not lead their followers into a good position.

Ask your children to look at the Exercise: "Leadership in History."

Exercise: "Leadership in History"

Research one of the following major historical leaders. How did this person change the society and world around them? What were the characteristics of his or her leadership style? Were the results of the person's leadership good or bad for his or her people? For the world?

- Joan of Arc
- Napoleon Bonaparte
- Adolf Hitler
- Nelson Mandela

Ask your children to offer any information they have about any of these historical leaders. Provide any information you have, and, if possible, Ask your children to read or research more about these leaders.

Explain that it is important to be a good follower too—in fact, in groups like the military, good followers soon find themselves promoted to positions of leadership. Let the children play the game "Follow the Leader". One person is at the head of a line and all the others must do what he or she does. If someone makes a mistake (you are the judge!), he or she is "out". The last one left—the best follower—becomes the new leader.

Assign the reading of Chapter 15 as homework for the next session.

Chapter 15: Leading the Natural World

Objectives

Cognitive - Students will recognize the need for people to take responsibility for the environment.

Affective - Students will appreciate the natural world more.

Behavioral - Students will not litter. Students will work to reduce the amount of garbage they produce. Students will forgo some purchases for environmental reasons.

Class Session 1:

Materials Needed:

Pictures of nature from magazines, the Internet, postcards, books
Papers, pencils

Pass around the pictures you have and ask your children to imagine that what they are looking at in the picture is right in front of them now. Have them describe any feelings, sounds, or smells they imagine.

If possible, take your children outside on a walk to a natural setting—a park, a tree-lined street, a pond, or a garden.

Explain that they are going to write a poem about nature called a haiku. This is Japanese poetry of a certain form that is always about nature.

Haiku has seventeen syllables and is made up of three lines containing five, seven, and five syllables. There may be slight variations.

Here are four famous haiku poems by the original master of the form, Basho. You may write them on a paper for The children to think about. Mention that, because they are translated from the Japanese, the syllable patterns may not seem to follow the five, seven, five pattern, but they do in the original language.

In the cicada's cry
No sign can foretell
How soon it must die.

Clouds appear
and bring to men a chance to rest
from looking at the moon.

Poverty's child—
he starts to grind the rice,
and gazes at the moon.

Temple bells die out.
The fragrant blossoms remain.
A perfect evening!

Explain that haiku is easy to write and it makes people think a lot because it expresses much in just a few words. Ask your children to interpret these poems.

Let your children choose from the pictures of nature or sights they saw on their nature trip. If possible, it would be good to do this outside, or they can work from memories of nature or of their favorite animal.

They are going to write a haiku poem about nature. Encourage them to include a sketch.

When they are finished, display their poems and artwork on the walls and let the other family members appreciate it.

Class Session 2:

Explain that you appreciated nature in the last session. Now it is time to reflect on environmental issues affecting nature.

Discuss the Questions for Reflection in their student books.

Questions for Reflection

1. What kinds of environmental problems is the world facing today?
2. What are some of the causes of these problems?
3. In what areas have we seen an improvement in the environmental situation over the past twenty years?
4. What brought about this improvement?
5. In what ways have you personally contributed to environmental pollution (littering, using non-biodegradable products, etc.)?
6. In what ways have you been helping to improve the environment (picking up litter, recycling, etc.)?
7. What suggestions do you have for ways that we can solve our environmental problems?

Do the Exercise: "A Day in the Country".

Exercise: "A Day in the Country"

To enhance your environmental awareness, spend a day in the country, either by yourself, with a friend, or with your family. Observe the environment around you. In what ways is it completely natural? In what ways has it been changed through human influence? Was this influence good or bad? What kinds of animals inhabit the area? What kind of vegetation do you find growing? Can you foresee any changes taking place in the area in the next ten to twenty years due to human activity?

Assign a three-paragraph paper on one of the topics listed in Reflection Exercise: "Environmental Research".

Reflection Exercise: "Environmental Research"

Choose one of the following environmental issues for a research project. Determine the nature of the problem, its cause, and propose possible ways of its solution. In discussing possible solutions, include technological, political, economic, and social aspects:

- Endangered species (choose one)
- Deforestation
- Destruction of the ozone layer
- Air pollution
- Water pollution
- Depletion of resources (choose one)

Explain that one of the best ways to protect our environment is not to make so much garbage. Nothing ever gets thrown "away". It goes somewhere—into a landfill or garbage dump. Protecting the environment may mean not buying things that we don't really need. It also includes recycling.

Assign the reading of Chapter 16 as homework for the next session.

Chapter 16: Moral Leadership: Looking to Philosophy and Religion

Objectives

Cognitive - Students will recognize the contributions of religion, philosophy, and moral codes to civilization.

Affective - Students will want to adopt a moral, religious, or philosophical code to guide their lives.

Behavioral - Students will take steps toward adopting guiding beliefs for their own conduct.

Class Session 1:

Materials Needed

Large piece of poster paper
Pencils, pens, crayons, watercolors

Ask your children to review the chapter by discussing the Questions for Reflection in their student books.

Questions for Reflection

1. Why are people today looking to tradition to guide them?
2. What were the major philosophical periods named in the chapter?
3. Which do you think has played a greater role in history, philosophy, or religion?
4. What are the major religions?
5. What do these religions have in common?
6. Why does belief in an after-life of rewards and punishments influence behavior on earth?
7. How can philosophy add more benevolent influence on human society? What does philosophy have to do?
8. How can religion add more benevolent influence on human society? What does religion have to do?

Then Ask your children to do the Exercise: Your Own "Ten Commandments" in their student books.

Exercise: Your Own "Ten Commandments"

Think of ten commandments you think would make society better if everyone obeyed them. Make it a family project to write agreed upon commandments on poster paper, decorating and labeling it "Our Family Code." Mount the code on the wall.

Class Session 2:

Mohandas K. Gandhi is credited with the saying "An eye for an eye only makes the whole world blind."

Ask each child to choose a side in support of this statement or against it. Then have them hold an informal debate. (If there's only one side represented, act out the other side.) The other side gets to answer those reasons with arguments of its own and also present its original reasons. Then the first side is allowed time to respond to these reasons and arguments.

Ask the children to do the Reflection Exercise: "Customs and Traditions" in their student books.

Reflection Exercise: "Customs and Traditions"

Think of the customs and traditions of your own culture. How many of them have their roots in religion or have been influenced by religion? What role has religion played in the shaping of your culture? Was it basically a good one, or otherwise? How much has religion influenced your life, either directly or indirectly? How has it influenced your family's beliefs and values?

If there is time, ask your children to recount for one another a time when they wanted to do something wrong but were stopped by a moral, philosophical, legal or religious idea or belief. Ask them to explain the situation.

Assign the reading of Chapter 17 as homework for the next session.

Chapter 17: Becoming Leaders in a Diverse World

Objectives

Cognitive - Students will become aware of how diverse the people of the world are and yet how much they are alike.

Affective - Students will want to learn about people from other cultures and will be open-minded toward them.

Behavioral - Students will treat people from other cultures, including peers from other cultures whom they know now, with respect.

Ask your children to review the chapter by discussing the Questions for Reflection in their student books.

Questions for Reflection

1. What does "global village" mean?
2. In what ways are human beings all the same?
3. Which is more fundamental—our differences or what we have in common?
4. What traditions in your culture do you feel are in danger of being lost?
5. What kind of ethnic backgrounds are represented in your community? How much do you know about them?
6. Do you know anyone living in another part of the world?
7. Do you feel a sense of kinship with people who are far away when you read about them in magazines or books?

Next, Ask your children to look at the Exercise: "Getting to Know You". Try to arrange your children to get together with children from a different background from themselves. They are to hold a conversation based on the questions in the exercise:

Exercise: "Getting to Know You"

Make a list of all the children in your area who are from a different background from your own. Choosing three of them, try to find out more about them and their families: What kind of traditions do they follow? What does their native dress look like? What are their beliefs? Do they ever feel misunderstood or mistreated because of their background? Try putting yourself in their shoes.

Class Session 2:

Ask your children if a trip somewhere had ever brought them into contact with someone from another country—like going to a restaurant that serves that country's food and which has staff from that country. Did they feel more positively about that country after

the experience? Mention that trade and commerce often have a good effect on countries' understanding of one another, as happened on the Silk Road.

Ask your children if they enjoy watching international sports events like the Olympics or the World Cup on television. These kinds of events also promote international understanding. What values do all the nationalities share? (You might prompt them with examples like patriotism, bravery, fair play, losing well, belief in rules, determination, excellence, etc.)

Ask if your children think people everywhere have a lot in common or not. Do most people in the world love their children? Do most people experience love for someone of the opposite sex at some point in their lives? Do most people understand things like kindness and generosity? Do most people in the world understand the emotions of jealousy or a desire for revenge? Has every person at some point experienced forgiveness and the relief it brings? The answers, of course, are yes. People everywhere understand these things of the heart.

Direct your children's attention to the Personal Exercise: "Pen Pal". Have them write a sample letter to a pen pal from the country of their choice. Try to arrange, then, for students to get real pen pals from those countries. This is a wonderful way to promote the idea of "one human family" in a very tangible way.

Personal Exercise: "Pen Pal"

Think of a country where you would like to have a pen pal. You are writing your first letter to this person. What are you going to say? What are you going to tell that person about yourself, your family and your country? What questions are you going to ask this person about themselves, their family, and their country? Now ask your parent to help you find a real pen pal from that country.