

Dear Parent,

We are happy to bring you the Parent's Manual for *Family and Friends*, Book 5 of the ***Discovering the Real Me*** character education series. This book is the result of years of research and teamwork between professionals from various fields and cultural backgrounds.

The stories in Book 5 build upon and are foundational to the other books in the series, but each book stands alone as well. These stories are designed for students ages ten to eleven years old, and they address issues students those ages might be facing.

Ten- and eleven-year-olds are beginning to understand other people's points of view, so perspective-taking becomes important. This book covers different students' points of view and the points of view of others around them, such as family and friends, classmates, and authority figures.

Getting along well with peers is becoming more and more important to students at this stage of their lives, even as they continue to yearn for parental attention, time, and approval. As is true of most young people this age, the characters in the story must learn to relate with a variety of peers.

Students this age have a strong personal sense of right and wrong—and sometimes they may find they have to stand up their friends and others in order to be true to themselves. The stories strive to encourage your child to understand that he/she is a valuable person who is strong enough and good enough to stand up for his or her true self and for what is right.

At this age, students are very talented physically, so some of the young people in the stories are competitive in sports, while others are developing their computer skills. As they conquer these physical frontiers, very often these boys and girls have to conquer mental and emotional frontiers, too. They have to learn to accept defeat well, to learn from their mistakes, to learn the difference between courage and taking foolish chances, to learn not to offend others by bragging about their accomplishments, and to have the courage to try learning new skills.

Specific character lessons have been drawn from each story, and the lesson plans and activities are geared to bring out those lessons to their best advantage and enhance learning. Interesting discussion topics, group work, and hands-on activities help your child absorb the lessons.

We hope you will enjoy the time you and your child spend with these fictional young people as you learn and teach about life at this wonderful age—an age which, like all others, also brings its challenges.

## **Chapter 1: I Am Valuable**

### **Objectives**

**Cognitive:** Your child will understand that insulting others is a form of bullying. He/she will understand that a good self-image is important.

**Affective:** Your child will feel a stronger sense of their own goodness and efficacy. He/she will be angry at bullying and will not want to be bullies or bullied him/herself.

**Behavioral:** Your child will distinguish the qualities of boy bullies from the qualities of girl bullies. He/she will construct a strong self-image through affirmations. Your child will choose and describe ways to cope with bullying.

### **Session 1**

Read the story together, and then ask how he/she liked it.

Mention that nearly everyone has been bullied at some point in his or her life. Ask if your child knows someone who has been picked on by a bully or if he/she has been picked on by a bully him/herself. Say something empathetic, like, “It really isn’t any fun being picked on by a bully, is it?”

Explain that boy bullies and girl bullies are different. Boy bullies usually use force or threats to control other children and to make them do what the bully wants. Girl bullies use words and sneers to insult others, to make other people feel like someone is inferior, or to hurt someone’s feelings and shut them out of belonging.

Explain that bullies, boys or girls, want to make themselves feel powerful. They do not know good ways to make themselves feel powerful, so they do it in bad ways.

Ask your child if he/she has met a bully or know someone who has been bullied. If he/she would like to share a story, please welcome him or her to do so. If he/she does share, ask how the person stopped the bully, if the bully was stopped. Then explain that there are many ways to stop a bully, but one of the best ways is to tell a parent or teacher. Often, being spoken to by a parent or a teacher, or having his or her parents spoken to, is enough to stop a bully.

Point out that in the story there are two girl bullies. Ask, “Who are they?” Affirm that Jessica and Kayla are girl bullies. They are trying to make themselves feel powerful. He/she are, as the saying goes, “trying to build themselves up by putting other people down.”

Ask your child why Jessica and Kayla need to feel powerful. Ask him/her to provide a reason from the text. (It is that people used to pick on Jessica and Kayla.)

Mention that Kayla and Jessica picked the wrong person to try to bully, though. Ask your child, “Why is that? Why is Kenyatta the wrong person to bully?” Affirm that Kenyatta has a strong self-image. She loves herself and believes in herself. She has friends and a family that care about her. She has a good relationship with her teacher, Mrs. Miller. Sooner or later, a person like that will win a contest with a bully, and Kenyatta does.

Ask your child how Kenyatta wins over these girl bullies. Affirm that she refuses to let them “get” to her, she recognizes that they don’t feel powerful, and she offers to help one of them. Ask your child if he/she has ever heard of the expression “Divide and conquer”? Kenyatta breaks up her enemies by making friends with one of them, Jessica. From then on, Kayla, the other girl bully, will either have to make friends too or be lonely.

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

### **Exercise**

Circle the five best things you think a bully can do to stop him- or herself. Then circle the five best things you think a victim can do to make a bully stop bullying him or her.

#### *For a Bully*

Ask yourself why you like to pick on other your child.

Ask yourself why you are so angry.

Go off by yourself and cry for all the times you have been hurt, and promise never to hurt anyone else again.

Talk to your favorite uncle, aunt, teacher, or coach about your bullying.

Ask other your child to help you stop.

When you want to bully someone, go off by yourself for a while.

Ask other your child to play with you more.

Stop being friends with other bullies.

Learn to stand up to bigger, stronger people who are bullying you.

Talk to the kids you bully. Once you get to know him/her, you won’t want to push him/her around.

#### *For Someone Being Bullied*

Tell a teacher or your parents.

Stay in groups of friends and promise to stand up for each other.

Say, “Chill!” or “Leave me alone!” to the bully.

Make jokes to the bully.

Make friends with the bully.

Learn martial arts to defend yourself.

Walk away from the bully.

Ignore the bully.

Write the bully a note explaining how you feel.

Avoid the bully as much as you can.

When your child is finished with the Exercise, ask him/her to explain why he/she chose those five things.

## **Session 2:**

Ask your child to retell the story of Kenyatta and two girl bullies: “I Am Valuable.” Emphasize that Kenyatta was not a good victim for the bullies to choose because of her good self-image. Mention that sometimes bullies like to pick on people who are shy or unsure of themselves. Ask your child what in the story shows that Kenyatta has a strong self-image. Have him/her pick out actual passages that show this.

Ask your child to take out a piece of paper and draw a large oval on it. Explain that this is to be how he/she sees him/herself—their inner mirror or self-image. (Or you could ask him/her to close their eyes and imagine a mirror image in it.)

Ask your child to write or mentally write the following affirmations inside the outline of the mirror:

I am good.

I believe in myself.

I know I have good qualities.

I am loved.

I am strong inside.

Next, discuss the Questions.

## **Questions**

1. Kayla and Jessica are "girl bullies" in the beginning of the story. That means they use the way they talk to and about people to bully them. Are there any "girl bullies" in your school? What do you do about them?
2. What do you think is the best way to handle girl bullies?
3. What do you think is the best way to handle boy bullies? (Boy bullies use force and threats to bully other children.)
4. Do you think bullies, boys or girls, are not getting enough attention and love?
5. Do you have any teachers who, like Mrs. Miller, teach you about life as well as the subjects in school?
6. What's the best thing about life a teacher has ever taught you?
7. List five things you like about yourself.
8. Name five things you are good at.
9. Write, "I am talented, valuable, and lovable" five times.

Repeat that one of the best ways to deal with a bully is to report the bully's behavior to a teacher, principal, or parent. Mention that another good way is to have a good self-image by repeating good things inside—especially things your child has accomplished or sincere compliments that adults have given him/her about his/her personalities, virtues, or achievements.

## **Chapter 2: Doing the Right Thing**

### **Objectives**

**Cognitive:** Your child will understand why stealing is wrong. He/she will understand the concepts of conscience and responsibility.

**Affective:** Your child will sympathize with Twang Lo's discomfort over Alger's stealing and his discomfort with Alger's lying about it. He/she will be happy that Twang Lo was proven innocent. He/she will also be happy that Alger changed for the better.

Behavioral: Your child will be able to recite the maxim, “Always let your conscience be your guide.” He/she will define responsibility as responding to needs and being accountable.

## **Session 1**

Read the story together.

Ask your child to summarize the story “Doing the Right Thing.” Add any important points that were left out.

Ask your child to admit, in their hearts (not out loud) if he/she has ever taken something from a shop or from another person that did not belong to him/her.

Mention the Golden Rule: Do to others as you would have them do to you. Write it on a paper. Ask your child if he/she likes having things stolen from him/her. What kind of a feeling is it to find something missing? How does he/she feel toward the person who stole it? Affirm that most people would feel very angry and would not like the person who stole from them.

Explain that sometimes your child and teenagers think that it is okay to steal from a shop because shops are rich and have so many things, the shop owner won’t miss one or two things. Ask your child to find the place in the story where Alger says something like this. The passage is: “Alger would say, ‘He won’t miss it. I bet he has over a million dollars. A piece of fruit won’t hurt his pockets.’”

Ask your child: But did Alger just take one piece of fruit? Point out that Alger admitted he had been taking fruit for over a year. The boys walked past the market every day on the way home from school, plus times when he/she walked by it on their way home from playing soccer. How many days are in a year? Not counting vacation days, Alger probably walked past the fruit stand two hundred times. Two hundred pieces of fruit is a lot! Ask your child to imagine two hundred pieces of fruit.

Explain that even if it was just one fruit, if every student who walked by Mr. Chang’s market stole just one fruit, how much would that add up to? A lot! Explain that some shops, even big retail chains, have had to go out of business because of losses due to theft. Check to see if he/she understands what a “chain” store is. Some shops lose one third of their goods to thieves.

It might be helpful to draw a pie chart on a paper for this, drawing a large circle and dividing it into three equal parts. Then scratch out or fill in one third of it and say that this is the amount some shops lose to shoplifters. You could also draw three circles on a paper, then take away one. Use other groups of three out of materials in the classroom to demonstrate one third. Mention that one third is a lot. Ask him/her to imagine that he/she has a nice birthday cake. Someone takes one third of it. Ask, “Is that a lot or a little? Doesn’t that seem more than one person’s fair share of your birthday cake?” Affirm that

he/she would feel the loss of one third of their birthday cake. Point out that, similarly, shop owners feel the loss of one third of their merchandise when it is stolen. Explain that throughout a country this adds up to billions of dollars, and sometimes prices are raised to cover the costs of stolen goods. That means the honest people are paying higher prices because of thieves. Ask, “Is this fair?” Affirm that it is not fair, and emphasize that stealing hurts everyone.

Ask your child to tell you how he/she would have handled the situation if he/she was Twang Lo. What does he/she think Twang Lo should have done? Remind your child that he waited a long time to tell Mr. Chang that Alger was a thief, and he only told Mr. Chang when Mr. Chang thought he, Twang Lo, was the thief. Ask him/her to brainstorm different ways Twang Lo could have handled the situation. Note that in the story Twang Lo did try talking Alger out of stealing.

Explain that Alger doesn’t seem to be listening to his conscience very much in this story. Ask your child if he/she knows what a conscience is. Explain that some people say it is a little voice inside him/her that tells him/her right from wrong. Others say that it is a strong sense or feeling inside about what is right to do. Sometimes people call it a “compass” in the mind and heart that tells people what direction to go in.

Ask your child if he/she thinks he/she has a conscience. Solicit stories from him/her about when something inside of him/her told him/her that something was right or something was wrong and he/she did the right thing because of it. Provide a simple story yourself, preferably from your own childhood. Explain that our consciences are already there, but our parents help to strengthen him/her.

If possible, teach your child the song, “Give a Little Whistle” that Jiminy Cricket sings in the movie *Pinocchio*. If videos and video equipment are available, it would be great to show Jiminy Cricket singing this song. If you do not know the tune, it could be recited, with your child trying to whistle at the appropriate places.

Explain that in the movie, Jiminy Cricket is Pinocchio’s conscience. Jiminy Cricket tells Pinocchio to go straight to school and not to go off with the foxes (who later sell him to someone cruel). Jiminy Cricket also tells Pinocchio not to go to Pleasure Island, where everything seems wonderful and fun but where children turn into donkeys and then have to work hard all their lives.

The song “Give a Little Whistle” is telling a child to call on their conscience when He/she need to know the right thing to do.

“Give a Little Whistle”

When you get in trouble, and you don't know right from wrong,  
Give a little whistle! (whoo whoo!)  
Give a little whistle! (whoo whoo!)

When you meet temptation and the urge is very strong,  
Give a little whistle! (whoo whoo!)  
Give a little whistle! (whoo whoo!)

Not just a little squeak,  
Pucker up and blow!  
And if your whistle's weak,  
Yell "Jiminy Cricket!"

Take the straight and narrow path,  
and if you start to slide,  
Give a little whistle! (whoo whoo!)  
Give a little whistle! (whoo whoo!)  
And always let your conscience be your guide!

(Classic Disney Soundtrack Lyrics on YouTube:  
<http://www.youtube.com/watch?v=8vF8ooxOhNU>  
Accessed July, 2011)

Ask your child to look at the Exercise in their books. In this exercise, He/she has to imagine Alger being talked to by his conscience. Ask him/her to read and complete the exercise.

## **Exercise**

Pretend you are Alger in the story, but things are a little different. Mr. Chang believed you that your friend Twang Lo was the fruit thief, and he called the police. Twang Lo was taken down to the police station, and his parents were telephoned. You couldn't sleep all night, thinking about what happened. You decide you have to do the right thing. What is the right thing to do?

## **Session 2**

### **Materials Needed:**

A soft, large ball, such as a volleyball, soccer ball, or beach ball

Remind your child of the story "Doing the Right Thing" about Twang Lo, Alger, and the stealing of fruit from Mr. Chang's fruit market.

Ask your child if he/she knows what the word "responsibility" means. Point out its root word of "respond." Mention that a responsible person "responds" to a situation. Give the example of a family where the mother has taken a new job to make more money for the family's expenses. Explain that the mother's new job means she can no longer do as many dishes, as much laundry, as much dusting and washing of floors as she used to. Ask

your child how the father and the children of the family can *respond* to this situation so that the mother can keep her job but the household work still gets done.

Mention that “respond” can also mean “answer.” For example, “How did you respond when he told you he couldn’t go with you to the birthday party?” or “How did you respond when they asked you to head up the student committee?”

Explain that to be responsible means to respond to needs and *also* to answer for them. Clarify that if you are responsible for something, you need to answer for how it is done. Mention that another word for being answerable is to be “accountable.”

Give the following example: Imagine you are responsible to cook eggs for breakfast. Everyone is hungry and they need to eat, so you are going to respond to that need. However, you do not cook the eggs enough, and everyone gets sick. Since you were responsible for breakfast, you have to answer for the fact that everyone got sick. People may blame you and be angry at you. You have to do something to make up for it, because it was your responsibility. You are accountable for it.

If you can gather a few people, bring out the ball and mention that you are going to play a game now called “Responsibility.” Each person’s responsibility is to keep the ball in the air with just one hit. The participants will count how many hits they can keep the ball up in the air. You can do this several times, with the children competing against its last record! If you can’t gather more people, play the game with just you and your child.

Explain that sometimes not doing your responsibility is called “dropping the ball.” Say, “Okay, we’re going to play the game again. Someone hit it to me.” When the ball comes to you, act dreamy, absent-minded, and don’t move at all. Let the ball drop. Explain, “I was irresponsible. I dropped the ball.” It might be most effective to do this several times and every time the ball comes to you, let it drop. Say, “Oops. I dropped the ball. I was irresponsible. How does that make you feel?” Affirm that when a person is irresponsible, other people get angry at him or her and feel that he or she has ruined things.

Ask, “What if your mother gave you the responsibility to watch your baby brother while she went to the shop to get something for dinner and you ‘dropped the ball?’ You forgot all about it and went outside to play with your friends. While you are out, the baby rolled under the couch. When your mother comes back, she doesn’t see the baby. She calls you into the house and demands to know where the baby is, yelling, ‘You were responsible for him! Where is he?’ You have no idea where he is, because you weren’t home, so you have no answer. Your mother starts crying and yelling that the baby may be hurt, may be lost, or he may even have died! You don’t know what to do. You dropped the ball, didn’t you?”

When your child nods, say, “Fortunately, the baby fell asleep under the couch and is just fine! He did eat a dust ball, though, and he is very thirsty. He starts to cry for a drink, and your mother follows his cries and finds him. Lucky for you!”

Now ask him/her to think about the story again. Remind him/her that Twang Lo put up with his friend's stealing for a long time, even though he didn't want to. He did talk to his friend about it, but Alger refused to change. Ask, "Did Twang Lo have some responsibility after that? He knew his friend was stealing. He knew he might get in trouble for it. He knew Mr. Chang was losing money. In fact, as Mr. Chang later told the boys, Mr. Chang was raising the prices so the boys' parents had to pay more for fruit to make up for the stealing. Since he knew what was going on, shouldn't Twang Lo have told on Alger? What was Twang Lo's responsibility once he couldn't convince his friend to stop stealing just by talking to him?"

Affirm answers that Twang Lo should have told his own parents or told Mr. Chang. Then he/she could have told Alger's parents.

Now ask your child to do the Questions in his/her student book. Ask him/her to think especially hard about what his/her responsibility might be in questions 4, 5, and 6.

### **Questions**

1. Do you always make the "right" choice?
2. Do you believe it is important to always do the right thing?
3. Is there such a thing as a "little" lie or half-truth?
4. Is it okay to keep a secret if it will hurt your friend (not telling an adult about a friend's stealing or cheating, for instance)?
5. Is it ever okay to cheat on a test or assignment, even if you are cheating off your best friend and he or she says it's okay?
6. Do you think Twang Lo should have told on Alger much sooner?
7. Do you think Alger was a bad kid who should have gone to jail?
8. Was Mr. Chang a kind man? Did he help Alger be a better person?

## **Chapter 3: Don't Let Pride Stand in Your Way**

### **Objectives**

**Cognitive:** Your child will understand that it is important to seek help when you need it. He/she will understand when pride is appropriate and when it stands in a person's way.

**Affective:** Your child will identify with Tommy, but he/she will also be grateful for the lessons he learned. Along with Tommy, he/she will like and respect Robert.

**Behavioral:** Your child will describe the good kind of pride and the bad kind of pride. He/she will interpret Tommy's decisions and behavior as right in the end. He/she will classify his or her feelings of pride.

## Session 1

Read the story together.

Ask your child to summarize the story “Don’t Let Pride Stand in Your Way.” Fill in any important points that were left out.

Ask your child if he/she thinks Tommy was jealous of Robert at first. Remind him/her of when Tommy called Robert the “teacher’s pet” and said, “I didn’t want to acknowledge that Robert was ‘bright.’” Ask if that sounds a little jealous. Then point out how Tommy called him a “Know-It-All,” saying he would rather get an F than ask for Robert’s help. (Ask your child if He/she knows what “acknowledge” means. Tell him/her that any time he/she does not understand a word in the books, he/she should write it down and you will help him/her get the definition.)

Explain that usually when people say things like Tommy said, he/she is a little jealous of the person he/she is talking about. Mention that people sometimes put down something or someone because they can’t have what they want. Explain that this is sometimes called “Sour Grapes”: sour grapes means not wanting to admit that someone is good at something or that something is good. It comes from a fable by Aesop, which you can quickly retell:

### **Sour Grapes**

A hungry fox noticed a juicy bunch of grapes growing high on a grapevine. He leaped. He snapped. Drooling, he jumped to reach them, but try as he might, he could not obtain the tasty prize.

**Disappointed by the fruitless efforts he'd made to get the grapes that day, he said, with a shrug, to comfort himself, "Oh, they were probably sour anyway!"**

Explain that Tommy calls Robert names inside his own mind and belittles him to comfort himself because he is not getting good grades and because his parents are upset with him.

Point out that Tommy “cuts off his nose to spite his face.” Explain that this expression means that, out of wanting to get back at someone else, a person hurts himself or herself. In this case, point out that Tommy said he would rather get an F than accept Robert’s help. Say that this means Tommy would rather hurt himself out of spite against Robert than swallow his pride and learn from him.

Ask your child if he/she has ever experienced “sour grapes” or “cutting off your nose to spite your face.” Explain that both ways of coping with difficulties are not very helpful, and that they don’t really make a person feel better or improve a situation.

Explain that, fortunately, Tommy is able to swallow his pride and accept Robert’s help. To his surprise, Robert is funny and fun to work with. Also, Tommy can see that Robert

gets his good grades and praise because he works hard and gives up some play time. In other words, he earns his good grades and he deserves them. He does not, as Tommy thought in the beginning, wear a lucky shirt or eat a special cereal. He just works hard.

Ask your child to think about the story a bit and then discuss the Questions in his/her student book.

## **Questions**

1. Have you ever let your pride stand in your way to being successful?
2. What is the definition of pride? (Look it up in the dictionary.)
3. Mr. Findle created a situation where Tommy had to swallow his pride and work with Robert as a partner. Do you think this was wise?
4. Was it better to do it this way—making them partners—than to keep urging Tommy to ask for Robert's help?
5. Maybe Tommy thought Robert would "lord it over" him if he asked him for his help. Has this kind of fear ever stopped you from asking someone for help when you needed it?
6. What did Tommy learn about Robert's personality?
7. What did Tommy learn about doing better in school?

## **Session 2**

Ask your child what the story was about in the last session. Remind him/her of the title "Don't Let Pride Stand in Your Way."

Mention that there is a good kind of pride and a bad kind of pride. Ask your child to come up with examples of each kind.

Point out how Tommy said that he thought people who asked questions were dumb, but that he realized that Robert learned things by asking questions. Mention that there is a saying, "There is no such thing as a stupid question." Explain that every question is an attempt to learn and should be respected.

Reassure your child that asking questions is very good. You might mention the examples of the great explorers in history, like Magellan. Ask your child to imagine: What if Magellan had never asked himself, "What is over the horizon?" What if no one had ever asked the question; "What is out in space?" Explain that, in that case, we would never have had a man land on the moon, or have space stations and satellites that help us tell the weather and give us other information. What if no one had ever asked the question, "How can I keep my family warm in the winter?" or "If I plant seeds of this plant in the ground, will a new plant grow? Will I be able to harvest food from the seeds I plant?" Emphasize that all great discoveries and inventions came from asking questions.

Explain that one of the most important questions to learn to ask is, “Can you help me with this?” Reassure your child that it is perfectly all right to ask for help when you need it. Acknowledge that children this age are becoming more independent, and they are known to be very physically talented. Acknowledge that they are not babies anymore, and that there are many things that they can and should do on their own. They don’t need help with a lot of things they used to need help with, but there are still many things they could use some help with still. Write and draw on a paper:

| Help Me, Please! |                   |
|------------------|-------------------|
| Baby             | 10 to 11 Year Old |
|                  |                   |

Have your child name the kinds of things a baby needs help with. Then have him/her name the kinds of things a ten to eleven year old needs help with. Explain that these things are perfectly reasonable; it is easy to see that someone their age would need help in these areas, and it is fine to ask.

Urge him/her not to let pride stand in the way of asking for the help that He/she needs. Encourage him/her that asking for help when you need it is the smartest question a person can ask! Admit that grown-ups also need help sometimes and need to ask other grown-ups for advice, monetary loans, comfort, friendship, a hand with a heavy load, or to share other kinds of work. Everyone needs help sometimes.

Now ask him/her to do the Exercise on good and bad pride in his/her student book.

### Exercise

There's a good kind of pride and a bad kind of pride. Good pride means that you are happy about an accomplishment, a job well done, the efforts of those you love, or the good things you stand for. Bad pride means that you can't admit that you need help in some things, that you make mistakes that you need to be sorry for, and that you can learn from others sometimes.

Make a list of at least five things you can have good pride about and describe why you are proud of them. Some examples might be good grades, the accomplishments or character of your parents, family, your country, etc.

- 1.
- 2.
- 3.
- 4.
- 5.

## **Chapter 4: You Can't Always Get What You Want**

### **Objectives**

Cognitive: Your child will understand methods of coping with disappointment. He/she will understand compromise. He/she will gain appreciation for their parents.

Affective: Your child will feel grateful to his/her parents. He/she will feel confident that he/she can cope with disappointment.

Behavioral: Your child will apply methods learned for getting over disappointment when faced with disappointments at school or at home. He/she will describe his/her parents' sacrifices for him/her.

### **Session 1**

Read the story together.

Ask your child to summarize the story in Chapter 4: "You Can't Always Get What You Want." Fill in any important points left out. Ask how your child liked the story, and if he/she ever had anything like that happen to him/her.

Write the word "Disappointment" on a paper. Explain that disappointment is something everyone feels at times. Give the following examples, and after each example, ask him/her what kind of a feeling someone might feel in that situation. Affirm that it is disappointment and tap the word "Disappointment" on the paper.

“You and your friend made a play date, and it is Saturday, no school. You want to spend as much time as possible playing soccer at the park. You’ve lined up other neighborhood kids and schoolmates as teams. You wake up Saturday morning, and it is pouring rain.”

“You’ve been looking forward to this movie and dinner for weeks. It is really a special treat to spend the whole evening with your mom and dad, just you. It’s a great movie and a restaurant where the food is really good. A couple of hours beforehand, your stomach start to hurt. Then you get chilly; then you get hot. Soon, you run to the bathroom and throw up. Your mother says, ‘I guess there will be no restaurant and movie for us tonight!’”

Ask your child what disappointments feel like. Some people call them a “let down.” You were flying high, but then you hit the ground. You were looking forward to something and it didn’t happen. You feel like you do when you are blowing up a balloon, and it pops in your face.

Suggest that it is best to learn to recognize the feeling of disappointment and name it. That helps right away to get over it! Saying “I am disappointed” is the first step toward getting over the feeling. Urge him/her to just go ahead and admit it when he/she is disappointed instead of pretending, even to him/herself, that everything is all right or else throwing some kind of tantrum. Reassure him/her that it is okay and even natural to be disappointed. Every single person on earth is disappointed at times. Affirm that it is not pleasant, but it is a part of life.

One way to get over disappointment is to look on the bright side, as the boy in the story did. A lot of wonderful things happened to him the day of the big game. Ask your child to name some. By appreciating all the good things about that day, the boy was able to cope with the disappointment of his father not being able to be at his game.

Another way to get over disappointment is to be grateful. Point out that throughout the story, the boy expresses gratitude toward his dad. He mentions that his dad provides a living for his mother and for him; his dad had taught him how to be a good shortstop; his dad tried to get out of the business trip that would take him away from his son. The son says that he understood that his dad tried to get to his game and that he wanted to go to it. The boy understands that his father has to work in order to support their family.

The boy says, “You have to be willing to compromise every now and then.” Ask your child if he/she knows what a compromise is. Affirm that it is when one person gets part of what he or she wants but not all of it, and another person gets part of what he or she wants but not all of it. Each side gets some things that they want, and because they do, they able to accept that they can’t get everything they want.

Ask your child how he/she would compromise in the following situations:

Trudy wants to go to the candy shop after school. Tricia wants to buy a new hair ribbon. He/she doesn’t have time to do both, especially since Trudy likes to take a

lot of time picking out her candy and Tricia likes to take a lot of time picking out colors of hair ribbon.

When your child has suggested compromises, consider them and ask your child to answer the questions: What did each girl lose? What did each girl gain? Did the gains for each girl outweigh the losses? Is this a good compromise?

Peter likes to play the video game "Navy Destroyer." Patrick likes to play the video game "Jungle Adventure." They like to play together, but they keep arguing about which game to play first.

When your child has suggested compromises, consider them and ask him/her to answer the questions: What did each boy lose? What did each boy gain? Did the gains for each boy outweigh the losses? Is this a good compromise?

Now ask your child to turn to the Exercise in his/her student book and to fill in the answers after carefully reading the little stories 1, 2, and 3. Go over each possible answer with your child. If your child has circled wrong answers, ask, "Why is that not the best answer? What does that show about the person? Is that going to make things better for everyone or not?" Affirm correct answers and explain why they are the best answers.

## **Exercise**

Circle the best response in each situation where you can't get what you want:

1. Your friend's parents said you could come with him/her to the big soccer match, along with your friend. He/she is going to pay for tickets and snacks. You and your friend are super excited! The morning of the match, it is pouring rain. Your friend calls to say her parents think the game will be cancelled, and they are not going to make the trip. You say:

a. "Wow, that's disappointing. Well, no one can help the weather. It happens. Let's get together to play anyway—my mom said you could come over here."

b. "I don't think they'll cancel the game. It's too important! Ask your mom and dad if we can at least try and go there. Maybe it'll stop raining by then!"

c. "Your parents are really mean."

2. Jessica promised to be your best friend forever. Now she's getting to be good friends with Mary. You say:

a. "I don't see what you see in Mary. She's stupid and ugly."

b. "Don't ever speak to me again."

c. "You're spending a lot of time with Mary these days. Sometimes I feel left out. Are we still as good friends as we were?"

3. Your mother promised to take you shopping, and then she got a bad headache and had to lie down. You say:

a. "Can't you just take an aspirin and take me shopping anyway?"

b. "Something like this always happens. I'm sick and tired of it."

c. "Don't worry about me, Mom. Just rest. We can go another day when you feel better."

## **Session 2**

### **Materials Needed:**

Paper, construction or otherwise

Colored pencils, markers, or crayons

Remind your child of the basic story line of "You Can't Always Get What You Want." Mention that there is a lot in this story about a boy's relationship with his dad.

Explain that your children's relationships with their parents are some of the most important relationships they will ever have in life. Acknowledge that friends are very important, but a friend can never do as much for a person as his or her parents do. Point out that friendships change, but that he/she will always be your son or daughter, no matter what.

Mention that the first word a baby says is "Ma" or "Pa." They are calling for their mommy or daddy—that means Mommy and Daddy come first in a child's life!

Ask, "Does the boy in the story seem to have a good relationship with his dad?" Point out that the boy has a lot of appreciation for all that his dad does for him and their family. Explain that a good way to make good relationships with people—including parents—is to appreciate them. This means noticing what they do and saying thank you for it or praising them for it.

Review the Questions in his/her student book.

## **Questions**

1. Have you ever been disappointed by something or someone? What was it?
2. How did you get over your disappointment?

3. Sometimes we think our clothes, food, shelter, and transportation come to us as gifts. They are gifts—from our parents, who have to work hard to earn them. What do your parents do for work?
4. Does your parents' work ever take them away from spending time with you or attending special events of yours? How do you feel when this happens?
5. Have your parents ever had to break a promise they made to you?
6. Were you able to forgive them?
7. Are you thankful for all your parents do for you? What things specifically are you grateful for?

When you are finished, ask your child to name the things that you do for him/her that he/she is grateful for.

Ask your child to each make a card for his/her mother or father or both by folding a piece of paper in half and decorating it in any way he/she likes. Tell him/her that you would like him/her to write down the things that that he/she is grateful for and to say thank you for those things. Make sure he/she sign their cards, and give the cards to his/her parent(s)!

## **Chapter 5: A True Friend**

### **Objectives**

**Cognitive:** Your child will understand how vicious cliques can be. He/she will understand that it is not right to have some people be “in” by making sure others are “out.” He/she will understand that insults and gossip behind people’s backs are harmful and unfair.

**Affective:** Your child will identify with Donna and feel sympathy for Veronica, the victim of the “fashion club.” He/she will feel that he/she wants to have true friends and to be true friends to others.

**Behavioral:** Your child will identify gossipy and exclusive behavior. When asked, your child will describe insulting, behind-the-back behavior as unfair.

### **Session 1**

Read the story together.

Ask your child how he/she liked the story. Ask him/her if he/she see any similarities between this story and the first story in the book “I Am Valuable.” Ask if there was some “girl bullying” going on in this story.

Using a Venn diagram, compare the two stories. On the left circle write “A True Friend.” On the right circle write, “I Am Valuable.” In the middle write “Both.” Ask your child to

call out differences between the two stories as well as things they had in common. The common points go in the intersecting middle portion, where both circles meet. For instance, both stories have girls as the main characters. Both stories take place at school. Both stories involve girl bullying.

Now ask him/her why he/she thinks Donna gave in to the “peer pressure” to actively make and pass around the “slam book.” Explain that “peer pressure” is when a group of people their own age—or it can just be one or two—pressure them to do something they probably wouldn’t do on their own. Clarify that peer pressure can be good—friends and classmates may expect people to come to school clean each day—not smelling—and because of that, students may take better care of themselves than they would just on their own. Explain that peer pressure can also be bad. Ask him/her for examples of bad peer pressure. Affirm that some bad peer pressure is going on in the story.

Ask your child who is “A True Friend” in the title. Is it Melissa? Is it Donna? Is it Veronica? Which of these three girls is the truest friend to the other? Suggest that one way to tell is to ask which of the three girls he/she would most like for a friend: Melissa, Donna, or Veronica?

Emphasize that insulting other children, especially because they dress less fashionably and because they are not so good-looking, is really wrong. Mention that “cliques” form in many schools. Sometimes they are based on common interests. Sometimes they are based on shutting some people out, though, so some people can feel “in.” Ask your child to reread the last paragraph of the story and share his/her opinion about Donna’s conclusions: “I learned that a true friend likes you for who you are. You don’t always have to be ‘proving’ yourself, especially by hurting others. I started to wonder if all the ‘in’ groups in the world are only ‘in’ because they spend all their time making other people ‘out.’ I’d rather spend my time making real friends, thank you.”

Next, discuss the Questions in his/her student book.

## Questions

1. What is your definition of friendship?
2. Talk about what good friends do for one another. Do they accept others for who they are, listen to one another, enjoy the same interests and each other's company, support each other's needs, avoid teasing and put downs, avoid gossip, etcetera? What else do good friends do for one another?
3. What role did Donna's mother play in her membership in the fashion club?
4. Talk about ways to strengthen friendships.
5. Talk about ways that friendships end.
6. Do you think Donna did the right thing?
7. What things did Melissa say and do that showed she was not a true friend to Donna?

## **Session 2**

### **Materials Needed:**

Paper

Pencils

Clear, Scotch-type tape

Ask your child to briefly retell the story of “A True Friend.” Fill in any important parts or details that were left out.

Explain that a bad clique depends on talking about other people behind their backs. Somehow, it has to be communicated that some people are acceptable and some people are not. This is usually done through gossip. Gossip means talking about people behind their backs. Some gossip is true—somebody really did something—but a lot of it is untrue. Point out that almost all gossip is done with the idea of hurting someone—rarely is it done out of concern for helping the person.

Explain that gossip is, by nature, unfair, because the person being talked about can’t defend himself or herself. People are talking about them without them being aware of it, so they cannot answer back.

Explain that if you hear something negative about a person, then you tend to feel negatively and less friendly toward that person. Make the point that gossip hurts a person and is unfair.

Point out that, usually, gossip is untrue. Because the person being talked about can’t set the record straight, it is only too easy for things to be distorted.

Lead your child in a game of “Telephone.” This is the Exercise in his/her student book.

### **Exercise**

Play “Telephone”. This game should vividly show you how the real story about a person gets twisted when it is repeated behind people’s backs.

“Telephone” is played with a group of people sitting in a circle. You begin a rumor. Of course, make it benign! Whisper something in the ear of the person to the right like “My cat scratched the postman.” Each person is then to whisper the message in the ear of the person sitting to his or her right until it goes all around the circle. Have the last person say out loud what he/she thought he/she heard. Let everyone laugh. Then explain that when people whisper about others or talk about others behind their backs, the message almost always gets mixed up—just like this! Then it is hard to know the truth.

Play several rounds of the game just for fun.

Emphasize that every person deserves respect just because he or she is human. Mention that human beings are valuable because they have minds and hearts. Explain that it doesn't matter what kind of an accent someone has, how much money a person has, what color his or her skin is, where he or she was born, or whether he or she is good at science and math. Being human makes every person extremely valuable. It is not good, therefore, to say things about people behind their backs that may get twisted and distorted and make them look bad.

Explain that every person is unique—no two sets of fingerprints are alike, for instance. Yet everyone has a lot in common. We are like one big human family, and we should treat one another like brothers and sisters. Make the point that no one is really that different. Point out that everyone has two eyes, two ears, a mouth, two arms, two legs, a brain, a voice, and a lot of different abilities.

If there is time, it might be fun for a few people to make fingerprints on paper and have your child compare them. Explain that no two people are exactly alike—each is like a very rare gem that will never be found again, no matter how hard you look. At the same time, people are very similar and can feel like they are more alike than they are different.

To make fingerprints, each person uses one piece of paper and a pencil. They should use their pencils, turned to the side, to color a small section of the paper as dark as they can. This should look thick and shiny. Next, they are to rub the tip of a finger (or a thumb) in the dark coloring the pencil has left. Their fingertips or thumbs should then be gray with pencil lead. A piece of tape is then pressed on the gray area and carefully peeled off. The tape is then put on another part of the piece of paper and labeled with their names and which finger or thumb the print represents.

Ask your child to study their own fingerprints and perhaps compare them with others. Emphasize again that each person's fingerprints are unique, yet they are very similar to other people's fingerprints as well. Explain that this is how we are as individuals—unique (no one is exactly like us) yet part of the great family of humanity and very closely related to and similar to other human beings. Therefore, we should be kind to one another as brothers and sisters in the same family.

## **Chapter 6: Making Grandfather Proud**

### **Objectives**

**Cognitive:** Your child will understand grieving and coping with loss. He/she will understand the concept of a legacy.

**Affective:** Your child will empathize with the boy who has lost his grandfather and share in his abiding love and determination to keep his grandfather's legacy alive.

Behavioral: Your child will identify the legacies he/she has received. He/she will apply the phases of grief to his or her life when he/she experiences a loss. He/she will name the emotions of disappointment and grief when he/she experiences them and apply the knowledge to helping him/her work through them.

## **Session 1**

Read the story together.

Mention to your child that this is a sad story, but it is also a hopeful one. Explain that people we love, even when we lose them, can still be with us in the way they influenced us, just like the boy in this story keeps his grandfather's love and memory alive by including thoughts of him in all that he does.

Explain that all human beings have always had special ceremonies that they do in order to honor someone who has died and to help them get over the pain of the loss of that person. Point out that no matter where people live, or what time they lived in, they set aside a special place for the dead, often a place they considered holy, and they put the dead person in that place with ceremonies and special things that they say to honor him or her. Mention that this is one of the things that show that we are really all one human family. We have this in common. Human beings feel that they should take care of their dead in a very special way. Explain that people do this in New York and New Delhi, Beijing, and Mexico City. Human beings treat their dead with ceremony and respect.

Explain that treating the dead with respect brings comfort to the living. It is very hard to lose someone to death. We know we will not see him or her again in this life, or enjoy laughing, eating, talking, walking, and doing things together. We miss them. We feel they are "gone." The boy in the story is feeling this loss very keenly.

Explain that scientists have found that there are five stages of grieving for the loss of someone (or something like a pet). Not everyone goes through all five of them, and not everyone goes through them in order, but these stages are a general model of how people react to loss and how they begin to recover from it.

The first stage is denial. The people might say something like, "This isn't happening! This couldn't be happening! The doctor must be wrong!"

The second stage is anger. People might say something like, "Why did it have to be my grandpa? Why not someone else's grandpa? Why does everything happen to me? God must hate me! That doctor is stupid! Why did you let this happen, Mom and Dad?"

The third stage is bargaining. People might say something like, "I promise I'll be really, really good from now on if only my grandpa comes back!"

The fourth stage is sadness or depression. The person might say or think something like, "I don't care about anything anymore. I have no energy. I don't care what happens to me or my life or anything. Who cares?"

The fifth stage is acceptance. The sad person finally is able to understand that things will not be changed, and that life goes on, even with the loss. People might say something like, “It happened. That’s the way life is. I wish it hadn’t but it did. I will have other losses too, but I can handle them. Hey, the sun is shining. I didn’t notice before.”

Explain that grief is like disappointment, which was talked about in another chapter. You might want to write the word grief on a paper. Something has happened that you didn’t want to happen. You are not as happy as you were. Something has been lost; it will not be coming back. It is natural to have some emotions about it that are painful. Explain that once you just experience the emotions, naming them and recognizing them, as you were taught to do with disappointment, grief gets easier. Resisting such feelings or trying to deny that you have them doesn’t get rid of him/her.

Mention that it would have been unhealthy for the boy in the story to have just thrown himself into his studies, determining to get good grades right away, and avoiding feeling his grief by just keeping busy. Keeping busy can help, but it doesn’t help healing all by itself. Explain that, instead, the boy in the story goes through some of the stages. Ask your child to pick out where the boy goes through denial, depression, and acceptance, providing direct quotes to prove his/her points.

Ask your child if he/she thinks the boy in this story handled this sad situation well. Discuss the Questions about how he/she has handled losses in their own lives.

## **Questions**

1. Have you ever lost any close friends, family members, or pets?
2. How did that make you feel?
3. What did you do to feel better or to help others around you feel better?
4. How do you keep the memory of that person or pet alive?
5. Do you see death as a natural part of life, or do you see it as something scary and weird? Why?
6. Sadness is an important human emotion. What do you do when you are sad?
7. It is important to grieve when we lose someone or something. Grieving means letting ourselves feel as sad as we can and letting our pain out in tears. Have you grieved over something or someone or some other kind of loss? How did you feel after you cried?

## **Session 2**

Introduce your child to the idea of a legacy. Explain that a legacy is a gift or something that is left to future generations. A legacy could be a sum of money left as an inheritance, or it could be the things you inherited from your ancestors or culture like music, art, or moral standards. The grandfather in the story left his grandson a legacy of how to throw a perfect screwball and the standard to always do his best in everything. He also left him a

legacy of war stories. What people leave behind for other people to enjoy or benefit from is a legacy.

Ask your child to think about what legacy their ancestors, the people of the nation, their grandparents and parents have given him/her. Has he/she inherited a gift for playing the piano, for instance, from a family that loves and is good at music? Did his/her grandparents leave him/her the legacy of their hard work—perhaps because of their grandparents' hard work on a farm his/her parents could go to university and begin a profession in the family besides farm labor? Sometimes a legacy can be a home or land or money. Discuss what kind of legacy he/she inherited.

Now ask your child to pretend that he/she has been left a legacy of a million dollars. What will he/she do with it? Discuss his/her dreams and wishes.

Next, ask your child to think of what kind of legacy he/she wants to leave behind for his/her children and grand children. He/she can do this thinking by completing the Exercise in his/her student book.

### **Exercise**

Imagine it is many years from today, and you have died. Your grandchild (grandson or granddaughter—you choose!) is about to write an article for the local newspaper about your life and what you meant to him/her, the things you taught him or her, what kind of a person you were and what kind of a life you led.

What does your grandchild write about you?

## **Chapter 7: The Melting Pot**

### **Objectives**

**Cognitive:** Your child will understand the concept of a “melting pot.” He/she will understand the wrongness of judging people according to economic, professional, or social status. He/she will understand the idea of motivation.

**Affective:** Your child will feel repelled by the idea of judging people according to wealth. He/she will be interested and moved by interviewing a person he/she does not know very well.

**Behavioral:** Your child will identify motivation in him/herself. He/she will define motivation and “melting pot.”

### **Session 1**

Read the story together.

Ask your child to summarize the story of “The Melting Pot.” Fill in important points or details left out.

Explain that the idea of a melting pot is where many different things are put into a pot and the heat of the fire melts them all together. He/she is no longer so different then; he/she melt together and make up a big “something” that has a flavor of each thing in it, yet is a mixture of all of them. You might want to draw a picture of a big metal pot on a fire and label it “Melting Pot.”

Mention that the United States has been nicknamed “The Melting Pot” because there are so many different kinds of people living there—there are many immigrants from other nations and there are many different skin colors, accents, and cultures among the American people. For the most part, they get along together peaceably.

Explain that you are going to analyze the story “The Melting Pot” using the elements of a story. Write The Elements of a Story on a paper and under it write 1) setting 2) plot 3) characters 4) point of view and 5) theme.

Explain that in a good story, there are these five elements: setting, plot, characters, point of view, and theme, and that you will go through them one by one in this story.

### 1) Setting

Tell your child that the setting is where and when the story takes place. In this case, the setting is a party where people from Keisha’s two worlds meet: her neighborhood world and her school world. The setting in this story is very important, because it sets up the conflict—something he/she will be learning about under plot.

You may want to take a few moments to discuss the setting and background of this story. Mention that Kiesha lives in a fairly wealthy neighborhood that is very mixed in racial, cultural, and national backgrounds. Keisha’s school is less mixed; the students are from wealthier families, They is mostly white, and they and their families are more concerned with “status.”

Asks your child if he/she understands what “status” is. Affirm that status means standing or position. It is related to “stature”—how high or tall someone or something stands. For instance, Keisha’s parents are legal professionals. Her mother is a lawyer; her father is a judge. Keisha’s parents are therefore well-educated and occupy important and respected positions in the community. They are quite well-off financially as well. Because Keisha and her parents are seen at events for wealthy professionals, Keisha is becoming accepted in her new school, even though African-Americans are in the minority at her school.

Ask your child: Is this a good reason to accept people—on the basis of the amount of money they have; what kind of job they or their parents have; how important they are;

how nice their house or car is? Have your child find the place in the text where Keisha talks about how her school friends judged people:

“My school friends tended to look at people for what they had, what car their parents drove, and how big and fancy their houses were.”

Mention that Keisha confesses that she did not want to “blow” her new “social standing.” Status meant something to Keisha. Ask your child: “Does status mean something to most of us? Don’t we want to belong? Don’t we want to feel important, accepted, and respected?” Explain that those feelings are natural, but that if we are important, accepted, and respected because of how much money we have or that our parents have—what happens if we suddenly lose that money? Have we lost our value as human beings? Are we really less important, acceptable, and respectable than we were before?

Ask your child why the setting is important to this story. Affirm that it is important in this story because Keisha’s party becomes a place where people belong because they have things in common: They are school girls, they are about the same age, they like a lot of the same things, and they are all friends with Keisha. Keisha’s party becomes a “melting pot” where everyone fits in and makes something wonderful out of the mixture—a great party. Wealth and status are no longer the things people are accepted and respected for—They are accepted and respected as fellow human beings with a lot in common.

## 2) Plot

Explain that the plot of a story is the sequence of events that tell the story and what happened. The plot is the events that take place in the story from the beginning, through the middle, to the end. In this case, the plot goes from planning who to invite to the party, the events at the party and how those events ended up.

Within a plot, there is usually a conflict. The conflict is something or someone coming up against something or someone else. How this conflict comes about and how it gets resolved is the plot of the story.

Mention that conflicts usually fall into the categories:

Man versus man

Man versus circumstances

Man versus society

Man versus nature

Man versus himself

Sometimes a story has more than one conflict. This story has one big conflict and one smaller conflict, but the two are related. Ask your child what the main two are in this story. Affirm that one is the rest of girls versus Simone, and the other is Keisha’s conflict inside herself—she realizes that she wanted her friends to like each other for who they were, but she invited them on the basis of how much money they had. When Keisha

solves her own internal conflict, the external conflict between the girls and Simone is resolved too.

### 3) Characters

The characters are the people involved in the story. The characters in this story are school girls. (Keisha's mother appears briefly as a character too.) Ask your child which characters stand out the most. Affirm that Keisha, Simone, and Shawntele stand out the most, and the other girls play more supporting roles.

### 4) Point of view

The point of view is how the story is told—who tells the story and how much that person can see into the other character's minds and motives. Keisha, the main character, tells the story and we see the events through her eyes.

### 5) Theme

The theme is what point the story is trying to make, or what the story teaches. Ask your child what he/she thinks a theme of this story is: what is the story trying to teach? Note that there may be more than one theme or more than one way to express the theme. Write your child's suggestions of themes on a paper.

Discuss the Questions in his/her student book.

## Questions

1. Do you have a friend from another race or culture or from a different school?
2. What are some of your similarities? Differences?
3. What was Keisha's mistake in inviting her school and neighborhood friends?
4. Did she really like the girls as friends? Prove what you say with words from the story.
5. Why do you think Simone changed her attitude?
6. Were all of Keisha's school friends as snobbish as Simone? What in the story tells you so?
7. Why is the story called "the melting pot"? Have you ever heard this term before? What do you think it means?
8. Were the girls able to all melt together well at the end?

## Session 2

Write the word "motivation" on a paper. Explain that motivation is very important in the story "The Melting Pot" and you will be pointing out why in a little while. In the meantime, explain that this word "motivation" means the reason why a person does something. Mention that, when a crime is committed—say, a murder—the police and

detectives often look for a reason why someone would want to kill the victim. They call this a motive.

Mention that you want your child to be a detective now and look for the motives in the crimes you will tell him/her about. Read the following scenarios and ask your child to say who has the most motive to commit the crime and why he/she says so:

#### Scenario A:

Rick Larson was a famous newspaper reporter. He was just about to break a big story in the headlines about a gangster leader's crimes. Rick's boss was just about to fire him before he knew Rick had this great new gangster story to break, but now he is going to give Rick a raise and a promotion. Rick's best friend also worked at the newspaper, and he was jealous of Rick's success. He joked, "I could kill you, Rick, for getting a raise and promotion before I did!" Rick's wife divorced him right before the big story because she knew he was going to get fired, and she was tired of him failing all the time.

The morning the big story appeared in the newspapers, Rick was found murdered in his own bedroom. Who do you think had a motive to do it?

1. Rick's wife. She was mad over the divorce.
2. Rick's best friend. He was jealous of Rick's success.
3. The gangster—Rick's story was going to reveal his crimes to the public and he would probably be arrested.
4. Rick's boss. He wanted to fire Rick, but he couldn't, so he killed him.

Make sure that your child argues their points well as to who has the most motivation. For instance, if someone thinks Rick's boss is the best candidate, help your child draw out the point that Rick's new story is probably going to make the newspaper more famous and make more sales, so the boss doesn't really have motivation to kill Rick.

(Pssst! Who killed Rick? The gangster.)

#### Scenario B:

Mrs. Grant is a very old lady. She has a lot of money that she wants to leave to her child, Patrick and Patricia. Patrick is a successful doctor and doesn't need the money. Patricia is having trouble making ends meet—her husband died and she has three children to support. She wishes she had more money. Mrs. Grant also has a housekeeper who has successfully begged Mrs. Grant to leave her some money when she dies, which Mrs. Grant wrote into her will. Patrick, Patricia, and the housekeeper all love Mrs. Grant very much.

In fact, Mrs. Grant gets along with almost everyone, except her next door neighbor, Mr. Grump. Mr. Grump hates Mrs. Grant. He thinks she killed his cat by putting poison out in

her yard. Mrs. Grant would never do that. Although she doesn't like the cat in her yard, she would never hurt an innocent creature. She says Mr. Grump is just like his name.

One morning Mrs. Grant is found dead in her backyard. She has been murdered. From the standpoint of motive, who does your child think did it?

1. Patrick. He wants to inherit his mother's money.
2. Patricia. She's in financial trouble and wants her mother's money.
3. The housekeeper. She got Mrs. Grant to write her into her will, and she wants the money.
4. Mr. Grump. He wants to avenge the death of his cat.

After your child has discussed who murdered Mrs. Grant, note that even though Patricia and the housekeeper had some motive to kill Mrs. Grant—they needed and wanted money, and they would get some when she died—they also loved her very much. The person with the most motivation was Mr. Grump. He hated Mrs. Grant and thought she had killed his cat. The murderer in this case was Mr. Grump.

Scenario C:

Sean and Felicity were engaged to be married. Then Felicity met Bob, and she liked Bob better than Sean. Bob is very handsome and smooth, and he charmed Felicity away from Sean.

Bob is found dead in his own basement. Who does your child think did it?

1. Felicity. She was mad because Bob took her away from Sean.
2. Sean. He was jealous and angry that Bob took Felicity away from him.
3. Bob. He killed himself because he felt guilty over breaking up Sean and Felicity.

(Pssst! The person with the most motive was Sean. Sean was the murderer.)

Repeat that motivation or motive is what moves us to do or say something. In the story of "The Melting Pot," Keisha has to take a look at her motivation for inviting these particular friends to her party. Ask your child to hunt through the story to come up with actual quotes about Keisha's motivation. Some of these are:

"I didn't want my school friends and my neighborhood friends to clash..."

"I didn't want to do anything to blow my social standing..."

"I would invite Simone Thomas, the most 'popular' girl at school. Then I would invite Mindy Wetherby, Wendy Kirsten, and Jessica Wong. He/she were very 'popular' too."

“I had invited people for many of the wrong reasons. Even though I really liked every girl there, I had invited some just because they were popular—like Simone—or just to impress them, or just because they were rich, and I thought they would be accepted on that basis...”

“I was really sorry I had invited people for reasons other than just plain liking them.”

Ask your child if he/she has ever done something for the wrong reasons—out of a selfish or unkind motivation or motive. Explain that people often do things out of bad motivation. Yet, just as in the story, our motivation often determines what the outcome of our actions will be. Explain that sometimes two people can do the exact same thing, but, because their motivations are different, they may experience very different outcomes.

Lois, for example, stays after school to talk to her teacher, Mrs. Mowry, about her grades. Lois hopes that just by going to see the teacher, she will be able to convince the teacher to raise her grades. Lois isn't really interested in her studies, but she is interested in staying out of trouble with her parents because of bad grades. Her teacher, Mrs. Mowry, treats Lois politely but she makes no promise of raising her grade and advises Lois to take her studies more seriously.

Martin, in the same as Lois, also stays after school to talk to Mrs. Mowry about his grades. Martin knows he has been slacking off in school, but he also knows that his dad was in the hospital and life at home was very difficult for a while. He found it hard to study. He knows this is no excuse, but he would like Mrs. Mowry to know that he does care about his studies; he has just been unable to concentrate lately. Mrs. Mowry is very kind to Martin. She says that if he will try to make up the work he has missed, she will not grade him down for the fact that it was late. She says she feels sure that if he turns in the work, his grade will go up.

Clarify that each student is doing the same thing—staying after school to talk to Mrs. Mowry about their grades. Yet each student has a different motivation. The one with the better motivation—Martin—is more likely to succeed in his goal of raising his grade.

Ask your child if he/she remembers what a conflict is. Explain that one of the conflicts in this story is Keisha against herself, because she has to straighten out her motivation before there can be peace at her party. She has to change herself inside. She has to change her motivation to just liking people and wanting to enjoy her party with them and for them to enjoy one another as friends. When she changes inside, the atmosphere of the party changes too, and everyone has a good time.

Remind your child that any place can be a melting pot of people who may be quite different from one another but who can nevertheless get along well and like each other. Explain that you are going to help this “melt” a little bit by letting your child get to know someone better—he/she may discover some really interesting or wonderful things about someone he/she does not know well. Explain that you will pair him/her up with someone

he/she doesn't normally talk to very much, and that he/she is to interview that person. Direct their attention to the Exercise in his/her student book.

### **Exercise**

Pair up with someone you don't normally talk to very much. Give this person a "Personality Quiz" by asking the following questions:

1. What is your favorite movie?
2. What is your favorite food?
3. How many brothers and sisters do you have?
4. Do you have a pet?
5. What is your favorite color?
6. What is the best book you've ever read?
7. What do you like to do in your free time?
8. If you were an animal, which animal would you like to be and why?
9. If you could change one thing in this world, what would it be?
10. What do you want to be when you grow up?

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

## **Chapter 8: It's Okay to Be in Second Place**

### **Objectives**

**Cognitive:** Your child will understand the benefits and drawbacks of competition.

**Affective:** Your child will appreciate competition more and value good sportsmanship and graciousness in defeat and in victory.

**Behavioral:** Your child will debate the merits and demerits of some aspects of competition. He/she will distinguish good competitiveness from bad competitiveness.

## Session 1

Read the story together.

Ask your child to summarize the story of “It’s Okay to Be in Second Place.” Mention any information or important points that have been left out.

Remind your child about any kind of competition he/she may have participated in. Explain that competition could be a team sport, competing for a championship, or it could be a musical competition, a debate, or an essay contest.

Mention that some parents and teachers think competition is bad. Does your child think competition is bad? Note that there is a difference between competition and competitiveness. It is all right to compete, but if a person is too competitive, it can get out of hand. Usually a person who is too competitive is trying to prove something about him or herself that can’t really be proved by winning a competition. Such a person may be a braggart.

Point out that competition can be good. For instance, ask him/her, “How do you know how good you are at something unless you compare yourself to others? It is easy to think you are the greatest artist in the world if you never leave your room and only surround yourself with your own paintings. But if you enter an art competition, you see how others your age are doing in art. You will see people who are not as good as you are, and you will see people who are better than you are at art. You can learn from those who are better at art than you are.”

Point out that “Flash” in the story tries to learn from his competitor, who is better at running than he is. He asks him how he got so fast. The competitor says, “Just practice, I guess.” So Flash can make a mental note: “I need to practice more to be as good as this guy is.” Competing will now help Flash to run faster. At a competition, you can learn new things about how other people do things and improve and expand your own talents and abilities.

State that competition is like a comparison. Explain that many companies, manufacturers, and businesses are in competition with one another—They are competing to make the most sales, or to get most of your dollars! If one company makes the best pillows, for instance, other pillow companies need to compare their pillows to the best ones to find out how they too can make better pillows and make more sales of pillows. Then, because the first company has a competitor, the first company will have to keep making good pillows, even improving their pillows, and yet try to keep their prices low enough that people will not buy pillows from another company which also makes good pillows. This is very good for people who want to buy pillows! They get good pillows for reasonable prices because of competition.

Make the point that competition is only bad when people use it to “lord it over” other people. Some people brag a lot about how good they are at something.

Explain that there is a difference between bragging and being confident. People are confident because of real achievements. It is not bragging when Flash says that he has been running all his life and improving his time each year. Those are just facts. He says he has won “just about every major track meet in my hometown” and that he won first place at a regional track meet in which some of the best runners in the state participated. He has been nicknamed “Flash” by his friends and his coach because he really is fast. That is not bragging. Those things really happened, and Flash can be confident and proud because of them.

Yet, at other places in the story, Flash does brag some. Have your child pick out quotes from the story where Flash brags. Emphasize that he is bragging when he says he is something or is going to do something for sure when he may not be able to do it.

“I knew I was the best in the state, and I was going to prove it.”

“Ah, Coach. Don’t worry about a thing, because ‘Flash’ won’t let you down.”

“I don’t lose.”

“I was Flash—the best in the state.”

Ask your child if he/she thinks Flash’s bragging and if conceit had anything to do with the fact that he came in second place instead of first. Remind him/her of the old saying, “Pride goes before a fall.”

Ask your child why he/she thinks the Coach said, “Your only competition is you.” Explain that, in many ways, competitions ultimately come down to a person competing against his or her own personal best. Although competitions compare talents, in fact, the competitor is trying to do better than he or she usually does—to do his or her absolute best. So he or she is really competing against him- or herself.

In fact, paying too much attention to the competitors can make a person lose a competition. Flash realizes that he made this mistake: “I had looked at my competitors too often to see where they were.” A runner can lose seconds by always looking around to see where the other runners are. A runner must concentrate ahead—and on getting ahead faster.

Competition in the good sense means that a person is courteous and gracious whether he or she wins or loses. What does Flash’s coach say about this? Ask your child to find a direct quote.

“The best winners make even better losers.” Believing this, the Coach makes Flash go over to Dante, the winner, to introduce himself and to congratulate him on his win. This is called good sportsmanship. There are many elements to good sportsmanship, but winning and losing in a courteous, gracious manner is an important part of it. Ask your child how he/she has seen competitors display good sportsmanship. (One example is that,

after a game, the two teams in a team sport will often line up to walk past one another, shaking hands and saying, “Good game,” to one another.)

Ask your child to note that the winner of the competition is courteous and gracious in his victory too. He shows good sportsmanship. He doesn’t brag or lord it over Flash. In fact, he compliments him. Ask your child to pick out the compliment Dante, the winner, gives Flash, from the text.

Discuss the Questions in his/her student book.

## **Questions**

1. Do you play a sport, or do you prefer to be a spectator? If you do play, what sport(s) do you play?
2. Do you prefer individually competitive sports or team sports?
3. Competitions are common in schools. Do you participate in any kind of competitions or contests—music, art, writing, debate, or others?
4. Do you think it is important to always be first or number one in a competition?
5. How do you feel when you don’t win?
6. How does a "sore loser" act?
7. How does a good winner act?
8. Do you think it is good to be as confident as Charlie was or was he a little overconfident?
9. How did his competitor, Dante, make him feel better about his loss?
10. Do you think Charlie will win next year? Why?

## **Session 2**

Tell your child that he/she is going to participate in a debate about an aspect of competition. Ask him/her to read the Exercise in his/her student book and to think about what side of the issue he/she agrees with.

## **Exercise**

You are going to debate on the idea of trophies. In many competitions, a participation trophy or certificate is given to each participant, not just the winner, at the end of the season. Do you think that is fair, even if the losers did not contribute much in the games or weren’t that good? Choose a side to be on about this issue, think of the reasons why you think that way.

Explain that there will be an Affirmative and an Opposition side. The Affirmative side believes “Trophies should only be given to the winners, not just any participant.” Write this sentence on a paper. The Opposition side disagrees. He/she believe that trophies should be given to everyone who participated in the sports event, winners and losers.

Explain that you are going to have a debate on this issue. Tell him/her that what will happen is that he/she is one side and you are on the other side. Both —Affirmative and Opposition—will have chances to present their arguments for and against the idea that only winners should get trophies. Each will have time before the presentations to think of reasons why they agree with the statement or disagree with it, to answer the other side's arguments. If you can gather more children, divide into groups. Each person should have a chance to speak at least 5 minutes. Before starting, you can decide how long you want the debate to last. Give enough time for each participant to give their side before opening up the debate for free discussion. When the time is up, if you like, you can have an objective person act as judge to say who won the debate.

## **Chapter 9: Teacher's Pet**

### **Objectives**

**Cognitive:** Your child will understand that people are more than the labels we attach to them. He/she will understand that it hurts to be treated without respect.

**Affective:** Your child will sympathize with Gabriella. He/she will want to treat others more kindly. He/she will experience some healing from the hurtful or disrespectful treatment of others toward him/her.

**Behavioral:** Your child will identify teasing, labeling, or disrespectful behavior in him--herself and in others. He/she will apply what he/she has learned by ceasing such behaviors him--herself and encouraging others to cease them. He/she will interpret such behavior as hurtful and unhelpful.

### **Session 1**

Read the story together.

Ask your child to summarize the story "Teacher's Pet." Fill in important points or details that may not have been mentioned.

Write on a paper, "Don't judge others." Explain that this means not to decide what a person is like without really knowing him or her. Since we don't know most people's lives and situations, we shouldn't decide that they are or are not a certain way and begin to treat them as if our judgment of them is all that they are.

Ask your child if he/she knows what a label is, and have him/her show some labels from their clothes. Sometimes people will or will not buy certain labels of clothing because of that label's reputation.

Explain that when we label someone, we are giving him/her a reputation. We are giving him/her a brand name, good or bad. Ask your child to name some of the “labels” people put on other people. Some examples in American English would be “nerd” or “geek.” These are usually very smart students who are excellent in one subject—say, computers. “He’s a computer geek” means that he really likes computers and spends most of his time thinking about, playing with, and talking about computers. “Dork” would mean someone who is socially clumsy, who does not seem as quick to catch onto things as everyone else. “Wimp” is someone who appears weak. “Loser” is another label for someone who does not act the way everyone thinks he or she should act. “Fatso” or “Whale” or “Blimp” might be applied to someone who is overweight.

These labels are hurtful because no person is just one thing or another. The computer nerd might also love music or have fifteen cousins who all love him, or he may travel with his dad to foreign countries. He is not just a computer nerd. He is Johnny or Ted or Frank or William, and he is a full person with many interests and feelings. “Fatso” may be an extremely kind-hearted person. He or she is not just a lump of fat. He or she may be a wonderful human being.

Explain that it is hard to know a lot about people without getting to know them very well. Remind your child of the interview he/she did with someone he/she did not know very well in the last session. Ask, “Weren’t there some things you did not know about the person you interviewed? Weren’t there some surprises?”

Point out that, in the story, Gabriella has been labeled a teacher’s pet by some other girls. They think she is just trying to flatter the teacher to get good grades and that all she cares about is trying to be the teacher’s favorite. They look down on her for that reason and insult her. At one point, they act like she is “just nothing”—not worth being jealous of. Have your child find the passage in the story that shows that and read it aloud.

Ask: “Is any human being just nothing but the label we have put on him/her?” Affirm that no one is, so any label is really unfair because it puts a person in a box, with a brand, and says, “That is all this person is.” It is never the whole truth about a person.

The truth about Gabriella, for instance, is not that she is a teacher’s pet. She is a young girl who has lost her mother in a tragic accident. She is smart and brave and trying to make a relationship with a grown-up who can help her in life, since she is missing someone so important. She has been able to make a friend in Kenneth too, so she is a person who can make friends. She is not “just” this or “just” that. She is a complicated human being with feelings.

Ask your child if, when he/she found out her story, he/she felt sorry for Gabriella. Point out that the girls in the story felt sorry for her once they knew about her life. They had what is called a “change of heart” toward Gabriella once they understood why she was acting the way she was.

Write on a paper “To know all is to forgive all.” Ask your child what he/she thinks this means. Ask him/her if he/she thinks it is true, and if he/she has ever had an experience with this. If not, maybe you can share such an experience.

Discuss the Questions in his/her student book.

## **Questions**

1. What do you believe is the definition of a “Teacher’s Pet?”
2. Have you ever been considered a “Teacher’s Pet?”
3. Why was Gabriella so drawn to Mrs. Castillo?
4. Was it right for the other girls to judge Gabriella so harshly?
5. Can you imagine that maybe people you make fun of or dislike have some secret pain in their lives?

## **Session 2**

Begin by mentioning that everyone wants to belong. Everyone wants friends and to be accepted and respected as part of the group. When we are not respected and accepted, we feel bad. Ask your child if this is true.

Ask your child if he/she has ever been called a name.

Ask your child if:

He/she has ever been pushed or shoved out of a line or away from a drinking fountain.

He/she has ever been teased about the way he/she talks, the way he/she looks, or the color of his/her skin.

He/she has ever felt left out.

He/she has ever been the last to be chosen for sides in a game.

He/she has ever heard other people laughing at him/her.

He/she has ever overheard an adult or group saying something cruel about him/her.

He/she has ever been told he/she is “too” something—too loud, too fat, too skinny, too tall, too short, too needy, too anything.

He/she has ever been teased for wearing glasses, wearing clothes that someone didn’t like, having braces, having buck teeth, or having a big or flat nose.

He/she has ever been teased for having a scar

Mention that every person has something about him or her that is not perfect. Point out also that everyone makes mistakes, and it hurts if people laugh at us when we make mistakes. Every family has different incomes and different standards—sometimes they choose different clothes than are fashionable right now because they cannot afford anything else. Mention that if you ask the most glamorous movie star about herself, she may say something negative: “I always had trouble with my weight,” or “I was always teased about being tall,” or “I have a really hard time with my hair.” Even people who appear to be perfect are not.

Conclude that we all have to be more forgiving and accepting. Inside each person is a sensitive heart, a heart that is easily hurt when others laugh, tease, or insult. Encourage your child to think of the heart inside the person when he/she wants to put someone down in some way and to remember to be more kind. After all, point out that you never know all there is to know about that person, just like the teasing girls didn’t really know about Gabriella.

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

### **Exercise**

Think of a person that you consider "out" or someone you would never want to be friends with. Now think of possible reasons why that person is the way he or she is. Imagine that he or she has some situation at home like Gabriella's; perhaps it is not the death of a parent, but maybe there is some unhappiness or poverty or illness in his or her family that makes this person's life hard. What can you do to be a little kinder to this person?

## **Chapter 10: Grades Do Count**

### **Objectives**

Cognitive: Your child will understand something about the importance of good grades. He/she will understand the difference between internal and external rewards.

Affective: Your child will feel desire to get better grades. He/she will feel more engaged in schoolwork.

Behavioral: Your child will discover new reasons to try harder in school. He/she will classify rewards as internal or external. He/she will construct suggestions for improvements at home and in the community.

## Session 1

Read the story together.

Ask your child to give you a summary of the story, “Grades Do Count.” Fill in anything he or she left out that was important.

Mention that the title of this story “Grades Do Count” pretty much tells what the story is about. A boy finds out that there is a wonderful external reward for making good grades. He also finds out that there are internal rewards for making good grades too.

Write on a paper:

INTERNAL

EXTERNAL

Ask your child to think of internal or rewards inside the person for getting good grades. Write down the answers. If he/she has trouble starting out, mention something like, “Feeling proud in front of your Mom and Dad.” Then ask him/her to think of external, outside rewards for getting good grades. Make sure he/she understands the difference between internal and external. Help him/her by mentioning as an example of an external reward such things as “Good grades mean you can get into a better school later on, like a university. In the United States, people with university degrees make over one million more dollars in their lifetimes than people who graduate only from high school.” Simplify it by saying something like, “Make more money when you grow up.”

Mention that he/she may not realize it, but some students enjoy learning. Enjoyment is an internal reward of learning. Point out that he/she is often learning as he/she plays games. He/she is learning how to do better and better. Mention that getting to a higher level in a video game or learning how to sink a basketball through the hoop is learning. It is learning more skills and shortcuts and tricks, isn’t it? He/she is learning while he/she does it. Learning to serve a tennis ball well is a learning process, and people enjoy the feeling of skill they get when they learn to do it right and well. Learning is going on all the time, and many times it is enjoyable. Enjoyment is the internal reward of learning.

Point out that the boy in the story wanted an external reward for learning. At first, he wanted the reward of going to Thrill World for making good grades, but after a while he decided to make good grades for the internal rewards. Have your child find quotes from the story that tell about the internal rewards the boy now understands and wants. Mention that internal rewards are more lasting than external rewards.

Ask your child how he/she thinks the boy’s relationship with his parents might have improved by him getting good grades. Question your child as to whether he/she understands that parents would like their children to get good grades so that they can have a better future. Emphasize that good grades are for him/her—not for the teacher or

principal or school or even for his/her parents. Good grades are for him/her—so that he/she can have a better life.

Mention that your child would do well to reward him/herself for good grades and for hard work done. Maybe he/she can promise him/herself some sort of treat: “I’ll work hard for fifteen minutes on these math problems, and then I can go get a glass of juice in the kitchen” or “I’ll finish this book report and then I’ll eat the candy bar I bought.” Those are external rewards, but sometimes they push a person on to the internal rewards of learning: “Wow, I forgot about the candy bar! I actually got interested in that chapter on planets!”

Discuss the Questions in his/her student book.

## **Questions**

1. Do your grades matter to you? Why or why not?
2. On a scale of 1-10 how much do your grades count with you, with 10 being the highest?
3. Do you feel you give each test and/or assignment your very best effort? Or do you think you could do better?
4. Why do you think grades are important?
5. When do you think grades count? Getting into a good college? Getting a good job?
6. Do your parents ever reward you with money or other things when you get good grades?
7. Do you realize that gaining knowledge is rewarding in itself?
8. We have a wonderful world around us. Learning about it is exciting. Do you think you will enjoy life more if you understand it?

## **Session 2**

This session is designed to help your child take some ownership of the idea of getting better grades. Both activities are designed to engage him/her in being more of a designer of their own learning experiences.

Have your child write a letter to Mom and Dad on the topic: What You Could Do to Help Me Get Better Grades.

Ask your child to take out pencils and paper and to write “Dear Dad and Mom” (or another person or relative) at the top of it. Request that he/she tell you what would motivate him/her to make good grades. Remind him/her about the word “motivation” that was discussed in a previous lesson. Ask him/her to include both internal and external rewards that he/she would like for getting better grades.

Encourage your child to give his/her letter to you or whoever it was written to and discuss the contents with him/her. If the letter wasn't given to you, follow up by asking if that person decided to do what your child suggested to improve his/her grades!

Next, tell your child he/she is going to do an exercise of the imagination. He/she is to close his/her eyes and imagine "My Ideal, Perfect School." What would it be like? Would your child play and eat candy all day? For those who like math, would the school only teach math? Let him/her share his/her ideas. If any of the suggestions can be put into effect right away, do so.

Ask your child to read the exercise in his/her student book and encourage him/her to put it into practice.

### **Exercise**

This week, time yourself doing your school or homework. Take just fifteen extra minutes every night to read over any notes, chapters, or assignments from your classes or subjects. By the end of the week you would have invested an extra hour and fifteen minutes of reviewing. Watch and see if your grades go up or your interest increases!

## **Chapter 11: Me and My Things**

### **Objectives**

**Cognitive:** Your child will understand principles of organization. He/she will understand that it is considerate of others to be organized, and that it makes life go more smoothly.

**Affective:** Your child will want to keep his/her room and home areas neater, clean and organized. He/she will recognize the justice of Billy's mother not bringing him the paper and feel that he deserved his lower grade.

**Behavioral:** Your child will identify sentences that do not belong in paragraphs. He/she will classify objects by type when he/she is organizing things.

### **Session 1**

Read the story together.

Ask your child to summarize the story "Me and My Things." Fill in details or important points left out.

An important part of the discussion of this chapter is whether or not Billy's mother should have refused to keep looking for his paper and let him take the consequences of his messiness. Ask, "What were those consequences to be? Was it fair that Billy had to accept those consequences or unfair?" Discuss this point with your child.

Next, ask your child if he/she thinks it was fair that Billy's mother should have to take time out of her day to search for his paper in a big mess and then bring it to the school for him.

Emphasize that Billy's messiness not only affects him—in fact, it doesn't seem to bother him much, as he thinks it is his room so he can leave it as he likes—it affects others too.

Ask your child, "When something is ours—a room, a toy, a machine—does that mean it is ours to break or ruin or not take care of? What does it mean to own something? Doesn't that mean we take responsibility to take care of it?"

Ask your child to remember what responsibility means from a definition in a previous chapter. Explain that to be responsible means to respond to needs and *also* to answer for them or be accountable for them. If you are responsible for something, you need to take care of it.

Pose the question: Would a person be a good owner of a pet if he or she did not take care of it? What would happen to a cat or dog that never got fed, brushed, or given water? In the same way that we are the owners of pets, we are owners of our things and, even though they are not alive, we are responsible to take care of them.

Mention that a good way to start taking care of things is to organize them or to get them in order. Direct your child's attention to the Exercise in his/her student book.

## **Exercise**

One of the main principles of organization is to group things that are alike together. Begin to organize your room or living area by putting things that are alike together. Put all your shirts in one area, all pants or skirts together in one section of the closet. Put all your CDs in their cases and line them up in one spot. Put school books in one place and library or personal books in another area nearby. Gather up any pencils or pens or crayons and put them all in one pile—a rubber band will keep them neatly gathered together.

When you read, you may notice that paragraphs are full of sentences that are alike or contain things about one common subject. This is how writing is organized.

Organization is everywhere! It makes life easier and more pleasant to keep things organized. Plus, you will always know where to find something when you need it!

Ask your child to try organizing their room or area today. Meanwhile, explain that you are going to show him/her how a paragraph, mentioned in the Exercise, is organized. This is practice in keeping things organized.

Explain that every paragraph has a topic sentence. This is usually the first sentence, and it tells what the paragraph is about. Every sentence in the paragraph should tell something more about the topic or subject of the paragraph. If the sentence talks about something

not related to the topic in the topic sentence, it doesn't belong in the paragraph—any more than a pair of sneakers belongs in a sock drawer.

Read the following paragraphs to your child or write them on a paper. First, have him/her pick out the topic sentence and what the topic of the paragraph is. Have him/her pick out the sentences that do not belong in the paragraphs because they talk about a different topic. There is one misplaced sentence in each paragraph.

Paragraph 1:

Our city zoo is a nice place. It is big, with lots of trees and flowers. It is located at 2nd and 99th Street. Our city has the least rainfall of all the other cities in our state. Our zoo is famous because it has a panda bear.

Paragraph 2:

Spaghetti is an interesting dish. It is very tasty and spicy and hot. It is hard to eat spaghetti without getting any on your shirt, but it can be done. I have a pink shirt and a yellow shirt. Grated cheese is often served on top of spaghetti, and so are meatballs.

Paragraph 3:

My cat is a very good cat. When I call her, she comes. When I pet her, she purrs. My cat is not afraid of dogs. Collies are a kind of dog. When my cat is hungry, she cries in a special way. When my cat is thirsty, she cries in another way. When I don't feed or give water to my cat right away, she just takes a bath and waits. I love my patient, good cat.

Paragraph 4:

New Jersey is a state in the United States of America. It is called a "Mid-Atlantic State." It is the most populated state in the United States. It is very close to New York City. The Statue of Liberty is in New York City. New Jersey is called "the Garden State."

Explain that alphabetical order is a way to organize things. If you alphabetize important papers to be returned, for instance, it will only take a minute or two to find those papers. When a deck of cards is organized by suit and number, it's easier to find a particular card and you know which cards you have or don't have. Or, when you play a game like Monopoly, you will do better if your property cards are organized. If another player lands on your property, you know it without being asked. If you have your property cards in order, you know which properties you need to have all the properties in that group. If you have your money organized by amount, it's easier to see how much money you actually have to work with.

Emphasize that organization helps things go more smoothly, quickly, and easily.

## Session 2

Mention how doing chores is good. Point out that scientists have found that children who do regular chores at home grow up to have more friends, make more money, be happier at their jobs, and to be more successful. So, if children have things they have to take care of at home, they should thank their parents!

Point out that chores also mean that he/she is learning how to take care of things well. If he/she has to vacuum, for instance, he/she is learning how to keep a room clean and free of dust. He/she is learning how to use a tool without breaking or misusing it. He/she may even learn minor repairs or useful skills like changing the vacuum cleaner bag or adjusting the cleaner to a rug or bare floor. If he/she has to do dishes, he/she is learning how to use soap and warm water to clean things, and he/she is learning about staying healthy. If he/she has to help prepare meals, he/she is learning about nutrition, fire safety, and principles of food preparation and storage—all very useful things for future life!

Point out that taking care of things and doing chores may not seem like a lot of fun, but it is an important part of life. What if parents did not take care of things at all? Things around their homes would fall apart! As he/she does things now, he/she is learning how to be a good mother or father and grown-up later on.

You might want to read aloud the following little quiz and see if your child can get the right answers about taking care of their things.

1. Your dad let you borrow his jacket. You're done with it now. What should you do with the jacket?
  - a. Hang it on the fence so he can see it as he goes out.
  - b. Put it back in the closet or wherever your father usually keeps it.
  - c. Throw it on his lap as he's watching TV, saying, "Here, Dad! Catch!"
  - d. Leave it on the kitchen table in plain sight, near the open bottle of milk. Oops!
2. You've been given a new shirt. What is the best way to take care of it?
  - a. Throw it in the back of the closet, on the floor.
  - b. Stuff it under the bed. You don't want anyone to step on it if you leave it on the floor.
  - c. Leave it at your friend's house, because he lent you a cool, old, ripped T-shirt you wanted to wear home.
  - d. Hang it in the closet so it doesn't get all wrinkled.
3. You borrowed your friend's scarf and someone at school pulled it and ripped it. What should you do?
  - a. Fold it up so the rip doesn't show and hand it back to your friend. Say, "Thanks!"
  - b. Tell your friend it got caught in a machine. "Sorry! I couldn't help it!"
  - c. Offer to buy your friend a new one of the same value.
  - d. Hide it and tell your friend, "I lost it. Guess you'll have to buy a new one."

Discuss why some of the answers are not good ones. Then, discuss the Questions in his/her student book.

## **Questions**

1. Do you know what it means to be “organized”?
2. The word "organized" is related to "organs," like the systems that work in your body to keep you healthy. What if your body wasn't organized? Do you think you'd feel as well as you do every day? Could you do as much as you do?
3. Why do think that Billy had to learn the hard way about taking care of his things?
4. Do you think Billy’s mom was right or wrong to let him take the consequences of his actions?
5. In what ways are you like, or unlike, Billy? Explain why.
6. What does a room say about the person who lives there?
7. If a person owns lots of “cool things,” does that make him or her better than someone who does not? Explain your answer.
8. Is it better to have a lot of things and not take care of them or better to have a few and take care of them well, so they last and are useful for a long time?

If there is time, ask your child to draw a picture of his/her room or home area, detailing how things are arranged and what areas he/she would like to improve.

## **Chapter 12: Time with Mom and Dad**

### **Objectives**

**Cognitive:** Your child will understand how hard parents work and how he/she should help out. He/she will understand the necessity and benefits of chores.

**Affective:** Your child will want to help out. He/she will experience a sense of satisfaction from helping out in and he/she will look forward to helping out more at home.

**Behavioral:** Your child will classify chores as those that need to be done each day, those that need to be done once a week, and those that need to be done twice a week. He/she will organize his/her family chores in a proposed plan to help out more at home and for his/her family to get more done and have more time to spend together.

### **Session 1**

Read the story together.

Ask your child to summarize the story of “Time with Mom and Dad.” Fill in any important details or points left out.

Ask, “Do you think this story is realistic?” What do your parents do when you are playing?. Do you know what your parents do? Explain that sometimes children think parents just love work! Clarify that parents work for the sake of their families. Explain that parents work outside the home to make money for food, clothing, and shelter, and they work inside the home to prepare food and keep things clean and repaired. It is a lot of work! Ask him/her if he/she thinks you might not like a little more time to play and relax, like children usually have. Do parents get a “recess”?

Write the old saying on a paper: “A man may work from sun to sun, but a woman’s work is never done.” Ask him/her what he/she thinks this means. Explain that working from sun to sun isn’t easy, but never being done is hard too! Men and women, mothers and fathers, work very, very hard. Acknowledge that it is easy to take this for granted. (Make sure he/she understands what taking someone or something for granted is.)

Go over the Questions. You might have a debate on Question #4.

Also, ask him/her if he/she spied on you on a school “day off” what he/she thinks he/she would see or find out.

## Questions

1. Why do you think that Libby got so angry that her parents were not spending enough time with her on the weekends? Was it normal for her to feel this way?
2. Libby didn't understand what her parents were doing to make them so busy and tired. What were they doing?
3. Libby finally began helping her parents with the household chores. Do you think that this will continue, or will Libby slip back to her old, “me first” ways next weekend?  
Explain your answer.
4. Should students get paid for helping with family chores or is it the duty of every family member to help out?
5. Sometimes we like one job better than another. What kind of family chores do you/would you like to do?
6. What do you think it means to your parents when they see you doing household chores, or when you volunteer to do them?
7. Do you like to spend time with your parents? Do you think they will be less busy and tired if you help out more?

## Session 2

Ask your child if he/she remembers the story about Libby, who thought her parents didn’t love her because they couldn’t come to her soccer games, They had so much work to do.

Ask: “Was it a happy ending?” Affirm that it was, because the parents got enough work done, with Libby’s help and they could go and enjoy her soccer game. Libby had the joy of scoring the winning goal with her parents watching her. Ask your child if he/she liked it when their parents watch him/her play games or do a performance.

Explain that there are many chores to be done in a home and yard. Point out that some chores have to be done every single day. That means no matter what, even if everyone in the family is sick, the chores have to get done somehow.

On a paper write:

Every day

Once a week

Twice a week

Ask your child to name chores that have to be done under these three categories. Certainly cooking and cleaning dishes and utensils need to be done each day. Something like laundry or taking the recycling out can probably get done once a week. Taking the trash out is probably a twice a week chore. Explain that maybe a big cleaning job like trimming the shrubbery or scrubbing the walls might only be done a few times a year. Yet all of it has to be done! Try to get your child to name as many chores as possible, and add any that he/she does not think of.

Ask your child to do the Exercise in his/her student book, using this chart as a guide to see what gets done at home.

### **Exercise**

Describe how your family organizes its household chores. Does everyone have a regular assignment (dishes, trash, vacuuming, lawn mowing, laundry, etc.), or do just a few people do most of the work? What can be done to organize your family’s chores more fairly, so that everyone is contributing something and a few people are not doing too much? How can working together improve the quality of your family life? Write it all down and then tell your parents about your plan. See if they decide to try it out!

Next, have a “chore session.” Look around the room and see what chores need to be taken care of. Explain that doing chores is a good way to develop skills and confidence. Perhaps your child can straighten up the books on the shelf. There may be things on the floor that need to be picked up. The coat closet can be organized better. Look for areas that are not cleaned regularly.

Encourage your child to talk together as you work, or to sing a song. Any rhythmic, lively song will do. Encourage him/her to make up words and rhymes about the work. Try to make the experience one of joyful cooperation.

Afterward, ask your child to sit, relax, and take a deep breath. Ask how the room feels. Does it feel better now? Does he/she feel better after having contributed something? Emphasize that helping out is always good—it makes us feel good and it makes our surroundings so much more pleasant to be in.

Explain that when everyone pitches in, the work gets done much faster and everyone has more free time. Write on a paper the expression, “Many hands make light work.” Point out that if everyone helps no one person has to do too much or take too much time.

Say that, because he/she helped out and the room is now clean, He/she has time for a short break. He/she can talk or go somewhere. Emphasize that this is the reward of hard work: joy and relaxation.

## **Chapter 13: Suzy’s Skills**

### **Objectives**

**Cognitive:** Your child will understand that everyone has skills and that people need to share their skills with others so that everyone can benefit. He/she will understand the skills involved in friendship.

**Affective:** Your child will want to learn and apply new skills, especially friendship skills.

**Behavioral:** Your child will define the most important friendship skills as those relating to being interested in others and as loyalty. He/she will apply these skills to make new friends and keep old ones.

### **Session 1**

Read the story together.

Ask your child to summarize the story of “Suzy’s Skills.” Fill in any details or important points that might have been left out.

Ask your child if he/she knows what a skill is. Affirm that it is the ability to use knowledge or training to do something well. Point out that skills are valuable things to have. There are many kinds of skills—there are skills in sports, skills with machines, word skills, conversation skills, sewing skills—anything that a person can do well after gaining some knowledge and training is a skill.

Mention that Suzy has a lot of skills on the farm. Ask your child to name some of the skills Suzy has that are suitable for farm life.

Dee has a lot of skills at school. Ask your child to name some of the skills Dee has that are helpful for being at school.

Mention that people usually learn skills from one another. A person can learn a lot from a book or from a video, but usually a skill is best taught with the help of another person, who can demonstrate, correct, and encourage.

Express that different people have different skills, but that everyone has some that are worthwhile. For instance, Suzy's farm skills may not have seemed very important in the new school setting, but Dee appreciated the fact that Suzy seemed to know that it was not going to rain. It is important to appreciate the different skills people have.

For example, one of your friends might be really good at serving a tennis ball. Another might be very good at returning balls in a volley. Each friend has skills. By learning from both of them, you can improve your skills in both areas they are good at. In the same way, your parents may be very skilled at the work they do, but when the sink pipes break, they need someone with plumbing skills to help them. Everyone has valuable skills to share with others.

Write on a paper: "No one person is good at everything, but everyone is good at something!"

Do the Exercise with your child. Ask your child to think of a skill he/she is particularly good at. If you know particular abilities your child has, you can remind him/her of them.

## **Exercise**

Think of skills you are especially good at or what skills you would like to improve. Write them down.

Print out this article and encourage your child to do it or do it together.

## **Your 12 Point Plan for Personal Success**

By Stephan Iscoe

No one becomes successful by accident. Success requires making a plan and sticking to it. It is simple, but does require commitment; it is not hard to do, but does require hard work. The good news is that once you begin, the results start coming almost instantly. The miracle of successful living is that the smallest step towards success attracts more success! Here is a very brief outline of the key points that will help you achieve the highest levels of success.

1. Look into the nearest mirror - the person staring back at you is the only person responsible for your success. Smile! No one else is the cause of your success or to blame

for your short comings. Successful people take full responsibility for their actions.

2. Smile back at your reflection. Successful people are cheerful, optimistic, and forward thinking. If you think you don't have anything to smile about, smile anyway. Positive thoughts drive out negative thoughts. It's hard to have a negative thought while you are smiling!

3. Positive self-esteem is the foundation for success. Feel good about yourself and your abilities, achievements and potential. Don't dwell on your mistakes. Remind and praise yourself on your past accomplishments. Congratulate yourself for taking positive steps toward a more successful future.

4. Believe in yourself. You are here for a purpose. God doesn't make extras just to fill in the scenery. Find your mission and begin working to fulfill it.

5. Desire to be a success. Decide right now that you will be successful. Commit to being successful.

6. Associate with successful people. Do what they do. When faced with choices, make the choice a successful person would make. Blow your bonus check on a gambling trip or invest it?

7. Avoid unsuccessful people. Do not under any circumstances associate with negative people. Negative people are toxic; they destroy, they do not build. They are vampires that can live only by draining the life from others. The odds are greater that they will pull you down faster than you can lift them up. You can choose to stay away from all the negative people in your life. Avoid all the whiners, complainers, blamers and thumbsuckers.

8. Do what you are best at and what you get the most satisfaction from. There is no reason to stay stuck doing things that are frustrating, boring, unhealthy, unproductive, demeaning or unfulfilling.

9. Write down a vision of how you want to live your life. Be specific. Where you want to live, what kind of carpet, who your friends are, the pony's name, what the new church rec hall you donated looks like, etc. Make a Future Scrapbook; paste in pictures, drawings, essays, clippings. Make up news headlines about your achievements. Every day visualize yourself as you would like to be - and then act that way!

10. Write down your biggest goal, the one you most want to fulfill. Write it in the present tense, "I am...", "I have...", "I contribute...". Success is the result of a personal decision, so start your goal with "I". Read your goal aloud every morning and night. Tell people your goal. Make a plan to achieve your goal and stick to it.

11. Study the science of success. Read books, listen to tapes, watch videos and positive TV programming. Talk to successful people and ask them how they became successful. Fill your mind with positive thoughts and give yourself positive self-affirmations.

12. Every day do something that brings you closer to your goal. Never give up. You can only fail if you quit trying. Keep on keeping on and you will succeed. Achieving success requires following a system. Begin today by putting these 12 points into daily practice.

Everybody experiences fear of failure, uncertainty, insecurity, low self-esteem, indecision, depression, nervousness and embarrassment. Successful people master these temporary conditions by taking positive action, by sticking to their plan, by maintaining their vision of the future, by learning from setbacks and by rededicating themselves to the pursuit of their mission. By following these simple steps you will become successful and achieve all that you desire.

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## **Session 2**

Remind your child of the story “Suzy’s Skills.” Ask him/her if he/she thinks friendship is a skill. Affirm that it is, and mention that this is one of the questions in the Questions he/she will do this session.

Ask your child if he/she likes to have friends. At this age, children are often very concerned with friends.

Explain that making friends is a skill, just like learning to dance, learning the computer, learning how to serve a tennis ball, or learning how to bounce a soccer ball on your head. That means that friendship takes some knowledge and training. Add that, of course, many people easily and naturally make friends with each other. Yet the people who have the most friends, the closest friends, and who keep their friends have some skills.

Ask: “What are some friendship skills?” Solicit your child’s answers and hold a discussion about it. When your child is finished contributing, emphasize the following two skills as being important in making, deepening, and keeping friendships. Explain that there are many other friendships skills, but that these two are particularly important.

The first is the skill of showing interest in the other person. Ask your child if he/she enjoys talking with or hanging around with someone who only talks about him- or herself or always wants to do just what he or she wants to do. After a while, it gets very boring!

Friends have to be interested in each other, not just in themselves. Friends have to be willing to let the other person talk or to have his or her way at times. Give an example: “Joey wants to go to the park together to play baseball. Fred likes soccer better than baseball, but Joey played soccer with him three times already this week. Fred decides that this time he will play baseball because Joey likes it so much.”

Showing interest in someone is a good way to make new friends as well as keep old ones. Showing interest in someone means approaching him or her and suggesting you two do something together. It may take a couple of times. Someone may have a good reason not to be able to be with you right away—He/she has piano practice, for instance. Don’t assume that means he or she doesn’t like you and you shouldn’t try again. Try once or twice more. If the person still excuses him- or herself every time, maybe he or she isn’t ready to be friends yet. Try someone else.

Ask your child to think of ways to approach someone to show interest in being friends. List some ways to approach someone on a paper. Some examples might be, “Do you want to play together at recess?” or “Would you like to eat lunch together today?” or “Could you ask your mom if you could come over to my house to play one day this week?” or “Would you like to go to the movies with me?”

Explain that a second most important friendship skill is showing loyalty. Most people say that what they most like in a friend is loyalty. Ask your child what loyalty is. Affirm that it is being true to someone. When a person’s friend needs them, they are there—at least most of the time. When a person’s friends are sad or happy, they share in that sadness or happiness sincerely. They are not secretly glad that their friend got in trouble or secretly sad or jealous that their friend got an award or prize. (Although some little feelings like these sometimes come up, a good friend can tell him- or herself to be loyal instead of feeling that way). When a person’s friend calls or visits, the person responds with kindness and friendliness and says he or she is happy the friend called or visited.

Loyalty also means that a person does not talk about people behind their backs. This does not mean just not talking about your friends behind their backs. If you talk about other people behind their backs, your friends will wonder how you talk about them behind their backs! Don’t talk behind the back—about your friends or anyone else. It takes away trust.

Loyalty means keeping your promises. If you say you will do something, you should do it. If you promised to help your friend study for a test, don’t back out at the last minute. If you promised to go to the party with your friend, don’t suddenly decide to go with another friend instead.

Affirm that it is wonderful to have friends. Exclaim that a person can’t have too many friends! It isn’t so hard to make friends once you understand that it means giving, not just taking, by being interested in the other person and being loyal to him or her in the ways you have discussed.

Conclude by writing on a paper, “You can make more friends in two months by being interested in other people than you can in two years by trying to get other people interested in you.” Explain that this was written by a famous author. (Dale Carnegie)

Discuss the Questions on “Suzy’s Skills” in his/her student book.

### **Questions**

1. What skills have you learned that you think will help you in the future?  
Explain why and how you learned him/her.
2. Have you taught yourself (self-learned) any skills on your own? What are they and how did you do it?
3. What are the most important skills you know? Explain why.
4. If you could learn one new skill, what would it be and why?
5. Did Suzy find out she had learned some valuable skills at home on the farm? What were they?
6. Do you think it is good to learn new skills?
7. Is making friends a skill?
8. Was Dee good at making new friends?
9. What did Dee do to show Suzy she wanted to be friends with her?

## **Chapter 14: Righting a Wrong**

### **Objectives**

Cognitive: Your child will understand that winning isn’t more important than the way you win or the friends you lose through cheating.

Affective: Your child will feel distaste for people who get things dishonestly or who cheat.

Behavioral: Your child will label cheating behavior when he/she sees it and state that it is wrong.

### **Session 1**

Read the story together.

Ask your child to summarize the story “Righting a Wrong.” Supply more details or important points that were left out.

Ask what in the first paragraph tells us that Fred wasn’t very honest. Ask your child if he/she would like to be friends with someone like Fred. How are the other students

reacting to him? Do children and classmates in the story want to be friends with Fred? Affirm that they do not. Ask your child for specific things in the text that tell that people no longer want to be friends with Fred.

Mention that a lot of people make the mistake of thinking that they will get friends if they have a lot of things or win a lot of things. Ask your child what he/she learned people really look for in a friend.

Explain that some people think that if they are rich, they will have a lot of friends. Write on a paper, “Money can’t buy friendship.” Explain that friendship is something that money can’t buy.

Mention that some people think that if they are very smart and always show others how smart they are, people will like them and they will have a lot of friends. Mention that this is a mistake too. People admire people who are smart, but they don’t like them if they are always showing off how smart they are.

Fred seems to think that if he wins everything—every race, every competition, every good grade—he will be liked and admired and will have lots of friends. Explain that 1) winning everything isn’t necessary in order to have friends and 2) if you win things through cheating, as Fred does, people won’t like you at all. Even if you are the winner, you won’t have any friends.

People like things to be fair. Ask your child if he/she often hear the words, “No fair!” on the playground or in their neighborhoods. Everyone likes things to be fair. Explain that is why there are rules in sports and games. That is why there are rules at school and for taking tests and getting grades. That is why there are rules in stores and on the street and in the nation—the bigger rules are called laws. The purpose of rules and laws is to make things fair for everyone.

Part of being fair is achieving goals and winning successes by doing them the right way, not the wrong way. Write on a paper “The end doesn’t justify the means.” Explain that “the end” means the goal or what you want to have happen. Just because you have a good goal—say, to become the president—doesn’t mean that the ways or means you use are all right no matter what they are. No, you have to do it fairly. Otherwise, you may win, but you will lose. You will lose friends and you will lose others’ respect too.

Discuss the Questions in his/her student book.

## **Questions**

1. Do you think Fred was aware at first that he was bothering other people as he broke one rule of fair play after another? Explain your answer.
2. Do you ever find yourself acting like Fred?

3. If you were Fred's friend, would it be difficult or easy to explain to him how much he was bothering you and others? What would you say to him?
5. Do "the ends ever justify the means?" If so, when?
6. Is it possible to achieve success while caring about other people's feelings? If so, can you give some examples?
7. If a friend came up to you and said your behavior was offending a lot of people, what would your first reaction be, and why?

## **Session 2**

Remind your child of the story about Fred. Ask your child how he/she thinks Fred can go about changing things and making things up to all the people he has hurt with his cheating in races, on tests and papers, and in elections.

Ask how students feel when someone cheats off their paper or test. How do they feel if they really studied hard to earn a good grade and then someone wants to copy their paper, doing almost no work, to get just as good a grade? It is unfair, isn't it?

This can't be said enough: emphasize to your child that a cheater does not cheat the teacher or the principal or the school. The cheater isn't getting away with anything. He or she is only hurting him- or herself, because of not learning the material properly. A cheater also loses friends.

Ask your child: Suppose they have set up a lemonade stand in their neighborhood to make a little extra money. A grown man comes up and says, "I'm thirsty! I've been working all day. Give me a glass of lemonade, won't you?" You are charging one dime per glass. The man drinks the glass. Then he drinks another. You say, "That will be two dimes, please," and the man walks away without paying. He is big and strong, so there is nothing you can do. He then drives away in a car. Sure, it was only two glasses of lemonade. But you did the work to make it, you are sitting out there in the hot sun, you gave him something that made him feel a lot better, and it seems like he should do his fair share and pay too. He cheated you.

Point out that cheating on a paper or test is the same. A cheater cheats his friends and classmates of their good grades. They did the work, they paid the price for the good grade (like your child who made the lemonade and set up the stand) but others are trying to take good grades without doing the work.

Explain that cheaters are not good friends to anyone.

Mention that almost everyone has cheated or been untruthful or done things that were not 100% honest at times. Ask your child to close their eyes and remember a time when he/she did such a thing. Now ask him/her to imagine that there is an invisible video recorder recording every act of their lives. Ask him/her to imagine the scene when he/she did the cheating thing. The movie of their life will be shown all over the world! Is he/she

proud of that moment? Is that the way he/she wants others to see him/her? Is that the way he/she wants to see him- or herself?

Say, “You are the star of the movie of your own life. Are you going to be a hero or heroine—or are you going to be the bad guy or villain?”

Ask your child to do the Exercise in his/her student book and then discuss his/her choices together.

## **Exercise**

How fair are you? Circle your answer in the following situations.

1. You run the school newspaper, which will be publishing the results of a vote for different students in various fun categories. The categories are: "Student with the most beautiful eyes," "Smartest student," "Best athlete," "Best sense of humor" and "Best friend." It is your responsibility to count the votes and write the article for the paper communicating to the other students.

You think you have a pretty good sense of humor—the best in the class—and other people think so too. You voted for someone else in that category, though, because you thought maybe you shouldn't vote for yourself. Now, counting the votes, you see you are tied with the person you voted for. You:

- a. Write in the paper that the category "Best Sense of Humor" was a tie. You figure no one else had a chance to change their vote—why should you?
- b. Change your vote and give yourself the extra vote you need to win. You were going to vote for yourself anyway.

2. Your friend, Kira, got invited to a birthday party. You did not get invited. You are jealous. You:

- a. Go up to the birthday girl and tell her that Kira comes from a really bad family and she shouldn't invite her to parties.
- b. Arrange with another friend or your family to have something fun to do that day yourself. Wish Kira a good time.

3. Your book has all the answers penciled in the margins. You:

- a. Show the teacher the book and ask her if you can erase him/her or change books. You want to learn what you need to know.

b. Always be the first to raise your hand with the answer so others will think you are very smart.

## **Chapter 15: Over the Edge with “Brave” Bob**

### **Objectives**

**Cognitive:** Your child will understand that there is a difference between courage and foolhardiness. He/she will understand that true heroism means taking the risks to help others.

**Affective:** Your child will want to be a true hero and will feel a sense of distaste for Bob and his antics.

**Behavioral:** Your child will describe bravery and heroism as being necessary risks taken for the sake of others. He/she will compose stories that depict bravery and heroism in these terms. He/she will distinguish between acts of foolhardiness and true acts of courage, including altruistic courage.

### **Session 1**

Read the story together.

Ask your child to summarize the story “Over the Edge with ‘Brave’ Bob.” Fill in any important points or details that might have been left out.

Next, point out that the word “Brave” in the title is in quotation marks. Ask your child if he/she knows why that is. Affirm that it is because the word “brave” does not necessarily apply to Bob. He *appears* to be brave, because he likes to take risks, but mention that there is sometimes a fine line between being brave and being foolish. Bob seems to cross that line into being foolish rather than brave.

Ask your child what a “risk” is. Affirm that it means doing something where the results could bring about hurt—either physical, mental, emotional, or financial. A risk involves a possibly very good result too—that is why it might be worth taking. Taking the risk, people are betting or hoping that the very good result will come about, not the painful one.

Note that some people are thrilled by taking risks. They find it exciting. Bob is like this. He finds risks exciting.

When a person faces a situation where he or she could get hurt, the body sends chemicals from the brain that make the heart beat faster, the breath come harder, the mind sharpen, sight and hearing sharpen, and muscles become more tense and full of energy. This body chemical is called “adrenaline.” It prepares the body for “fight or flight.” Pumped up by

adrenaline, the body is prepared to either run away with great speed in order to escape from danger (being chased by a tiger, for instance) or to fight with all its might (to fight the tiger). Most of the time, an adrenaline “rush” has feelings of fear along with it.

Yet point out that some people like Bob find this rush of adrenaline exciting rather than fearful. They enjoy the feeling. They are also convinced that they can handle whatever situation comes up. In short, they do not understand the real risks of what they are doing. They do not think the bad side of risk will happen to them.

As the story points out, most kids are content to ride their bikes on the sidewalk or on the street. “Not Bob. Bob just had to mix it up with fast-moving cars and trucks.” Bob isn’t happy just skateboarding—he has to skateboard in the empty public pool or on handrails. He can’t just go to a concert and enjoy it like the other kids—he has to “body surf” by leaping on top of the crowd.

Ask your child if he/she thinks Bob is especially courageous and brave, or is he too sure of himself—too sure that he won’t get hurt? Whatever stance he/she takes, ask him/her to pick things out of the text that support their opinion.

Then ask how the story ends. Was Bob really so courageous and brave or was he a foolish risk-taker?

Explain that many famous men have concluded that when someone is courageous, it is not because he or she doesn’t feel any fear. Fear can be healthy. Bob should have been afraid in the situations he got himself into. A normal person would have been afraid and would have chosen not to do a lot of those things. A courageous soldier in battle feels fear—any honest soldier will tell people that he or she felt fear on the battlefield. It is the body’s normal response to danger. Courage is going over one’s fear and doing one’s duty or job anyway, in spite of the fear. Courage is the willpower to go past fear and do what needs to be done. People who feel no fear are not necessarily courageous. They may be like Bob—too foolish to be afraid of the risks they are taking.

Discuss the Questions in his/her student book.

## Questions

1. Why do you think Bob felt the need to show off so much?
2. Does Bob remind you of anyone you know? In what ways?
3. Are you like Bob in any way? If so, how?
4. Is a person like Bob really brave or is he foolish, like his dad said?
5. At what times is it useful to be brave? Can you give some examples from your own life?
6. What brave people do you respect and why?
7. Did they take unnecessary risks or were the brave things they did necessary to some great cause or reason?

## Session 2

Remind your child of the story of “Brave” Bob and how you have been thinking about the difference between being courageous and being foolish. Remind him/her that it is okay to feel fear—at times, it is a healthy warning that we are in danger and need to be careful. But real courage is going past the fear to do what needs to be done, like a soldier in battle.

Explain that being foolhardy, like Bob was, does not make someone a hero or someone to look up to. Mention that many teenagers think it makes them grown-up to take risks like smoking, drinking, using drugs, and engaging in other risky behaviors. Make the point that true manliness or womanliness comes from doing things for others, at a sacrifice to the self. That takes courage. That takes more courage than simply taking risks to get thrills or admiration.

Give the following example of a child hero. Anthony Leanna is eleven years old, about your child’s age. When he was ten years old, Anthony’s grandmother got cancer. She had to be in the hospital a lot for treatments, so Anthony saw many other cancer patients, some of whom were students. He noticed that a lot of cancer patients had lost their hair. This happens temporarily, just for a short time, while a cancer patient is being treated with different cancer drugs. Anthony thought some of these people might like hats to cover their bald heads, so he started a project called “Heavenly Hats.”

“All I wanted to do was put a smile on the faces of people who were going through a really hard time in their life,” Anthony said. (You might want to write this on a paper.)

Anthony went to different businesses and asked if he could put a box outside to collect new hats for cancer patients. Soon, he used the internet to contact people. Many companies and businesses and individuals donated hats to Anthony’s Heavenly Hat project. Many cancer patients got attractive and fun hats to wear around the hospital and when they went home, to hide the fact that they were bald. Anthony put a lot of smiles on a lot of faces. He has also been recognized with lots of awards and recognition for his good works.

Anthony is a risk-taker, like Bob, but Anthony’s risks are to help someone else, not to draw attention to himself. Ask your child what risks Anthony took. Affirm that people might have laughed at him, might have told him no, he couldn’t put a box outside a store, told him it was a stupid idea that would never work, told him people didn’t want hats, or all kinds of things to discourage him. Probably some people said things like that to Anthony. Yet Heavenly Hats has grown and grown, and Anthony has won the admiration and love of many people for his caring heart and his helping hand. Your child may read about Anthony and see his picture at [www.amazing-kids.org](http://www.amazing-kids.org).

Anthony makes the point that you do not have to be an adult to do something nice for someone else. In fact, all you have to do is to care enough to take a couple of risks and be courageous enough to face down a couple of “Nos” and “It can’t be done.”

Explain that students his/her age have raised money to build wells in Africa so that people could have clean water and not get diseases. Students his/her age have started peace movements in war-torn countries and raised funds to help poor people all over the world. Students his/her age have made sandwiches for the poor in big cities and gone out themselves and passed them around. These are the heroes—They are the brave people who are really taking risks to make the world a better place.

Point out that poor Bob probably learned his lesson the day he belly-flopped into the quarry. He was taking foolish risks just to be a show-off.

Have your child do the Exercise in his/her student book, and ask him/her to write a story of real bravery for the sake of helping others—true heroism—rather than doing risky things just to get thrills and be a show-off.

### **Exercise**

Using all of the elements below, write a short story (two or three paragraphs) demonstrating one or more acts of bravery:

1. Tropical island
2. Fishing boat
3. Sharks
4. Palm tree
5. Group of tourists
6. Typhoon
7. Rising water
8. Three fishermen
9. Mudslide
10. Rainbow
11. Fierce winds
12. Rope
13. Life vests

## **Chapter 16: Don't Give Up!**

### **Objectives**

Cognitive: Your child will understand not to “judge a book by its cover.” He/she will understand that even uncommon children may grow up to be famous and important. He/she will understand goals and obstacles to achieving them.

**Affective:** Your child will feel sympathy and admiration for Ellen. He/she will be impressed by the stories of Bill Gates and Oprah Winfrey. He/she will be interested in making goals and will be ready to face obstacles.

**Behavioral:** Your child will construct goals and anticipate obstacles. He/she will apply the saying “Don’t judge a book by its cover” with others who may not be as socially acceptable as some children.

## **Session 1**

Read the story together.

Write on a paper “Don’t judge a book by its cover. It’s what inside that counts!”

Ask your child to summarize the story “Don’t Give Up!” Fill in details or important points that might have been left out.

Explain that Ellen was considered a “nerd” or a “geek” in her class—someone who was not socially skilled. In fact, she was made fun of a lot. Mention that every school has students in it like that—children everyone laughs at because they don’t dress right, or because they are too interested in one subject, or because they look, talk, or sometimes act a little different.

The problem with this is that, inside that person may be quite a genius and no one would ever know it.

For instance, the richest man in the world is Bill Gates. In school, Bill Gates was considered a “computer geek.” He probably suffered a lot of teasing from his classmates. Yet Bill Gates transformed the world through computers.

Oprah Winfrey is the host of a famous television show that was watched by fifty million people in 122 countries. She is one of the most important women in the world. She was the first African-American female billionaire. She has influenced television, movies, and the publishing industry. Oprah Winfrey says, “It doesn’t matter who you are, where you come from. The ability to triumph begins with you. Always.”

Oprah was born in Kosciusko, Mississippi, a place hardly anyone has ever heard of! She spent the first few years of her life on her grandmother’s farm because her teenage, unmarried parents split up and left her and each other. She had very bad experiences as a young child your age and as a teenager. Men who knew her mother used to pick on her terribly. This made her misbehave so much that her mother tried to send her to a juvenile delinquent home. But her father took her in hand and made her read and study. Oprah was very pretty, and she won some beauty contests and became a talk show hostess. She starred in some movies and became very famous. She did not let the fact that she was born poor, black, a woman, and without a stable family hold her down.

Oprah said she was grateful to have her TV show so she could try to help other people have better lives too, just like she helped herself.

Ellen is like that. She is determined to achieve her goals—no matter what she is like in the first place, no matter how much others tease her. She also helps others. She gets over her stuttering by reading to students who need help with their reading. Because she is good to her parents and her teachers, she grows in self-confidence. She doesn't let all the teasing and insults make her think that she is what the others say she is. She believes in herself, and she doesn't let the negative opinions of her schoolmates stop her. Even if they gave up on her right away, Ellen never gave up on herself. She kept trying and working and accomplishing and, finally, she won everyone's respect.

Explain that there was a lot more inside Ellen than people gave her credit for. That is why it is important: "Don't judge a book by its cover!" In other words, don't judge people for how they appear to be. They may be quite different inside.

Discuss the Questions in his/her student book.

## **Questions**

1. Do you think Ellen was proud of her gift of determination? Why or why not?
2. Was there a time in your life when you did not give up? Explain.
3. How difficult is it to block insults and put-downs and still focus on the goal? What would you have done in a situation like Ellen's?
4. Are you a good judge of character? If you met Ellen, what would your first reaction have been towards her?
5. Tell about a time that you "gave up," when you stopped trying to make a goal. How did that make you feel? Did you try later to accomplish the same goal?
6. Can you name some people who have become famous for not giving up? Do they have anything in common?

## **Session 2**

Remind your child of the story "Don't Give Up." Remind him/her that Ellen didn't give up on herself, no matter what her classmates used to think of her, and she became very successful.

At the end of the story, Ellen says, "Focus on your goals and never give up!" Ask your child if he/she knows what a goal is. Affirm that it is a place or situation a person wants to reach in order to achieve or win something—similar to making a goal in sports or games.

Ask your child if he/she has goals. Explain that goals are like dreams—not the kind you have at night! There is a saying, “Goals are dreams with deadlines.” Goals are something that children want to achieve or to get. Also, a goal can be a step on the way to achieving a bigger dream. Give as an example: “You may want to win the Olympic Gold Medal for figure skating. That is a big dream! It is best to break a big dream like that into smaller goals. First, your goal might be to learn how to ice skate. Then your goal might be to learn how to figure skate. Then your goal might be to enter a figure skating competition. Your next goal might be to win a figure skating competition.” Explain that even if the person does not achieve their biggest goal, the person can be proud of the many smaller goals he or she achieved along the way.

Explain that making goals helps us to get things done. If we just go around without thinking of where we are going or what we want to achieve or win, then some good things might happen to us, but they are less likely to than if we actually aim for them.

Draw the analogy of children leaving their house. They do not just leave their house and let the wind carry them wherever it might! They leave the house with a goal: to go to Beth’s to play a game, to go to the park to swing on the swings, to go to school, to go to the shop. If they just left the house without a goal, where would they wind up? Lost!

In the same way, explain that if we don’t make goals in life, we can also wind up lost. After all, if we don’t know where we are going, we are not going to get there!

Explain that goals have to be something he/she can actually do. A goal should not be: “I want to fly, using just my own arms.” That is not going to happen! But “I want to be a pilot” very well could, if he/she does all the steps he/she needs to in order to reach that goal.

Ask your child to imagine some goals he/she would like to achieve. Have him/her tell you.. Help distinguish between realistic goals and dreams that will never come true.

Mention that obstacles—things that get in the way—may happen when he/she make goals. Part of achieving a goal is going over the obstacles, like Ellen did. If something got in her way, for instance, Ellen “went around it, burrowed under it, crawled over it, or plowed right through it.”

Ask your child to do the Exercise in his/her student book on goals and obstacles.

## **Exercise**

Think of some goal you really want to accomplish. Then imagine five obstacles (things that could get in the way) that might prevent you from achieving it. Finally, tell what you would do to overcome each obstacle.

Goal to Accomplish:

Five Obstacles:

- 1.
- 2.
- 3.
- 4.
- 5.

How to Overcome Each Obstacle:

- 1.
- 2.
- 3.
- 4.
- 5.

For fun, take your child on a “Tiger Hunt.” You may mention that the goal of this journey is stated in its title: we are going to try to find a tiger!

Pat your thighs audibly in the rhythm of steps. Have your child pat along with you in rhythm.

Recite in rhythm:

Going on a tiger hunt! (Your child repeat after you: Going on a tiger hunt!)

All right! (All right!)

Let’s go! (Let’s go!)

I see some grass. (I see some grass.)

Some long, tall grass. (Some long, tall grass.)

Can’t go over it. (Can’t go over it.)

Can’t go under it. (Can’t go under it.)

Can’t go around it. (Can’t go around it.)

Have to go through it. (Have to go through it.)

Swish! Swish! (Swish! Swish!)

Make the gesture of walking through tall grass, parting it, etcetera. Then resume the patting on the thighs as if marching triumphantly.

Going on a tiger hunt! (Going on a tiger hunt!)

All right! (All right!)

Let's go! (Let's go!)

I see a lake. (I see a lake.)

A great, big lake. (A great, big lake)

Can't go over it. (Can't go over it.)

Can't go under it (Can't go under it.)

Can't go around it. (Can't go around it)

Have to go through it! (Have to go through it!)

Make swimming motions. Then resume the thigh-patting as if marching triumphantly.

Going on a tiger hunt! (Going on a tiger hunt!)

All right! (All right!)

Let's go! (Let's go!)

I see a cave! (I see a cave!)

A great, big cave! (A great, big cave)

Can't go over it. (Can't go over it)

Can't go under it (Can't go under it)

Can't go around it (Can't go around it)

Have to go through it! (Have to go through it!)

Make motions as if you are creeping slowly into a big, dark cave, patting thighs slowly and softly.)

It's dark in here. (It's dark in here.)

It's spooky! (It's spooky!)

I see two eyes. (I see two eyes.)

Two yellow eyes! (Two yellow eyes!)

Yikes! It's a tiger! (Yikes! It's a tiger!)

Scream. (Scream)

Pat thighs rapidly as if running at top speed.

Quick! Through the cave! (Quick! Through the cave!)

Quick! Through the lake! (Quick! Through the lake!)

Make swimming motions.

Quick! Through the grass! (Quick! Through the grass.)

Make swishing sounds and gestures as if parting high grass.

Stop patting thighs, look around, wipe brow, and say:

Whew! We made it! We're safe. (Whew! We made it! We're safe.)

Now, ask your child what the goal of the game was. Affirm that it was to hunt a tiger. Was the goal achieved? Certainly, you found a tiger! So the goal was achieved. Point out that many obstacles were in the way, but you achieved the goal of through going through all the obstacles and made it back safe too.

Note: Varying versions of this chant are featured on several camp song and Scouting song websites. Sometimes the animal is a bear, sometimes it is a lion or other large animal. In some cases, the hunters have guns and the obstacles vary. To our knowledge, there is no copyright on this famous camp song, and this is an original variation of it.

## **Chapter 17: Learning to Cooperate, the Hard Way**

### **Objectives**

**Cognitive:** Your child will understand that “many hands make light work” and that “two (or more) heads are better than one.”

**Affective:** Your child will have a new appreciation for the value of cooperation and will look down on the character Rob for his lack of willingness to cooperate with others.

Behavioral: Your child will distinguish between situations where one person would be most effective working alone and where cooperation with others is needed. He/she will state the maxim “Many hands make light work” and “Two heads are better than one” and apply them in appropriate situations.

## **Session 1**

### **Materials Needed**

A large amount of dried, hard beans, pins, buttons, or any small item that will scatter harmlessly when dropped.

Read the story together.

Ask your child to summarize the story of “Learning to Cooperate, the Hard Way.” Add important things left out or noteworthy details.

Ask your child to look at Chapter 3 in his/her student book, “Don’t Let Pride Stand in Your Way.” Mention that this story is also about a boy who likes to do things on his own, but who finds out that working with one other person is a very helpful thing.

Solicit your child’s comments about any similarities he/she might also see between Rob and “Brave Bob” of Chapter 15.

Explain that the word “cooperate” means “to work together.” When people work together, things are easier to do and they go faster too. Mention the saying “Many hands make light work.”

Try to gather a few people for this exercise. Scatter the beans, pins, or buttons on the floor. Ask your child to pick them all up. Give him/her a few minutes working at it, and then ask, “Would you like me to help you, or would you rather do it all by yourself?” Your child will probably want some help! Explain that he or she is going to receive others’ cooperation, and he or she will see how much faster and easier the work goes.

Allow the others to pitch in, and see how quickly it is all picked up. (If no one else is available, you can just give the example of how much faster it would be if more people helped.) Explain that this is the power of cooperation. One person working alone has a hard time with a big task. Many people working together can accomplish it quickly.

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

### **Exercise**

Below are different kinds of activities relating to farm life, home care, and fishing. Next to the appropriate letter, write how two or more people working together could divide the labor and make the task go better. If it is a task better done by just one individual, write "I" next to it.

- A. Cow milking
- B. Fence mending
- C. Tractor driving
- D. Egg collection
- E. Putting a new roof on a house
- F. Cutting back the branches on a tall tree
- G. Washing the kitchen floor
- H. Washing the dinner dishes and pots and pans
- I. Hanging a picture just right on a wall
- J. Getting a boat from where it is pulled up on shore into the water
- K. Rowing out to the deep part of a lake
- L. Putting worms and other bait on a fish hook
- M. Casting the line of the rod out far from the boat
- N. Reeling in a fish that has bitten onto the bait
- O. Netting the fish and bringing it into the boat

## **Session 2**

Explain that we are once again talking about cooperation, or people working together. Repeat that people working together can accomplish a lot more than people working all alone. Even though some things can be done well by just one person, many tasks need the cooperation of other people.

Ask your child what some reasons might be that a boy like Robert likes to do everything by himself. Affirm that he may think others can't do things as well as he can, and that they will hold him back from getting things done. Point out the place in the student text where Robert says, "I can't do this. I can't work in groups. They will just hold me back, get in the way." Or, he may think that it is a sign of weakness to ask others for help. Point out that in the text it says, "He thought that by accepting help, or even worse, by asking for help, it was as if he were saying, 'I am not good enough to get things done. I give up. I surrender.'"

Repeat that, as he/she saw in the last lesson, some things are better done by just one person, but many things are done better by a group.

Write on a paper "Two heads are better than one." Ask if your child thinks this means a two-headed monster or something else. Explain that in many situations, two or more people can come up with a better solution and plan by sharing all their ideas than just one person could come up with by him- or herself.

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

## Questions

1. How do you think Rob did working in a group on his play?
2. Do you know anyone like Rob? Are you like him at all?
3. What do you think Rob's teacher meant when she said, "Welcome to the class, Rob!"?
4. Rob is very proud of being able to do things himself. Do you think this is a true or a false pride?
5. Can you name some things that a group cooperating together could accomplish that one individual alone could not possibly do?
6. If you were Rob's friend, what would you do or say to help him consider working with other people?
7. Do you see any relationship between this story and the story in Chapter 3? Compare the two.

Direct your child's attention to the last line in his/her student book: "Hooray for people!" Affirm that people are very good at helping one another, and that this whole book has been about getting along well with and understanding relationships with other people: family and friends.

Lead your child in several rounds of cheers: "Hooray for people! Hooray for people! Hooray for people!"