

Chapter 1: Everything's Changing!

Objectives

Cognitive: Students will understand the physiological, hormonal basis of the changes their bodies are going through. They will understand that maturation on the mental and emotional levels involves the practice of virtues.

Affective: Students will feel sympathy for themselves and for other adolescents as they go through the many changes that puberty brings. They will desire a healthy lifestyle and to take good care of themselves as they grow. They will want to develop internally through studying and practicing virtues.

Behavioral: Students will compare the metamorphosis of a butterfly with human puberty. They will label the patterns of hormones inducing puberty. They will chart their progress in virtues.

Session 1

Materials Needed:

Photos—baby, toddler, young child, older child, adolescent, and adult pictures of you to show to your child and baby, toddler, young child pictures of your child
Printouts (Below)

For this first session, students could read to themselves the Introduction page.

Read the first Chapter together.

When you are finished, explain that this first chapter is about the transformation of a butterfly, symbolizing the transformation of a young person from a child into an adult. Mention that “symbolizing” means representing one idea or thing by something else. In this case, the butterfly is representing or standing for Jenny, a young girl who is entering adolescence and puberty.

Mention that puberty is when a young person’s body gets prepared for adulthood and reaches the point where the adolescent is able to reproduce: to physically have children. It is also a time of growing independence.

Point out the sentence in the text that says, “In the coming years, you too will feel the growing urge to take flight as you approach adulthood. This is natural, as your destiny is to become an independent and responsible adult.”

Ask your child to share what kind of new and independent things they can do now that they couldn’t do last year or a few years ago. Is he/she allowed to go more places by themselves or with friends? Are there things he/she is trusted with that he/she couldn’t handle a few years

ago—things like running a lawnmower or cooking on the stove? Ask your child if learning to ride a bike with two wheels wasn't a big step toward independence when he/she was younger. Suddenly, he/she could go much faster than he/she ever could before, and he/she could go more places. It is as if he/she "took flight" like a bird. What other independent skills is he/she mastering?

Write on a paper the word "Metamorphosis." Ask if your child can tell what it means. Explain that metamorphosis means a change in structure or form so complete that it is hard to recognize something or someone as the same being it was before the metamorphosis.

Show the pictures of you as a baby, toddler, etc, saying that these photos show some of the metamorphoses you have been through in your lifetime. Ask your child to note how very different—yet in many ways the same—you looked throughout the years as you metamorphosed from a baby to a toddler, from a toddler to a young child, from a young child to an adolescent, and finally from an adolescent to an adult. (Accept their comments with humor!) Ask him/her to look at the baby and toddler and young child pictures of him/herself and then to go and look in a mirror. Ask him/her to observe how he/she has metamorphosed from babyhood up until now.

Explain that butterflies go through obvious metamorphoses, so they are interesting to watch, and they give us hope because they start out just as a little egg and then turn into a rather homely caterpillar, but they end up as gorgeous, flying, colorful butterflies. Ask how a butterfly might be a symbol of hope. Why does Jenny in the story find the butterfly comforting?

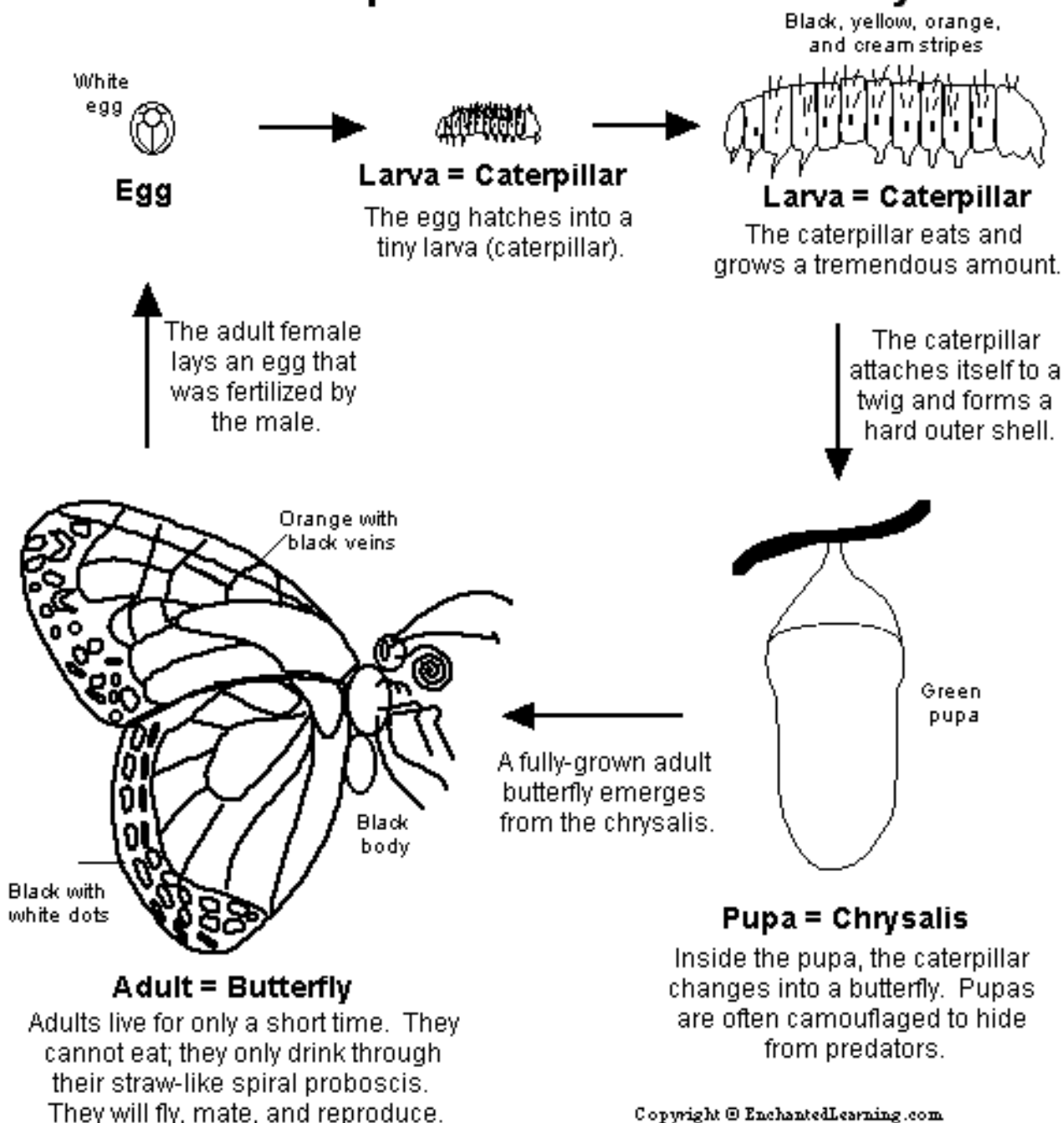
Show and read about the chrysalises, cocoons, butterflies, etcetera on the printouts. Explain that a caterpillar comes out of a small egg. The caterpillar eats and eats—caterpillars are known for their appetites! This is part of nature's plan. Explain that the caterpillar gets so fat that its skin gets tight, like a set of clothes that is too small. The caterpillar then sheds its skin, like a snake. In fact, this happens several times until the caterpillar doesn't have any more skins left to shed. Now the caterpillar stays inside a hard shell or case and gets down to the business of turning into a butterfly. This hard case is called a "chrysalis." (Some chrysalises are wrapped inside a cocoon, but some are not.) Therefore, all butterflies come out of chrysalises, but not all butterflies come out of a cocoon.

Explain that being a teenager or adolescent is like being inside a chrysalis or cocoon. Sometimes an adolescent feels confined, tired, irritable, and wanting to break free. The butterfly is a symbol of hope because, sooner or later, the full-fledged, independent adult will emerge completely out of adolescence, just as the butterfly emerged from the chrysalis.

Ask your child to complete the Exercise: "Marking Time" in his/her student book.

Butterfly Life Cycle

Metamorphosis of a Monarch Butterfly



All insects change in form as they grow; this process is called metamorphosis. There are two kinds of metamorphosis, incomplete (or simple) metamorphosis, and complete metamorphosis. An example of incomplete metamorphosis is found in grasshoppers. The young nymphs usually look much like small wingless adults. The wings develop externally, and there is no prolonged immobile (pupal) stage. Butterflies and moths undergo complete metamorphosis, in which there are four distinct stages: egg, larva (caterpillar), pupa, and adult.

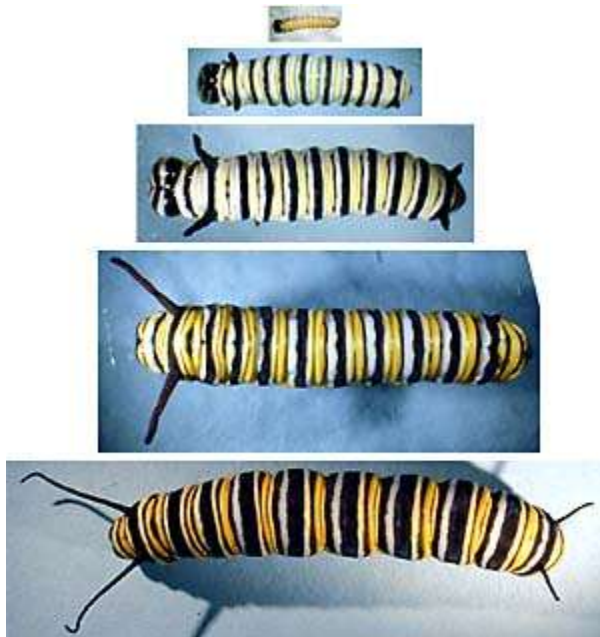
Monarch development from egg to adult is completed in about 30 days.

Egg (3-4 days)

Monarchs usually lay a single egg on a plant, often on the bottom of a leaf near the top of the plant. It is difficult to tell just how many eggs each female lays during her life, but the average is probably from 100 to 300. The eggs hatch about four days after they are laid.



Approximate dimensions: 1.2mm high; 0.9mm wide



instar, 13-25mm; 5th instar, 25-45mm.

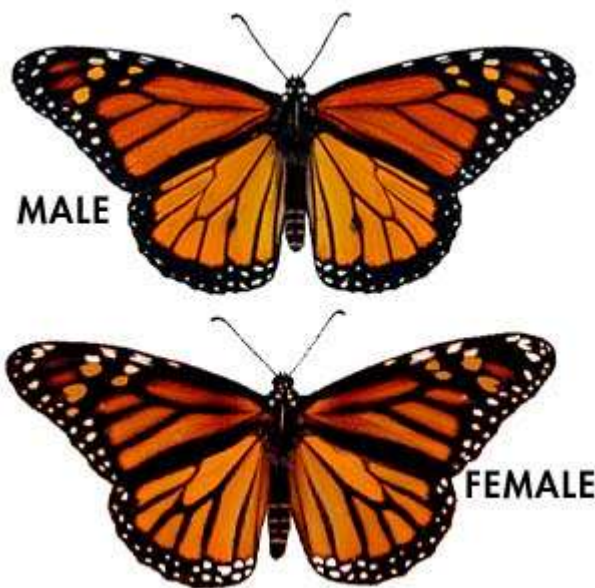
Larva (Caterpillar; 10-14 days)

It is during this stage that Monarchs do all of their growing. They begin life by eating their eggshell, and then move on to the plant on which they were laid.

When the caterpillar has become too large for its skin, it molts, or sheds its skin. At first, the new skin is very soft, and provides little support or protection. The new skin soon hardens and molds itself to the caterpillar, which often eats the shed skin before starting in anew on plant food! The intervals between molts are called instars. Monarchs go through **five instars (see photo)**. Approximate length of body at each stage: 1st instar, 2-6mm; 2nd instar, 6-9mm; 3rd instar, 10-14mm; 4th

Pupa (Chrysalis; 10-14 days)

During the pupal stage the transformation from larva to adult is completed. Pupae are much less mobile than larvae or adults, but they often exhibit sudden movements if they are disturbed. Like other butterflies, Monarch pupae are well-camouflaged, since they have no other means of defense against predators.



Adult

The primary job of the adult stage is to reproduce - to mate and lay the eggs that will become the next generation.

Females begin laying eggs right after their first mating, and both sexes will mate several times during their lives. Adults in summer generations live from two to five weeks. Each year, the final generation of Monarchs, which emerges in late summer and early fall, has an additional job: to migrate to their overwintering grounds, either in central Mexico for eastern Monarchs or in California for western Monarchs. Here they survive the long winter until conditions in the United States allow them

to return to reproduce. These adults can live up to eight or nine months.

Male and female Monarchs can be distinguished easily. Males have a black spot (see photo) on a vein on each hind wing that is not present on the female. These spots are made of specialized scales which produce a chemical used during courtship in many species of butterflies and moths, although such a chemical does not seem to be important in Monarch courtship. The ends of the abdomens are also different in males and females, and females often look darker than males and have wider veins on their wings.

No growth occurs in the adult stage, but Monarchs need to obtain nourishment to maintain their body and fuel it for flight. Nectar from flowers, which is about 20% sugar, provides most of their adult food. Monarchs are not very picky about the source of their nectar, and will visit many different flowers. They use their vision to find flowers, but once they land on a potential food source, they use taste receptors on their feet to find the nectar.

Exercise: “Marking Time”

Make a timeline identifying the key milestones in your life. For example, your timeline could include when you first walked and talked, your first day of school, your first soccer game, and other activities up to the present, including any changes you have experienced due to puberty. Try to include at least ten items. Think about why you chose the events that you did. How do you think your timeline might be different from someone else’s?

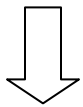
Session 2

Remind your child of the story “Everything’s Changing!” and mention that it is hormones that are beginning to bring about so many changes in their lives as adolescents. You might write the word “hormone” on a paper and define it as a natural body chemical.

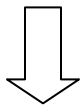
Mention that the hormones begin working in a person’s body roughly between the ages of eight and thirteen in girls, and ages ten and fifteen in boys. During those ages, the brain starts releasing a hormone—a natural body chemical—that stimulates the “pituitary gland” to send out more hormones to start transforming the person into a man or a woman. This hormone is called “gonadotropin-releasing hormone.” Point out that the text says the “pituitary gland” is a pea-shaped gland at the bottom of the brain.

Write and draw the following on a paper while reviewing it with your child:

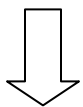
Brain



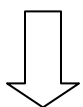
Gonadotropin-releasing hormone



Pituitary gland



Luteinizing hormone (LH) and follicle-stimulating hormone (LSH)



Different parts of the male or female body

Explain that boys and girls have both LH and LSH in their bodies. These hormones go to work on different parts of the body, depending on whether the person is male or female.

These hormones cause lots of changes—they cause a whole metamorphosis. Ask your child if they can name some of the changes that the hormones might cause.

You might want to draw a T diagram on a paper to record his/her answers (if any) and the information you are going to give them on these changes.

Changes

Boys	Girls

Mention that some of the changes that take place in boys are as follows. First, the voice starts getting deeper. A boy's voice may go down a full octave between childhood and adulthood. You can demonstrate this by singing or asking someone else to sing a scale: "Do re mi fa so la ti do" and then sing it backwards down the scale. Contrast the high "do" and the low "do" to demonstrate. Explain that boys also experience a growth spurt in height. A boy may add as many as nine inches to his height between the ages of twelve and sixteen! You might want to use a ruler to draw a line to show how much this is. Explain that they will gain weight, their muscles will grow heavier, and their arms, legs, hands, and feet will grow. Suddenly they may be able to grasp a regulation-sized basketball in their hands. They might even feel—like a caterpillar does—that their clothes are shrinking because sleeves may seem too short overnight, or pants may seem to have gone up several inches all at once! Sometimes teenage boys feel and act and look a little awkward as their growth accelerates.

For girls, there is also a growth spurt in weight and height. Their faces may also become more contoured and mature-looking. Their waists will become smaller, giving their bodies more of an "hourglass shape," but they may begin to worry about being fat, especially as the hips grow larger in order to allow a baby to pass through. Their breasts are forming in preparation for

nourishing babies, and their wombs are preparing for them to have babies. Every month, the womb will make a soft tissue setting for a baby to rest inside. If there is no baby, that tissue breaks down and is ejected. This is called menstruation. Menstruation means that a girl can have children.

Both sexes will notice increased body hair, acne, oil in the hair and on the skin and more sweat as the glands mature. Mood swings are common too. Their blood volume will increase. The physical heart doubles in size.

Mention that all this takes place at slightly different times for different people, so it is best that they not laugh at each other or point out differences in each other's growth.

Ask your child if it is respectful to laugh when a boy's voice cracks because it is changing. Affirm that it is not. Ask your child if it is respectful to point out a girl's breast or hip development as being either too much or too little. Emphasize that it is not polite to even mention it. She has a right to grow up at the pace her body is setting for her without any comments. Both boys' and girls' bodies are preparing them to be mothers and fathers. It is very natural.

Explain that adolescence can be a time of moodiness, fatigue, and impatience, especially with parents and other adults. Point out that in the beginning of the story, Jenny is having a hard time coping with all her new feelings. Part of this is irritability at her parents, even when they just tell her dinner is ready.

Explain that Jenny is beginning the process of "differentiating" herself from her parents—forming her own identity. This too is part of becoming an independent adult. There will be more on this in later chapters, but for now, it is important to realize that this is not necessarily an easy or smooth process, and teenagers may find themselves very moody and irritable at times, and very critical of their parents and other adults.

To help your child get through the changes more smoothly, mention that it is important to get enough sleep, so that he/she less irritable and impatient, and to eat healthy foods, not a lot of overstimulating sugar and sodas. Mention that he/she should respect themselves and take good care of themselves—because, no matter how they feel as a chrysalis, a beautiful butterfly is inside each person, just waiting to come out.

Discuss the Questions in his/her student book.

Questions

1. What is the meaning of the story at the beginning of the chapter?
2. What is puberty?
3. What are hormones?
4. Do you feel you are already going through these changes, or not yet?
5. In what ways has your body changed in the past year?

6. In what ways has your mind changed?
7. How have your relationships with family and friends changed in the past year?
8. What virtues are you developing?

When he/she is finished, draw attention to the last question. Repeat that the body grows naturally because of the hormones the brain releases that tell it to grow into the body of a man or a woman. Explain that the complete and mature man or woman, however, needs to be mature on the inside as well as the outside, and this will be according to the virtues they build up in their lives.

Ask your child to do the Reflection Exercise: “My Virtues” in his/her student book.

Reflection Exercise: “My Virtues”

On a scale of 1 to 10 with 10 being high, please evaluate the importance of the following virtues to your life. Then rate how much you are practicing these virtues.

Virtue	Importance	Practice
Love in the family		
Respect for others		
Responsibility		
Honesty		
Self-control		
Patience		
Fairness		
Trustworthiness		
Taking care of things		
Generosity		
Forgiveness		
Cooperation		

Chapter 2: Friends and More than Friends

Objectives

Cognitive: Students will understand that friendships shift and change at their age, but that loyalty and trust are the foundations of lasting friendships. They will understand that a man and a woman make a great team, and they feel a natural attraction toward the opposite sex.

Affective: Students will have a deeper appreciation of loyalty and trust, and question themselves on these points in their friendships. They will feel a deeper sense of appreciation of the opposite sex and see attraction as preparation for the future partnership of marriage.

Behavioral: Students will interpret their own attitudes and behavior on a scale of loyalty. They will experience trust. They will describe the qualities of their friendships. They will identify similarities between boys and girls their age.

Session 1

Read the story together.

Ask your child to recount the story of “Friends and More than Friends.” You can fill in important points or details that were left out.

Mention that at his/her age friendships change. Point out that sometimes, as in the story, people who have been friends all their lives suddenly find they don’t have as much in common as they used to have—or they don’t like to do the same types of things anymore, or they don’t really understand each other as well as they always thought they did. Point out that, in the story, Ben thought that drama was “the last thing” John would be interested in. Yet John was interested in it. Ask your child to name reasons why friendships change at his/her age.

Ask your child to close his/her eyes. Now ask him/her to go back to the very first friend he/she can remember ever having. Perhaps it was a neighbor’s child or the child of one of his/her parents’ friends, or a cousin. Does any image come to mind? Who was the person? What did they do together? What did he/she like about the friend? Have him/her imagine vividly what the person looked like, sounded like, laughed like. How does he/she feel, thinking about this early friend?

Now ask if he/she is still friends with the person. Maybe one or the other of them moved; maybe differences came up between them; maybe they went to different schools.

Explain that it is likely that he/she changed friends since his/her first friends. He/she may also change friends several times as he/she grows in adolescence. Even adult friendships are changed by moves, job changes, one or the other marrying or having a family, or other circumstances. Sometimes friends find they don’t enjoy doing the same things together as much as they once

did. While it is important to be loyal to our friends, it is also important to know that things will and do change, so it is best to make as many friends as we can. Very few friendships last an entire lifetime. Those that do are precious indeed.

Make the point that friends are very important. Friendships not only give us recreation and fun, they also teach us a great deal about getting along with others. Friends are sources of support, information, and new activities. Friends are well worth having. In fact, doctors have found that friends even keep us healthy.

Mention that friendships are built on the virtues of loyalty and trust. Students may think that friendships are built just on feelings, or just on liking each other for no particular reason—and some friendships are—but a friendship breaks up very quickly if loyalty and trust are broken.

Ask, for instance, if you child has had a friendship break up because the other person told a secret to others. Or, had a friendship break up because the friend made friends with someone else and lost interest in the older friendship? Perhaps he/she already mentioned these as reasons that friendships break up. If so, connect what he/she said earlier to the point that trust and loyalty are needed for friendships to last.

Ask your child to take out a piece of paper and write down their answers to the following quiz as you read the questions out loud. These are “Yes” or “No” questions.

1. If I heard the “cool” crowd putting down my friend, I would speak up and tell them how wrong they were, even if it meant they started putting me down too.
2. I keep my friend’s secrets unless it is something that is harmful to my friend or to someone else.
3. I forgive my friends if they hurt me somehow, especially if they say they are sorry.
4. My friends and I don’t agree on everything, but we never get in a fight about things. I respect their opinions, and they respect mine.
5. If my friend really needed me, I would be there for him or her, even if I had something really fun to do.

Mention that the more “Yes” answers they gave, the more loyal a friend the person is and the more friends he or she is likely to have over a lifetime.

The more “No” answers given, the more the person needs to work on the virtue of loyalty.

Now ask your child to do the Reflection Exercise in his/her student book.

Reflection Exercise: “My Social Relationships”

Think back upon your three closest relationships of five years ago. What was the basis of these relationships? Perhaps it was simply that you were neighbors, or maybe there was some activity you liked to do together. Next, think of your three closest relationships of two years ago and what they were based on. Finally, do the same for the three closest relationships in your life today.

Are there any people with whom you have kept a close relationship? How has it changed? How has it remained the same? In what ways has the basis of your relationships changed in general?

Ask your child to read and apply the Exercise: “To Make a Friend, Be a Friend” in his/her student book.

Exercise: “To Make a Friend, Be a Friend”

Try being a friend to someone new this week—someone you have something in common with. It may be that guy on the basketball team that you’ve always respected but never talked to. Try to do him a favor or two this week, or walk with him out of the gym or down the hall and start a conversation about basketball. It may be the girl who is always so polite and kind to you, picking up your papers when they fall. She might make a good best friend! Give her a compliment, and ask her how she does her hair. This kind of “girl talk” about external things can soon lead to talking about things of more depth and meaning.

Session 2

Materials Needed:

Six scarves, handkerchiefs, or bandanas to serve as blindfolds

Remind your child of the story of “Friends and More than Friends.” Discuss the Questions in his/her student book as review.

Questions

1. In this chapter’s story, in what ways were Ben’s social relationships changing?
2. Who seemed to be changing more, Ben or his friend John? Why do you say so?
3. In your life, in what ways are your social relationships changing?
4. Do you feel you are changing faster, slower, or at about the same speed as your friends?
5. Do you see any changes taking place in the relationships between boys and girls around you?
6. Do you find these are healthy changes or unhealthy ones? Why?
7. Do you feel you can trust your parents’ guidance at this stage of your life? Why or why not?
8. What does the phrase “To make a friend, be a friend” mean?

Remind your child that in the last session, you learned that long-lasting friendships are built on loyalty and trust. Explain that you are going to do an activity now. Explain that you are going to take turns being blindfolded and being led around the house. (You decide whether you want to do this inside or to go outside as well.) Explain that you are going to have to trust each other to make sure we don't trip or stumble over anything in the way and that each of you is really going to guide the other back to this seat and not let them just sit in empty air and end up on the floor!

Explain that this exercise helps build trust. If there are other children available, you can split them up into teams to do the same exercise. This exercise also builds friendships.

Now ask your child if he/she thinks that boys and girls can be friends. Ask them what kinds of qualities they look for in friends and if those qualities are only in boys or only in girls or in both.

Ask your child if he/she would like to go to an all-boy or all-girl school, or if he/she thinks it is preferable for boys and girls to go to school together. You might want to hold a debate on this based on the statement: "Resolved: Co-education is better than all-boy or all-girl schools" and choose sides as to whether you agree or disagree with the statement. Have both sides present the arguments and then discuss it if you'd like to.

Sum up by saying that girls have certain gifts and boys have certain gifts and the place where these gifts come together in harmony is in marriage. Men and women bring very different qualities and strengths to marriage and child-rearing. They are actually the perfect team! This is why men and women and boys and girls their age feel a sense of attraction to one another—it is like the half of a whole seeking its other side.

Men and women make great teams in other ways too. In many cultures of the world, whether they are farming cultures or fishing cultures, the men do the heavy, hard physical work with the plows and boats, but the women contribute a great deal by cultivating kitchen gardens, cleaning and drying and storing produce, and making nets and shelling shellfish. Both contribute a great deal to the survival of their families and communities, using their different strengths and making up for one another's weaknesses. A man might not have the patience to weave a net all day, but a woman might not have the physical strength to carry a boat to the water from the shore. When both work, the job gets done well, and there is more food for the family and village.

Chapter 3: Joey's Dare

Objectives

Cognitive: Students will understand the idea of “peer pressure” making them do things that they really don’t want to do.

Affective: Students will sympathize with Joey’s dilemma and empathize with William. They will feel disgust toward the “false” friends and not want to be false friends themselves.

Behavioral: Students will differentiate between true and false friends in hypothetical situations. They will describe their own challenges with peer pressure.

Session 1

Materials Needed:

Paper plates, magic markers or colored pencils, crayons, or paints
String

Read the story together.

Ask your child to recount the story of “Joey’s Dare.” Fill in any important points left out.

Next, have your child make masks out of the paper plates. Ask him/her to make a mask that represents who they he/she would like to be. This can be a famous person or someone they admire. Once the masks are finished, let him/her explain his/her mask and why he/she would like to be like the person depicted in the mask.

Explain that, during adolescence, young people sometimes “try on” identities of who they are in order to fit in. In a very real psychological sense, they try on different masks in hopes of being accepted and admired. Everyone wants to be accepted and, sometimes when we are young (and even when we are middle-aged or old), we put on masks to try to please others; we adopt masks that we think other people will like. But sometimes the masks we adopt mean that we are not being our real or true selves.

In the story, Joey is not being who he really is. He is making friends with William for dishonest reasons. He is therefore getting more and more uncomfortable with the “mask” he is wearing. It doesn’t fit him. He doesn’t really like the other boys—he is just afraid of what they will do to him if he does not obey them. After getting to know him, he really does like William. These are his true feelings. So, as this series is named *Discovering the Real Me*, Joey has discovered the real him—how he really feels about things. The question is whether he will be true to himself or not and stand up to the boys who are just using William—and just using Joey too.

Write these words from Shakespeare on a paper:

“This above all: to thine own self be true
And it must follow, as the night the day
Thou canst not be false to any man.”

Ask your child to interpret this verse. You might want to write this in more modern language, asking your child to help express it as simply as possible. For example, “Above everything else, be true to yourself, because then, as night follows day, it follows that you will not be false to anyone else.”

Mention that Joey is being false to himself, false to William, and false to the boys who are controlling him.

Ask: “How are the boys using Joey?” Affirm that they are using him as their go-between so they can get good grades by using William’s knowledge. They are using Joey as a messenger. Do they really like him? Affirm that they do not. Why? Affirm that they will tease Joey or put him down if he doesn’t do what they say—that is not true liking. Ask: Are they real friends to Joey? Affirm that they see Joey as a means to their goal of getting good grades without working for them. Ask: “What about William? Is he a better friend to Joey than those boys? Does the text give any evidence that William is using Joey or being dishonest with him?” Affirm that it does not.

Point out that the story ends on a question Joey is asking himself: “What was he going to do?” Ask your child to read and do the Exercise: “A Different Ending” in his/her student book.

Exercise: “A Different Ending”

Imagine you are Joey. Against your better judgment, you went along with your mates’ desire and made friends with William in order to get the answers to the math homework. Now you feel very bad about it, because you really like William. You like him more than you like the other three, whom you know are just using you. At the same time, you are afraid of being teased by them, and perhaps some others in the school, if you openly side with William and refuse to continue to cooperate. What do you do?

Ask your child to share the ending of his/her story with you. Did he/she have Joey courageously standing up for his real friend—William—against his false friends?

Session 2

Remind your child of the story “Joey’s Dare” from the last session. Mention that it raised the questions of being true to one’s best self and then being true to others, as in the Shakespeare quote you wrote on a paper last time.

Ask your child to take the following “True” or “False” quiz. This quiz is to show the difference between true friends and false friends. Have your child say “True” or “False,” meaning “true” or “false” friend, depending on how the friend in the little vignette is acting. Ask him/her to use loyalty and trustworthiness as the measures of true or false friends. Remind him/her that if a person is false to one friend, that person is likely to be false to other friends too.

1. Richard wants Truman to sneak into the movies with him without paying. Richard tells Truman that the excitement and danger of the experience will make them better friends. Is Richard a true friend or a false friend?
2. Carl, David, and Timmy are friends. Carl and David love to tease Matthew. Timmy doesn't. One day, Carl and David get in trouble with the principal for teasing Matthew so much. They say, "Hey! Timmy was doing it too! If we're in trouble, he should be too!" Are Carl and David true friends or false friends?
3. Susie, Carissa, and Mary are friends. Susie invited Mary to go to a special party with her. "Don't tell Carissa," Susie says to Mary. "I could have invited her too, but I don't like her as well as I like you. Keep it a secret, will you?" Is Susie a true or a false friend?
4. Clara is the president of the newspaper club. She is glad to have Penny join the club because Penny is such a good writer. Penny doesn't actually like Clara. She wants to take over the newspaper club herself. Whenever Clara says anything, Penny says, "That's a great idea, President Clara!" But behind Clara's back, Penny criticizes almost all her decisions. Is Penny a true or a false friend?

Note that your child knows the differences between true and false friends. Encourage him/her not to give in to peer pressure to do things that are wrong—that is a very false way to win friends.

Ask your child to do the Reflection Exercise: "Peer Influence and Me."

Reflection Exercise: "Peer Influence and Me"

The text states that teenagers may give in to peer pressure for the following reasons:

- 1) A difficult relationship with their parents;
- 2) The stronger influence of friends and other peers; and
- 3) Lack of confidence due to rapid changes taking place in their bodies, minds, and emotions.

Measure the situation in your own life against these three reasons. Do you feel yourself very likely to give in to peer pressure, somewhat likely, or not so likely?

Discuss the Questions in his/her student book.

Questions

1. In the story, why did Joey do something he did not feel good about?
2. Why do you think Dennis and his friends wanted Joey to do this?
3. What kind of a person was William?
4. Do you know people like Joey, William, and Dennis in your school or neighborhood?
5. Have you ever been in a situation like Joey?
6. If you were Joey, what would you have done?

7. Why are teenagers so strongly influenced by their peers?
8. Who do you listen to and follow more: your parents or your friends?
9. Have your friends ever asked you to do something you knew was not right? What did you do and why?
10. How confident and sure of yourself do you feel?

Chapter 4: Brendan and the Bullies

Objectives

Cognitive: Students will understand the courage it takes to stand up to bullies and the crowd. They will recognize times they have been courageous. They will recognize courageous acts by real and fictional people.

Affective: Students will be proud of Brendan and want to be like him. They will want to show courage and stand up for what is right.

Behavioral: Students will describe examples of courage in themselves and in well-known others. They will demonstrate courageous behavior in role-play.

Session 1

Read the story together.

Ask your child to recount the story of “Brendan and the Bullies.” Fill in any important points that might have been left out.

Write on a paper once more:

“This above all: to thine own self be true
And it must follow, as the night the day
Thou canst not be false to any man.”

Ask your child if he/she thinks Brendan was true to his best self—the real him—in standing up to the bullies. Affirm that he was. Because he was true to his real self, he felt power and joy afterward, as well as the positive regard of other students and the gratitude of his friends.

Ask: What if Brendan had run away? How would he feel about himself?

Ask your child if he/she thinks Brendan showed courage. Then ask him/her if he/she knows what courage is. Does he/she believe that it means never being afraid? Explain that, on the contrary, courage means doing what is right, even if a person does feel afraid. People who feel no fear are

not normal. Mention that if he/she ever interviewed a soldier, most honest soldiers will admit that they were frightened in battle, but they did what they had to do anyway. That is courage.

Note that Brendan showed both physical and social courage. Ask your child what risks Brendan was taking. What might have happened to him? Affirm that the bullies might have ganged up on him and beat him up. Or they might have mocked him. In either case, Brendan would have suffered. However, Brendan got total victory. All the rest of the students were on his side, and the bullies backed down. They probably would think twice before bothering brave Brendan again!

Ask your child to do the Reflection Exercise: “Courageous as a Lion—Me!” in his/her student book.

Reflection Exercise: “Courageous as a Lion—Me!”

Have you ever performed an act of courage? What happened? How did you feel? Did your courageous act change things for the better? Did people respect you more afterward? How did you feel about yourself?

Discuss the responses of your child.

Ask your child to do the exercise: “Profiles in Courage.”

Exercise: “Profiles in Courage”

Find five acts of courage by people in the news or by people in your school or community. What do they have in common? What is different about them? What differences did their actions make? What can you learn from these examples?

Session 2

Ask your child to review “Brendan and the Bullies.”

Discuss the Questions in his/her student book.

Questions

1. What is courage?
2. What is cowardice?
3. What is recklessness?
4. Are there kids in your school who pick on others? How do you feel about it?
5. Is it realistic to think that an average kid could stand up for a friend like Brendan did, or is he a special case?
6. What do you think stops people from standing up against something they know is wrong?

7. Have you ever stood up for someone who was being picked on or treated unfairly? If so, what did you learn from that experience?
8. It is said that evil will triumph as long as good people do nothing. Do you agree?
9. Does it sometimes take courage just to be yourself? What does that mean?

Ask your child to come up with a role-play to depict someone showing courage in one (or more) of the following scenarios. Enjoy! If you can, gather other children to participate but if not, choose one that is possible to adjust to doing it with only you and your child.

1. Only one person in a small group is strongly against smoking. The other kids have a pack of cigarettes and are trying to urge him or her to try one. He or she resists.
2. Everyone is gossiping about someone who isn't present. One person in the group is a good friend of the person they are gossiping about. He or she decides to speak up for the friend.
3. The principal is absolutely furious at a group of kids he thinks spray-painted a wall in the school. They are innocent, though. He tells them if they even say one word they will be suspended. They decide to tell him the truth anyway.
4. Myra shoplifted a soda from the local store. The storeowner thinks Tilly did it, and he grabs Tilly by the collar and hauls her into his store, saying he is going to call the police. Other friends convince Myra to confess to what she did so that Tilly doesn't get in trouble. Myra goes in to face the storeowner.
5. The crowd is saying that anyone who gets good grades is a nerd and should be rejected. Someone asks Terry what he got on his report card. Terry got all As. He decides that he is proud of his accomplishment, not ashamed, and he tells the crowd what he got on his report card.

Chapter 5: Who Am I?

Objectives

Cognitive: Students will understand differentiation and positive and negative identity formation. They will understand integrity. They will understand that popularity should not come at the cost of a person's integrity.

Affective: Students will want to have positive identities and to be people of integrity.

Behavioral: Students will define integrity. They will differentiate between popularity that is bought at the price of one's true self and popularity that comes from integrity.

Session 1

Materials Needed:

Paper, pencils, colored pencils

Read the story together.

Ask your child to recount the story “Who Am I?” Fill in any important points left out.

Remind your child of the masks he/she made. Mention that these masks symbolize the kinds of “identities” young people sometimes “try on”—like trying on a set of clothes—to see if they fit well or are flattering. This is part of the process of “differentiating” themselves from their parents—or finding out what characteristics they share with parents and what characteristics are uniquely theirs. Point out that it is a natural part of the maturing process.

Point out that in the story Terry is “trying on” a new self. Does her old friend Jan feel comfortable with Terry’s new self? Does Terry? Would this indicate that maybe the new self Terry is trying on doesn’t quite fit?

Note that sometimes adolescents differentiate themselves from their parents in a rebellious way by doing things they know adults don’t approve of. This is called a “negative identity.” It is not a truly differentiated self. This identity is formed by doing the opposite of what parents and society think is good. The girls Terry is hanging around with give a hint that their identities are negative ones when they tease Jan in a mean way about being a baby. They have no reason to dislike Jan. They are attacking her because they say her mother would not approve of them. They are trying very hard, in fact, to be rebellious against parents.

Make the point that a negative identity is still completely controlled by parents because everything is done in relationship to them—just the opposite of what they would like. Therefore, it is still not the person’s real self—it is still fake or false. It is far healthier to work on having a positive identity.

Ask your child to draw a picture of him/herself. On the back of the paper, ask him/her to answer the following questions:

What part of his/her face does he/she like the most? What part does he/she like the least? Who does he/she resemble? A parent? A relative?

Now ask him/her to write ten things about him/herself that he/she thinks are good—ten virtues he/she thinks he/she has or ten things that he/she is good at and feels positive about. When he/she feels a little negative about him/herself, he/she can think of these ten good things.

Clarify that a person who is building a positive identity doesn’t only repeat positive things. He or she has to do positive things—living up to the best of his or her beliefs. When a person does this, he or she is called a person of integrity.

Integrity means being whole—being the same in what one thinks or believes and how one acts. In the previous story, Brendan acted with integrity, and he felt joy and power in doing so. He lived up to his best self—his true self. He stood up for his friend in a situation of injustice. He did not like what the bullies were doing, and he stopped them. The power and joy came from feeling united inside himself, with his deeds matching his thoughts. He knew he should stand up for his little friend, and he did. Integrity feels wonderful!

In this story, Terry is compromising her integrity, and she feels uncomfortable doing so. She is not being her real self; she is being a phony to fit in with new friends. She doesn't feel whole, and she probably feels awful about the way her friends treated Jan, but she doesn't have the courage to say so. Instead, she just laughs nervously.

A person of integrity feels good about him- or herself because he or she practices virtues that make the personality strong and whole. He or she feels peaceful and well-integrated inside because of it. Well-integrated means all the parts of the personality fit in well and function well together.

Discuss the questions together.

Questions

1. What does “integrity” mean?
2. How is it linked to the word “integrate”?
3. How do you feel when you hear people say one thing and do something different?
4. Why do you think people do that?
5. In what ways do you benefit from making choices that agree with your values?
6. How does it make you feel to see someone who's not willing to stand up for what they believe?
7. Why is it important to know right from wrong?
8. Why do we often act differently with different people?
9. Say you moved far away from where you live now. How would you like to be remembered by the friends and acquaintances you leave behind? What does this say about how you should live your life?

Session 2

Remind your child of the story of “Who Am I?”

Ask your child, “Do you want to be popular?” You will probably get an affirmative answer.

Point out that it is natural to want to be liked. Being liked makes us feel supported and happy. We need to be accepted and appreciated. Yet sometimes we do things to be popular that are not quite “us” and that we don't feel good about, like Joey in a previous story. Sometimes people smoke or drink or have sex just to try to be accepted and liked by others. Then they find they

don't like themselves very much anymore and have lost their self-respect. Doing bad things so that others will accept us means that we have traded our integrity to be liked. It is not worth it.

This is a good time to read Aesop's Fable "The Jay and the Peacock" to your child and discuss the phoniness of the jay, how it made his own friends turn against him, and the motto "It's not only fine feathers that make fine birds."

The Jay and the Peacock from Aesop

A jay came into a yard where peacocks gathered. He wanted to be popular with the peacocks, so he picked up some of the feathers they had lost and tied them to his own tail. He strutted up to the peacocks and tried very much to act like one of them. At first, they accepted him, but then they saw that he wasn't really what he was pretending to be. They pecked at him and chased him away.

The jay was lonely. He noticed some other jays and went up to them. He hoped to be popular with them now. The jays, though, noticing they had not been good enough for him before when he was trying to be a peacock, turned away from him, saying, "It takes more than fine feathers to make a fine bird."

Ask your child who in the story "Who Am I?" might be like the jay? Who might be like the peacocks? Who might be like the other jays?

People like to be popular. They think this will make them happy. Still, the only thing that will make people truly happy is to have integrity. Some of the people we remember the most in history were not very popular in their time, but people have loved them for tens, hundreds, and even thousands of years. Ask your child if he/she can think of any examples of people who were not popular in his/her lifetime, but because they were people of integrity, they came to be very famous and well-loved. Affirm that people like Dr. Martin Luther King, Nelson Mandela, Socrates, and Jesus faced a lot of opposition and unpopularity in their lives. However, they lived up to their highest ideals, they stayed true to their best or real selves, and now they are honored all over the world for their integrity.

Ask your child to do the Reflection Exercise: "Fame and Integrity" in his/her student book.

Reflection Exercise: "Fame and Integrity"

Think of ten famous people, both inside and outside your country. Which ones seem to have integrity? Which ones do not seem to have it? What makes one group different from the other? How are they treated and portrayed by the media? Which ones are held up as role models? Which ones are scorned? What kind of impact has each of them had on society and the world, for good or bad?

Next, ask your child to do the Exercise: "What I Value" in his/her student book. Remind him/her that integrity means living up to their beliefs and ideals.

Exercise: “What I Value”

Look at your hand. Now, using your finger and thumb to count with, name to yourself the five most important things in your life: family, friends, sports, music, freedom—it’s up to you! Now think about why these things are important to you, what they mean to you. These are the things that you value. Now make a fist—you have to hold on tight to your values!

Chapter 6: My Inner World

Objectives

Cognitive: Students will understand that there are times when it is important to get in touch with their inner world to sort out their identities and find new reserves of energy and peace.

Affective: Students will feel rejuvenated and revived by the exercises. They will have tools for renewing themselves by turning inward at times.

Behavioral: Students will describe ways to access their inner worlds. They will state parts of a poem that particularly affected and aided them in their journey of self-discovery.

Session 1

Materials Needed:

An electronic device to play soft music

CDs or tapes of soft, soothing music

Or a guitar or other acoustic instrument

Read the story together.

Ask your child to recount the story of “My Inner World.” Fill in any important points that might have been left out.

Ask your child if he/she can sympathize with the way Julie feels. Does he/she ever wish he/she could just scream and make the whole world go away so he/she can have some peace? Does he/she ever wish he/she could find a quiet, safe, private place where he/she could just relax for a while with no hassles, no worries, no one bothering him/her? It often is in just such a place or space where people can get in touch with their true selves. Sometimes, in the quietness of our hearts, we find a great deal of truth.

Instruct your child to sit back and close his/her eyes, or to lay his/her head on the table, if that is comfortable. He/she could lie on the floor, if the floor is comfortable. Mention that you would like him/her to try his/her best to relax and find a peaceful place within.

Play soft music or play an instrument soothingly for about ten minutes. If this is not possible, simply maintain silence for about ten minutes. Then ask your child to assume a listening position.

Ask: “Do you feel a sense of renewed energy—a sense of calmness and clarity now? Do you feel peace?” Hopefully, he/she will say he/she does. Explain that getting in touch with the inner world almost always opens up new sources of energy in a person. It is a form of rest and renewal.

Discuss the Questions together.

Questions

1. In the story above, why did Julie feel like screaming?
2. Why is the tree in the woods so special to her?
3. Are there times when you feel like Julie and want to escape somewhere?
4. At those times, what do you do?
5. What is an “identity”?
6. Have you ever been in touch with your inner world?
7. What is unique about your identity?
8. Do you have a special place where you can retreat and meet your true self?

Explain that our true self, or “the real me,” is a place of peace and rightness. There is much virtue and wisdom buried within each one of us that the noise of the world sometimes drowns out. The “real me” is a wonderful and good person who intuitively knows right from wrong and longs to live in a world of peace and in peace and happiness with all others and with nature. This is the “real me” this series hopes to awaken and uncover.

Ask your child to read the Exercise: “Family Movie” and to fill it in when he/she has an opportunity.

Exercise: “Family Movie”

Watch a movie or TV show in which there is a family with several children of various ages such as the movies: *The Brady Bunch Movie*, *Sound of Music*, or *Cheaper by the Dozen 2*, or the TV shows: *Full House* or *19 Kids and Counting*. What kinds of interests do the children have? In what way are these interests dependent on their ages? Are the older ones somehow more aware of their inner world than the younger ones? How does each of them handle stressful situations in the family?

Session 2

Remind your child of the story “My Inner World.” Ask him/her to resume the relaxed, quiet position he/she was in at the beginning of the last session. Then slowly read to him/her this poem by Max Ehrmann, who wrote it in 1927:

Desiderata (Latin for “Things to Be Desired”)

Go placidly amid the noise and haste,
and remember what peace there may be in silence.
As far as possible without surrender
be on good terms with all persons.
Speak your truth quietly and clearly;
and listen to others,
even the dull and the ignorant;
they too have their story.

Avoid loud and aggressive persons,
they are vexations to the spirit.
If you compare yourself with others,
you may become vain and bitter;
for always there will be greater and lesser persons than yourself.
Enjoy your achievements as well as your plans.

Keep interested in your own career, however humble;
it is a real possession in the changing fortunes of time.
Exercise caution in your business affairs;
for the world is full of trickery.
But let this not blind you to what virtue there is;
many persons strive for high ideals;
and everywhere life is full of heroism.

Be yourself.
Especially, do not feign affection.
Neither be cynical about love;
for in the face of all aridity and disenchantment
it is as perennial as the grass.

Take kindly the counsel of the years,
gracefully surrendering the things of youth.
Nurture strength of spirit to shield you in sudden misfortune.
But do not distress yourself with dark imaginings.
Many fears are born of fatigue and loneliness.
Beyond a wholesome discipline,
be gentle with yourself.

You are a child of the universe,
no less than the trees and the stars;
you have a right to be here.
And whether or not it is clear to you,
no doubt the universe is unfolding as it should.

Therefore be at peace with God,
whatever you conceive Him to be,
and whatever your labors and aspirations,
in the noisy confusion of life, keep peace with your soul.

With all its sham, drudgery, and broken dreams,
it is still a beautiful world.
Be cheerful.
Strive to be happy.

Ask your child to reflect on the words. Then ask him/her to resume listening positions. What parts of the poem struck him/her? Was there any part he/she would like to hear read again? If your child wants copies of the poem, perhaps you could print it out. Many young people have found this poem to be a good way to get in touch with their true selves or the “real me.”

Now ask your child to do the Reflection Exercise: “My Inner World” in his/her student book.

Reflection Exercise: “My Inner World”

Think of what was presented in this chapter in relation to you. How would you describe your inner world? Is there some place where you can go to explore this world—for example, a physical place like Julie’s tree, or perhaps a diary/journal? Is there a particular time of day when you can be alone with your thoughts—just before going to bed, or early in the morning, before anyone else wakes up? If not, try finding a time and a place where you can go to explore this world.

Mention to your child that if he/she cannot find a place to physically be at peace and away from everything and everyone, writing a journal or diary can help him/her escape into their deepest thoughts. Encourage him/her to express him/herself on paper whenever he/she feels overflowing with emotion. Explain that this can be done in a letter form to an imaginary friend or to his/her parents or to some adult they imagine as a perfectly loving, totally supportive confidante who loves them completely.

Chapter 7: Going Nowhere Fast

Objectives

Cognitive: Students will understand that tomorrow is built on the actions they take or don't take today. They will understand the power of habit and that "character is destiny."

Affective: Students will have a new appreciation for how their "today" is affecting their "tomorrow." They will want to form a vision for their future and develop the good habits that will contribute toward the realization of that vision.

Behavioral: Students will identify bad habits in the story. They will describe good habits. They will name their dreams and goals. They will construct lists of habits that will help them toward their dreams and goals.

Session 1

Read the story together.

Ask your child to recount the story of "Going Nowhere Fast." Fill in any important points left out.

Ask your child what he/she thinks of Jimmy's lifestyle. Does it sound just fine to him/her or is there something he/she would change?

Note that the activity Jimmy seems to like the most is electronics play—playing video games, watching TV, or playing on the Internet. Since he does this in the afternoon and in the evening, often not doing any homework, how many hours a day does he spend on electronics? Five or six? More? Note that some children also turn on the TV as soon as they get up in the morning.

Briefly mention that too much passive electronics in a day can be bad for young people for many reasons. Ask if your child can think of any reasons why too much passive electronics—TV, video games, computer play (games not associated with school work)—might not be good for young people. Affirm any answers that fit in with the following criteria, and affirm any others that seem reasonable:

- 1) passive electronics can take time away from studies
- 2) electronics can be fairly passive entertainment which require little hard brain work, thus discouraging activities that do require hard brain work but which are rewarding—like reading, discovering, and creating
- 3) violent video games, movies, and TV shows make children fight more among themselves

- 4) children don't get enough exercise because they are sitting so much; they also tend to snack while watching TV or movies
- 5) TV advertisements make them want many material things and also tempt them to smoke, drink, and view others sexually

Encourage your child to think about these things and to notice how much time he/she is spending on passive electronics.

Write on a paper: "The roots of tomorrow are in today." Ask your child what they think this means. Ask them if they think the future will just happen or if they help to create their own futures. Make the point that to proceed into the future as Jimmy is doing, without a plan, without a thought for building the future or making a goal for his life with some idea of how to get there, is as foolish as getting on a bus when you don't know where the bus is going. You might end up quite lost. That is why the story is entitled "Going Nowhere Fast."

Explain that, of course, most young people are not sure of what they want to do and be in life, and that is perfectly understandable. Still, they should be building up good habits as the foundation for a good future: good study habits, good work habits, good grooming habits, good use of time, and lots of interests and activities so that they will have more to choose from and more skills and talents when the future does arrive.

Their habits are the foundation of their future. If a building has a weak foundation, it can't stand up and will crash to the ground. If their future is being built on bad, careless habits—like Jimmy's—then their futures will not be strong and straight.

Divide students into small discussion groups. Ask them to share with one another what they want to be when they grow up—even if it is just a dream at this point. For each person's dream, have the small group come up with five good habits they should be practicing now in order to help make that dream come true.

Discuss the Questions together.

Questions

1. What is your definition of "self-discipline"?
2. In the story, why do you think Jimmy is the way he is?
3. What kind of future is Jimmy building for himself?
4. Do you think it's the kind of future he really wants?
5. What kind of struggles do you have to control your body?
6. What is the difference between a weak mind and a strong mind?
7. What are you feeding your mind every day?
8. Do you think you are addicted to anything?
9. What kinds of activities could you get involved in that would help you to grow and develop in healthy ways?

Session 2

Materials Needed:

Poster board

Colored markers

Remind your child of the story “Going Nowhere Fast.”

Mention that Jimmy has developed a lot of bad habits. Ask your child what a habit is. Affirm that it is something that you routinely do, almost without thinking about it. Once something has become a habit, it is hard to break. This is true of both good and bad habits. They take on a power of their own and push the person to keep doing them.

Ask your child if they have ever had to break a habit, how they did it, and how hard it was. Listen to what habits they have had to break. You might lead them off by giving the example of a child breaking the habit of biting her fingernails. Sometimes parents put soap under the child’s fingernails so the bad taste will make her stop, or they make the child wear gloves. To break a habit often means having to be reminded again and again and again.

Ask your child to describe some of Jimmy’s bad habits.

Repeat that habits take on a momentum of their own. Habits are very powerful. The good news is that good habits are very powerful too! A person who has good eating habits, good study habits, good exercise habits, and good health habits, will have a better, easier, happier life. Good habits can propel a person into success.

Ask them if it is worthwhile, then, to break bad habits and establish good ones.

Using the poster board, draw an outline of a large rabbit. Tell students, “This is the ‘Good Habit Rabbit!’ Let’s fill him up with good habits.”

As students name good habits, write them inside the rabbit. Post.

Repeat that they are building their futures now, today, by what habits they are developing. Good habits will take them into a good future. Bad habits will have a bad effect on their future.

Write on a paper: “Character is destiny.” Ask him/her to interpret this saying. Explain that external circumstances have a big impact on a person’s life—someone born in poverty in a remote place, where it is difficult to get an education, is definitely at a disadvantage when compared to someone born into a rich country, where there is good and free public schooling for all children. However, what a person does with what he or she has is what counts the most. Their characters—built on good habits—will determine a great deal about their futures.

Ask your child to do the Reflection Exercise: “A Day in My Life” in his/her student book.

Reflection Exercise: “A Day in My Life”

One aspect of self-discipline is learning to create and follow a schedule. Try the following experiment: Make a schedule involving the following activities and see if you can follow it for one day.

<u>Activity</u>	<u>On time/accomplished?</u>	<u>Why or why not?</u>
Wake up		
Breakfast		
Leave for school		
On time for es		
room work		
After-school activity		
Homework		
Dinner		
Time with family		
Bedtime		

Once you are good at keeping your daily schedule, try to make and keep a weekly schedule. When you succeed in keeping your schedule, how do you feel? Does it do anything for your self-image? Your energy? Your hopes for the future? In what ways?

Chapter 8: The Dark Horse

Objectives

Cognitive: Students will understand what humility is. They will understand the saying, “Pride goes before a fall.”

Affective: Students will prefer the humble behavior modeled in the story and in the examples and will want to be humble.

Behavioral: Students will distinguish prideful from humble behavior. They will examine these character traits in themselves and describe ways to improve.

Session 1

Read the story together.

Ask your child to recount the story of “The Dark Horse.” Fill in important points that might have been left out.

Ask your child if he/she knows what the expression “The Dark Horse” means. Affirm that it means an unexpected winner. Mention that a dark horse might not be so noticeable or stand out in a race, so it is surprising when the dark horse wins. William is like that. He doesn’t really stand out in the same way David does. Say, “David makes sure he stands out, doesn’t he? He really seems to want to be the star and the center of attention.” Ask your child to find and read portions of the text that show this about David.

Write on a paper: “Pride goes before a fall.” Ask your child if he/she thinks David, in the story, is kind of conceited and a braggart. Then ask if he might have been more embarrassed by losing to William because he did a lot of bragging and showing off before the election. Explain that it is harder to take defeat if we have been prideful beforehand. Note that everyone experiences defeat at times, and it is hard to cope with. It is easier if we have not been bragging beforehand about how great we are.

Ask your child how he/she thinks William would have handled losing the election. Affirm that he would have felt disappointed and wished things were different. However, it might be easier for someone like William, who is not a braggart or a showoff, to experience public defeat.

Ask your child to imagine the kinds of comments people might like to make about David after his defeat. Affirm that some might make comments like:

“Guess you’re not such a strong leader after all, huh David?”

“Guess you wasted all those signed pictures of your handsome face, David!”

“Guess you’re not so popular with the girls after all, David!”

Point out that bragging and being prideful, as David is in the story, almost invites people to make fun of you when you have had a setback. Make the point that we all experience setbacks. We all make mistakes and need others to forgive and support us through them. If we have been prideful, people are less willing to forgive us and support us when we are shown to be less than perfect.

Write the word “humility” on a paper. Ask your child if he/she knows what it means. Point out that the text says the word is related to “death” or decay. In death, people are quite equal. The kinds of things that we think make one person superior to another do not count in death. A rich man dies just the same as a poor man. In the end, they are both bodies that will return to the earth.

Explain that being humble means that a person realizes that, while he or she has strengths and talents, so do others. Being humble means that a person realizes that he or she makes mistakes and needs the support of others—therefore, the humble person is kind when others make mistakes. The humble person does not make much of him- or herself. He or she does the work and waits patiently for the results. He or she is also modest in victory. Do students imagine that William bragged after he won the election? Affirm that he probably did not, even though he was probably pleased and proud (in a good way) of his efforts.

Ask your child to do the Reflection Exercise: “Humble or Prideful Me” in his/her student book.

Reflection Exercise: “Humble or Prideful Me”

In view of the content of this chapter, conduct a self-evaluation. Where are you on the humility/pride scale? Do you tend to show more humble personal characteristics (concern for the greater good over personal advancement, ability to admit mistakes and faults, ability to credit and praise others, willingness to serve others) than prideful ones? Where do you see room for self-improvement? Choose one area where you can be more humble and work on it.

Write on a paper “Character is destiny.” Remind your child that you have written this before. Ask him/her to tell you how David’s and William’s characters affected their destiny of being president or not.

Next, ask your child to do the Exercise: “School Election” in his/her student book.

Exercise: “School Election”

In this chapter’s story, David and William were competing for student body president. Who would you vote for? Why? Which candidate was more humble? Which was more arrogant? What evidence is there of humility and arrogance? What quality makes a candidate more attractive? Why?

Session 2

Remind your child of the story “The Dark Horse.” Remind him/her that, in the last session, we mentioned being kind when others make mistakes. Ask: How might being kind when others make mistakes be considered humble? Affirm that it is because the kind person realizes that he or she also makes mistakes at times and needs others’ support and forgiveness.

Mention that it is also humble to be able to admit our mistakes and to try to make up for them.

Ask your child whether humility or pridefulness is being shown in the following scenarios:

Chris knocked Tad’s juice box off the desk when Chris was taking off his coat. Chris said, “I’m sorry. My mistake. I’ll get you another one.”

Pattie missed her shot in basketball. Pattie said, “Darn this ball! It hardly has any air in it. How can I be expected to make baskets with a deflated ball? I never miss my shots with a good ball!”

Beth’s mother made her a beautiful new dress. Pamela gives her a compliment on it. Beth says, “Thank you. My mother spent so much time sewing this for me. I’ll tell her what you said.”

Robert won three chess games in a row at lunch. “Who wants to be beaten next?” he challenged the crowd.

Discuss the Questions together.

Questions

1. What does it mean to be humble?
2. In what sense are we all equal?
3. What does it mean to be arrogant or prideful?
4. In what way do arrogant people deceive themselves?
5. Why is true humility equated with modesty and self-denial?
6. Why do humble people tend to praise and give credit to others?
7. Why is the perspective of a humble person closer to reality than that of an arrogant one?
8. Why may arrogant people consider certain activities to be beneath them?
9. Where does our value really come from?

Chapter 9: “Could I Have Been Wrong?”

Objectives

Cognitive: Students will understand that we are often wrong in our judgments of other people and that treating people with respect is the way to avoid problems and conflicts.

Affective: Students will feel more respect toward one another and want to treat others with respect and be treated with respect.

Behavioral: Students will brainstorm respectful ways to disagree. They act out respectful ways to disagree. They will describe respectful and disrespectful behavior.

Session 1

Read the story together.

Ask your child to recount the story in “Could I Have Been Wrong?”. Fill in information or important points that might have been left out.

Ask your child if he/she has ever been wrong about someone. Divide him/her into small discussion groups and have him/her recount to one another times when he/she has misjudged someone and then found out the person was quite different from how he/she had imagined him or her to be. Ask your child to share what he/she based his/her judgment of the person upon.

Mention that it is important not to make snap judgments about people, because those judgments are often based on things that don't matter all that much: the way a person looks, the way a person dresses, where the person is from, etc. Emphasize that those things don't tell us much about what kind of a person he or she is inside—and that is what counts.

Remind your child that the working definition of respect in this series is to treat someone or something as having value. It is a simple but effective definition.

Mention that if people treated one another with respect, most mistakes would cause little damage. It is only when we treat someone with disrespect that trouble starts.

Ask your child to do the Reflection Exercise: “Respectful Me” in his/her student book.

Reflection Exercise: “Respectful Me”

A. Most of us have behaved disrespectfully to others at times. Think of a time when you treated someone disrespectfully. Why did you do that? It is likely you felt disrespected by that person prior to disrespecting him or her. Yet did your disrespectful behavior or response make the situation better? Did it make you feel better at first? How about now, looking back at it? Do you wish you had behaved differently? How do you suppose it made the other person feel?

B. Imagine yourself in the same situation again, only this time, imagine yourself behaving respectfully toward the other person. Would that make the situation better? How would you feel? How would the other person feel?

Session 2

Remind your child of the story “Could I Have Been Wrong?”. Mention that the text talks about disagreeing respectfully. Ask your child if he/she thinks it is possible for people to disagree with one another and still remain respectful. Point out that the text mentions that a democratic society is built upon people disagreeing respectfully.

Ask your child to brainstorm ways to tell someone you disagree with him or her in a respectful way. What are some ways to phrase things so that the other person feels respected?

Assign your child the following role-plays or gather some children to do it together. They are to show how the situation could be handled with respect. Further, they are to show how the person with the complaint could continue to be respectful even if the other person continues to disagree with his or her viewpoint.

- The teacher made a big mistake; Susan has gotten 85% of the answers correct on her test, yet there is a big mark on it “D.” Susan is angry and embarrassed. She wants the teacher to understand that 1) the grade is incorrect 2) it embarrassed and upset Susan to have that paper passed out in when it showed a bad grade she did not earn.

- Clara said in the class that people from the Aloin district of town are mostly of native descent and can't speak the national language well. Tippi is from the Aloin district, and she has excellent language skills and so do many of her Aloin friends. Tippi wants Clara to understand that Clara is wrong about people from the Aloin district.
- Tommy thinks Pablo took money from his desk. Pablo didn't, but he knows Tommy thinks he did. Pablo was in the cafeteria the whole time when Tommy said the money was stolen.
- In basketball, the coach called "Foul" on Brian when Brian didn't foul anyone.

After the role plays, ask your child to do the Exercise: "What Does Respect Look Like?" in his/her student book. You might want to substitute areas that are more appropriate for your child such as at the library or in line at the grocery store etc.

Exercise: "What Does Respect Look Like?"

List ways people show respect:

In the room
In the halls
In the cafeteria or eating area

Now list ways people show disrespect:

In the room
In the halls
In the cafeteria or eating area

Questions

1. What does it mean to show respect?
2. What does the saying "familiarity breeds contempt" mean?
3. What is the Golden Rule? Why do you think it is called that?
4. Is it possible to disagree respectfully? Give an example.
5. Do you consider yourself a respectful person? Why, or why not? In what ways do you show respect to others?
6. What are the benefits of people treating each other with respect?
7. How do you feel if you treat someone with respect, and that person responds with rudeness? What should you do?
8. If someone treats you badly, do you have the right to treat him or her badly in return?

Chapter 10: Finding Your Way Home

Objectives

Cognitive: Students will understand the concept of the conscience as a guide to a good life.

Affective: Students will desire to follow their consciences.

Behavioral: Students will identify the conscience as the voice or part of their mind that tells them right from wrong. They will describe what they would do in situations involving right and wrong and the conscience. They will distinguish between times they followed their consciences and times they did not and the consequences of each.

Session 1

Read the story together.

Ask your child to recount the story in “Finding Your Way Home.” Fill in important points that might have been left out.

Ask your child to take out his/her student book and turn to the Questions. Explain that today you will be discussing the questions first.

Ask your child to look at the first question:

1. Have you ever had an experience like Joe’s in the story? If so, what did it feel like?

Invite your child to tell any “lost” stories he/she might have. Share one of your own. Explain that sometimes life is like that—we can’t see what lies ahead and we have lost our way. Instead of choosing a literal path back home, we are to choose our moral path in order to reach the home of our true selves—the “real me” in the title of the series, where we are happy, satisfied, and at peace.

Ask your child to answer the second question:

2. What is conscience?

You may affirm that some people say the conscience is a small voice inside of us. How do you experience it?

Ask your child to answer the third question:

3. Can you hear your conscience talking to you sometimes?

Ask your child to give true life examples.

Ask your child how his/her conscience makes him/her feel—Question #4:

4. How does it make you feel? Does it “bother” you?

Mention that some people have said that the conscience can drive a person crazy as it urges him or her to do the right thing. Acknowledge that the right thing isn’t always the easy thing, so sometimes the conscience seems like a pest!

Ask your child if there is someone in their lives who serves as a conscience:

5. Do you have a Jiminy Cricket in your life who reminds you of what’s right and wrong?

Mention that sometimes people aren’t used to listening to their consciences and aren’t even aware that they have one. Ask:

6. When are you aware of your conscience?

Point out that in the text, it says that the voices of parents serve as our consciences when we are very young, and that as we get older, we sometimes hear their voices and advice inside of us. Ask:

7. In what ways do your parents act as your conscience?

Point out the place in the text where it compares having no conscience to not being able to feel pain. Acknowledge that most of us would think it would be nice to have no nerve endings and so not be able to feel pain. But would it? Direct students’ attention to the text that talks about having no nerve endings and no sense of pain. What would happen if someone who could not feel pain stuck his or her hand in a fire? Affirm that he or she would probably be burned worse than someone who could feel pain, because the person who felt pain would quickly draw his or her hand away. What if someone was wounded with a knife, but felt no pain? That person would probably bleed longer, endangering his or her life, because he or she would feel no need to treat the wound.

Affirm that, even though the conscience is sometimes a “pain,” it keeps us from hurting ourselves worse by directing us to do the right and not the wrong thing.

Ask your child to imagine the question asked in question #8:

8. What would your life be like if you had no conscience?

Ask your child if he/she knows what guilt is. Affirm that it is an uncomfortable feeling most of us would like to get rid of. Sometimes we choose the wrong ways to get rid of guilt, however. Ask your child what people might do to get away from guilt. Affirm that he/she might try everything from getting drunk to escape from the pangs of guilt to blaming—even killing—someone else for their own bad behavior. Explain that those ways of dealing with guilt only make it worse. The only way to get rid of guilt is to stop doing what we are doing that is wrong and try to make up for it to those we have hurt by our wrongful actions. Solicit students' answers to question #9.

9. What is guilt? Is it good or bad? Explain.

Next, ask your child to give you ideas about the answer to question #10:

10. What is the best way to take care of your conscience?

Encourage your child to do what they suggest as answers for question #10.

Session 2

Remind your child of the story “Finding Your Way Home” and the previous discussion of the conscience and guilt.

Have your child write down and then share his/her experiences in the Exercise: “Conscience and Consequences.”

Exercise: “Conscience and Consequences”

Think of a time when you followed your conscience and another time when you did not. What were the differences in results in these two occasions—both externally and internally? How did you feel afterward? What was a better experience?

When I followed: _____

When I didn't follow: _____

Now play a short game of “Rock, Paper, Scissors.” For those who are unfamiliar with this game, partners face one another. On the count of three, each of them chooses to say “Rock,” “Paper,” or “Scissors.” Of course, they do not know what the other person will choose. A rock smashes scissors, so one who chooses rock over a partner's scissors wins the round. Scissors cut paper, so one who chooses scissors over a partner's paper wins the round. However, paper can wrap a rock up, so one who chooses paper over a partner's rock will win the round. The choices must be made quickly, and a great deal of a person's success at winning rounds is up to luck—or intuition as to what the other person is going to say.

After a few rounds, ask your child to stop playing and to resume listening. Explain that life offers many choices. Fortunately, most of them do not have to be made as quickly as in the game, but some do. It is best to be in good practice in making the right choices. We can't rely on luck, as we do in a game like this. However, we have one great advantage in making our choices in the game of life. We have our consciences. If we do what our consciences tell us, instructed by our parents, teachers, elders, and wisdom, we will make the right choices in life. Often, the right choices are simple—but they are not necessarily easy.

Ask your child to do the Reflection Exercise: “Imagine Yourself” in his/her student book. Ask him/her to do each small scenario separately, to be honest, and also to be truthful about what the right thing would be to do and how he/she would feel afterwards if he/she did the wrong thing.

Reflection Exercise: “Imagine Yourself”

Imagine yourself in a situation where you are faced with a difficult choice. For example:

- Your best friend asks you to tell her the answers on a science test
- You promise your friend you will help him after school with his homework, but then suddenly you are invited out for some ice cream with someone else
- You overhear some of your mates speaking badly about one of your friends behind her back

Knowing yourself, what would you do in these situations? Describe the process by which you arrive at your decisions. Is there a real, internal struggle, or is it pretty clear from the beginning what you would do? How do you think you would feel after putting your decisions, whatever they are, into practice?

Chapter 11: Billy Blows It

Objectives

Cognitive: Students will understand the concept of responsibility and that someone who is responsible in small things will be entrusted with larger things.

Affective: Students will empathize with Billy, but they will not want to be like him. They will see responsibility as a gift rather than a burden.

Behavioral: Students will be able to define responsibility. They will describe responsible and irresponsible behavior. They will list responsibilities involved in caring for a pet and a larger animal.

Session 1

Read the story together.

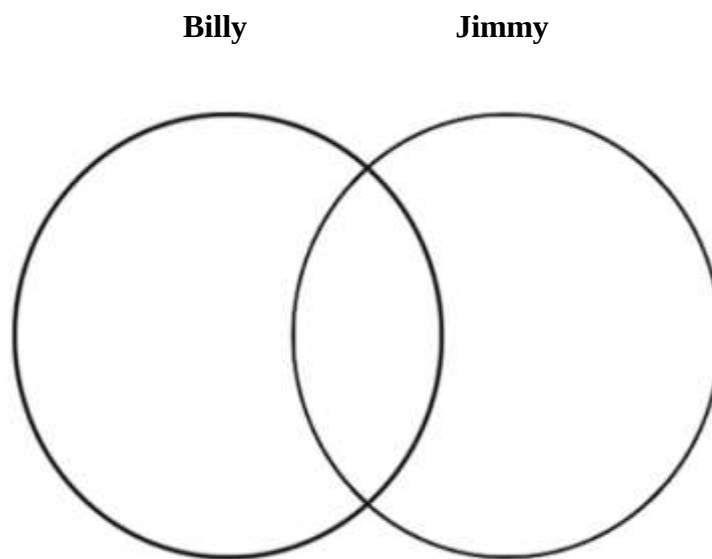
Ask your child to recount the story of “Billy Blows It.” Add important points that might have been left out.

Direct your child’s attention to the question in parentheses after the graphic in his/her student book: “How would you like to be in Billy’s shoes? (Have you ever been?)” Ask your child to recount times he/she has let a project or paper go until the last minute or until it was too late. Explain that it is a rare student who has never left a project, paper, or book report until the last minute or forgotten about it completely. However, this should not be a common or frequent occurrence in their lives.

Does he/she think Billy’s parents are justified in being upset with him? Would Billy’s parents have given him permission to go on the camping trip if he/she knew he had a big project due on Monday? How does Billy feel about himself at the end of the story? Is that a pleasant way to feel? Point out that the way Billy feels is a direct consequence of Billy’s irresponsible actions.

Ask him/her if he/she thinks Billy is a bad boy. Did he deliberately lie to his parents about the camping trip, hiding the fact that he had a project? Does he care that he “blew it”? Affirm that he does not seem to have deliberately lied—he genuinely thought he could get the project done Sunday afternoon. He got back from the camping trip later than he thought he would, and then he forgot. Also, Billy clearly cares that he “blew it.”

Remind your child of the story in Chapter 7, “Going Nowhere Fast.” How are Billy and Jimmy similar? How are they different? Ask your child to help you fill in a Venn diagram that you draw on a paper, comparing Billy and Jimmy.



Point out that neither Jimmy nor Billy is a responsible person. Ask your child what being responsible means. Affirm that being responsible means that you are accountable for something you said you would do or something that you are required to do. Billy had said he would work with Robert and provide his part of the project. Yet Billy, when held accountable, had not lived up to his responsibility.

Ask your child how he/she thinks of responsibility as what you have to do—very dull and burdensome, as opposed to fun and games. Would he/she like life to be all fun and games?

Now ask if your child likes candy. Does he/she like candy for breakfast, lunch, and dinner? Affirm that candy is a treat, an extra, but if candy was all they ate, they would find themselves missing meat, salt, soup, bread, corn, and the variety of nutritious foods they eat throughout a day.

Having fun and games all the time is like eating nothing but candy. We are not really happy that way. Responsibility is a gift, not a burden, and it adds to our happiness and satisfaction in life, turning us into dignified human beings who are in charge of our own destinies. It is the salt and meat of life, as opposed to the sweet treats and candy.

An ideal life, as the text says, is one that is balanced between responsibility and play—accomplishment and recreation. When either one gets out of balance—too much responsibility or too much play—people are less happy.

As an interactive, ask your child to walk down the aisle of the room balancing a book on his/her head. As he/she walks, encourage him/her to find a healthy balance of work and play, responsibility and leisure, in their lives.

Ask your child to do the Exercise: “Responsibility and Consequences” in his/her student book.

Exercise: “Responsibility and Consequences”

Make a list of character traits for a responsible person. Now do the same for an irresponsible one. Imagine each one’s lifestyle, assuming they are mates. Now imagine the kind of person they will be ten years from now. What are they doing with their lives? What kind of impact are they making on those around them and on society in general?

Session 2

Remind your child of the story “Billy Blows It.” Discuss the Questions in his/her student book as review of the story and themes.

Questions

1. In this chapter's story, in what way did Billy act irresponsibly?
2. If you were Billy, what would you say to Robert on the phone Sunday night?
3. What does responsibility mean to you?
4. In what way is a responsible person more in control of his or her life than an irresponsible person?
5. The text implies that irresponsibility leads to bad results. Do you agree?
6. What does it mean to let someone down? Give an example.
7. How do you think a responsible person feels about him- or herself? How does an irresponsible person feel?
8. Why would more opportunities come to a responsible person than an irresponsible one?
9. What are some of the benefits of being a responsible person?
10. Think of a time when you fulfilled some important responsibility. How did you feel afterwards?

When you finish, write on a paper:

“Those who are responsible in small things will be trusted with big things.”

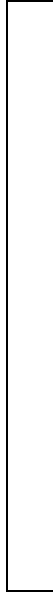
Take out a penny from your wallet and hold it up for your child to see. Hand it to him/her. Say, “If I give you my penny to take care of, and he or she returns it to me safely at the end of the day, when I have more money I need someone to take care of, I will trust you because he or she has already proven I can trust him or her with something small. Now I feel I can probably trust him or her with something larger—maybe a dollar. After that, maybe five or ten dollars.”

Ask: “If I trusted you with a small pet like a hamster or gerbil or small turtle, and you let it die, would I be likely to then trust you with a cow? No. You have proven already that you can't even take care of a small simple pet, let alone a larger one that has more needs.”

Ask your child to name some of the responsibilities that might be involved in taking care of a hamster or gerbil; then ask him/her to name some of the responsibilities that might be involved in taking care of a cow. Point out that some of the responsibilities are the same.

Responsibilities

Hamster	Cow
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Mention that students can practice becoming more responsible in small things and in small ways—just a little added chore around the house, like helping to clear the table instead of just leaving all the dishes and foods out for someone else to clean up. That will help them grow into people who can be trusted with large things—like businesses, banks, corporations, and families!

Ask your child to do the Reflection Exercise: “Age and Responsibility” in his/her student book.

Reflection Exercise: “Age and Responsibility”

Think about the relationship between your age and the level of your responsibility. How do responsibilities differ for people your age, five years younger than you, and for adults? How has your sense of responsibility changed as you’ve grown older? At what age do you think you can be totally responsible and accountable for your actions?

Chapter 12: The Best Policy

Objectives

Cognitive: Students will understand that “Honesty is the best policy” and that cheating hurts the cheater. They will understand the difference between being honest and being brutally honest. They will consider moral questions about when “everyone is doing it” whether they should

engage in dishonest behavior or not. They will understand that true friends sometimes have to correct each other's behavior.

Affective: Students will empathize with Angie and support her decision to tell on her friend's cheating. Students will want to be honest, yet kind.

Behavioral: Students will distinguish between honesty and brutal honesty. They will debate moral criteria. Students will identify situations where honesty aids society. They will interpret situations where honesty is needed but must be tempered with kindness.

Session 1

Read the story together.

Ask your child to recount the story in "The Best Policy." Fill in important points that may have been left out.

Note that the title comes from the old saying, "Honesty is the best policy." Write this saying on a paper.

Ask your child: What kind of a girl is Angie? Did math come easily to her? Is that why Angie thought cheating was wrong? Or did math come hard for her—did she have to work hard and sweat out the test? Point out that the text says that Angie was "toiling" during the math test and found it difficult. Ask your child what the text says Angie did to prepare for the test. Given that math was very hard for her did Angie have good reason to want to cheat sometimes? Yet she didn't cheat, and she was upset that Debbie did. What kind of girl is Angie? Affirm that she is honest.

Ask your child if he/she thinks cheating hurts the teacher or the principal. Make the point that a cheater hurts him- or herself most of all. For example, to run a household and to raise a family, a person needs certain math skills. There are many household repairs that require some use of math; using and budgeting money requires math skills. If the person does not understand math and just cheats on every test, the person will not be able to do things well in the future as far as money or calculations go. The teacher is not hurt. The principal is not hurt. The person who cheated him- or herself out of gaining necessary knowledge is the one who is hurt.

Point out that this story is about honesty, but it is also about friendship. Ask your child if he/she likes friends who are honest or dishonest. Does he/she think that a person who is dishonest in school might also be dishonest in friendship? Point out that cheating is a form of dishonesty. Ask your child why this is so.

Write on a paper the statement: "Angie did not betray her friend Debbie by telling on her to the teacher." Ask your child if he/she agrees or disagrees with this statement. If you disagree, you might want to debate on this question.

Ask your child if friends only say nice things to each other and accept everything the other person does, no matter what. Ask if that is really being a true friend to someone. Explain that Shakespeare said you sometimes have to be cruel in order to be kind. (It is from the play *Hamlet*, and the quote is, “I must be cruel only to be kind.”) Write this quote from Shakespeare on a paper. Solicit examples from your child as to what being cruel in order to be kind might mean in friendship. Ask him/her how this quote ties in with the story.

Ask your child to do the Reflection Exercise: “A Time When I Was Dishonest” in his/her student book.

Reflection Exercise: “A Time When I Was Dishonest”

Most people have been dishonest at least once or twice in their lives. For your eyes only, write a short reflection about a situation you were or are in that you have not been totally honest about. What are you trying to protect by being dishonest? If you “came clean” and were honest, what is the worst that could have happened or could happen now? What is the best that could happen? Would you feel more peaceful inside if you were more honest about this situation?

Assign the Exercise: “Honesty and Dishonesty” to be done over the next week and follow up on it one week from the time it was assigned.

Exercise: “Honesty and Dishonesty”

Keep a list of all the examples of honesty and dishonesty that you encounter during the course of one week, including your own behavior. Observe also the entertainment media, and the way the news is reported. What are some of the excuses people give for lying and cheating? Are they valid? Try to explain what’s wrong with each of them. What did you learn about yourself through this exercise?

Session 2

Remind your child of the story in “The Best Policy.”

Discuss the Questions in his/her student book.

Questions

1. Do you consider yourself an honest person?
2. What is your definition of an honest person?
3. How does it feel to be lied to?
4. How does it feel to be cheated?
5. Is cheating just another form of lying? In what way?
6. What would you do if you saw someone drop a hundred dollar bill without realizing it?

7. People often justify their dishonesty by saying that many people cheat and lie. What do you think of this kind of reasoning?
8. If you thought that eventually all of your actions would be written about in the newspapers and shown on TV, would that keep you honest?
9. Does lying destroy relationships?
10. Does being honest make life easier?

When you are finished discussing the Questions, look again at Question #6. Solicit answers as to what your child would do in this situation and why he/she would do it.

Next, ask him/her to look again at Question #7. Mention that some university students have said that so many other people cheat, the honest people are at a disadvantage, and you have to cheat just to make things fair. Ask your child: "Is this true? If many people are cheating, does that mean everyone should then cheat?"

After students have discussed this, raise the question, "How about if everyone shoplifts?" Explain that some big chains of stores have had to go out of business because of shoplifting costs. Also, they have to raise their prices to make up for their many losses to shoplifting. It is true that the honest people pay for the dishonest people. Should we then all become dishonest? What will happen to prices then? Point out that it could be argued that the honest people are keeping the prices down!

Next, ask your child to look once again at Question #8. Ask him/her to close his/her eyes and think about the day so far. Imagine that everything he/she has done, said, and thought today was going to be shown on the evening news tonight in detail. Has he/she been honest? What kinds of headlines is he/she making in his/her lives?

Ask your child if he/she thinks dishonesty is ever justified. Ask him/her to think about this: during the Holocaust, when Hitler's soldiers searched homes to take Jews away to be killed, some kind people hid Jews in their own homes to protect them. These people felt it was unjust to kill someone just because of their religion, and they felt that Hitler and his soldiers were evil. Were those kind people wrong to say, when the Nazis knocked on their doors and asked if there were any Jews in the house, "No, there are no Jews here"?

Ask your child, "What about under more ordinary circumstances? Say your aunt just got her hair done at a salon. It looks awful, in your opinion. Your aunt shows her head off to you and says, 'What do you think?' Should you be honest?" Ask, "Is there a way to be honest in this situation without hurting her feelings?" Suggest, "To be honest, Auntie, I liked your hair better the way it was before. But you always look lovely to me, no matter how you wear your hair."

Ask your child to consider this situation: Your friend played really badly at the big town soccer game. He is normally a good player, but he was really off his game today, and it hurt the team. When he comes up to you after the game, he says, "I made us lose, didn't I?" What should you say? Should you lie and say comforting things, or should you be brutally honest and say, "Yeah, you sure did. I can see why everyone is mad at you"? Is there a way to be honest in this situation

without hurting your friend's feelings? Suggest saying something like, "You had a bad day out there. I could see you were off your game. Everyone has days like that, though. Other people made mistakes too, and the other team played really well. It was a tough day."

Explain to the students that there is a difference between honesty and brutal honesty. Brutal honesty is when you say whatever you think and feel, without thinking about its effect on the other person. It is speaking bluntly without thinking of polishing your words so that they don't hurt so much. For instance, your friend asks you to come over to his house for the third day in a row. Which reply is brutally honest and which reply is honest?

- a. I don't want to come over to your house again. I'm bored stiff there. It's small and stuffy, and there's nothing to do.
- b. I'd like to do something different today. Let's try the park.

Have your child role-play the following situations:

- Your friend doesn't shower as much as a boy his age should. He smells. Other kids are starting to avoid him.
- Your mother has gained a lot of weight recently. You're worried about her health and you'd like her to slim down for the Spring Open House at school, so the other kids don't make fun of her behind her back.
- Your friend bought a cool new lipstick. It makes her teeth look really yellow, though, and you notice that she didn't brush them this morning.

Conclude by emphasizing that honesty is the best policy, but that it is important to be kind while being honest.

Chapter 13: Mike and the Model Airplane

Objectives

Cognitive: Students will understand that patience is a virtue that is needed in everyday life. They will understand that impatience usually brings unpleasant consequences. They will learn about tools to help them be patient in different situations.

Affective: Students will disapprove of Mike's behavior and not want to be like him. They will approve of Pete's greater maturity. They will be more patient when faced with the need for delayed gratification.

Behavioral: Students will define patience. They will distinguish patient from impatient behavior. They will state the maxim, "If at first you don't succeed, try, try again." They will describe ways to be patient.

Session 1

Read the story together.

Ask your child to recount the story of "Mike and the Model Airplane." Ask your child if he/she can identify with Mike. Ask him/her if he/she can identify with Pete. Which of the two boys seemed the most mature?

Explain that many situations in life call for patience. Patience is the ability to wait for gratification until the proper time, with a good attitude and without getting angry or blaming anyone. Ask your child to look at the Exercise: "Impatience" in his/her student book. Your child should jot down their answers in this exercise.

Next, ask your child, "What kinds of things make you impatient?" and lead a discussion as to what kinds of things make him/her impatient, why, and what he/she can do to practice patience in these situations. Allow your child to make suggestions about how he/she practices patience in similar or the same situations.

Exercise: "Impatience"

Make a list of things that make you impatient. Why do they make you feel that way? What can you do to be more patient when these things happen?

Ask your child to find examples in the text of moments when Mike was impatient. What was the result of his impatience? Affirm that his airplane was unusable, and his friend Pete probably lost some respect for him. Ask what would have happened if Mike went to the store and demanded his money back. Even if he got his money back, would Mike feel satisfied and good inside? Deep down, do students think Mike knows that the fault is not in the plane but in him?

Mention that the text notes that we can learn patience from nature. Ask your child for examples of patience in nature. Mention that Mother Teresa said we could learn a lot from animals because of their silence. If your child is having a hard time thinking of examples, talk about cats and how patiently they bathe themselves, both to calm themselves and to give themselves something to do when they are waiting for food or to be let out. Cats also will settle down to sleep when they have to wait for some attention. How patient must a flower be, waiting to bloom? Ask your child if he/she thinks that nature helps people learn to be patient. Ask him/her if he/she has seen examples of patience in nature.

Next, ask your child to do the Reflection Exercise: “Patience” in his/her student book.

Reflection Exercise: “Patience”

Think of a time when you showed a lot of patience. What were the circumstances? Why were you able to do it? What thoughts and methods did you employ to have patience?

Session 2

Remind your child of the story “Mike and the Model Airplane” and how Mike’s impatience ruined a nice toy. Explain again that patience is being able to wait for something with a good attitude and without anger and blame. Patience is related to perseverance, which means to keep trying even if something is hard. To keep trying until you succeed at something takes patience.

Ask your child what he/she can do to help him/herself be patient, including things he/she can tell him/herself while:

Sitting in a doctor’s office waiting to be seen

Waiting in a long line to get into a good movie

Trying to get a math answer right but getting it wrong every time

Waiting for a friend to come to a party when he’s already an hour late

Waiting for an old lady to climb the steps onto the bus

Ask your child if the person is being patient or impatient in the following little scenes:

1. Mary is waiting for her sister to get off the phone. Mary really wants to call her friend, and her sister has been on the phone a half hour already. Mary says, “Would you get off the phone already! Just hang up on that idiot friend of yours! It’s my turn on the phone!”

2. Peter is shooting baskets with his little brother, who misses a lot. Peter sighs and wishes his neighbor Joey was around to play—Joey is Peter’s age and really good at basketball. Peter says to his brother, “When Joey comes I’d like you to sit on the side of the court and watch us play for a while. Meanwhile, let me show you how to make better shots.”

3. Jake’s dad is furious. He told Jake to be home at eight o’clock, and Jake got home at eight fifteen. Jake says, “There was an accident on Main Street, and a big crowd was there. It was hard to walk through.” Jake’s dad says, “I don’t want to hear it! Next time you’re late you’ll be grounded for a month!”

Discuss the Questions in his/her student book.

Questions

1. What is patience?
2. What does it mean to persevere?
3. What were the poor choices Mike made in the story above?
4. Who in your life is a good example of someone who is patient? How is he or she patient?
5. Are patient people easy to get along with?
6. Are you a patient person? Why or why not?
7. What or who makes you lose your patience?
8. How could you develop more patience?
9. Do you agree with the statement, “If at first you don’t succeed, try, try again”?
10. Can you think of other examples in nature of patience?

Chapter 14: No Fair!

Objectives

Cognitive: Students will understand that laws and rules are, for the most part, in place to make things fair for everyone. They will understand that fairness and equality are similar.

Affective: Students will feel moral indignation over cheating in sports and will want to be fairer themselves.

Behavioral: Students will analyze facts and draw a conclusion on an issue of fairness in sports. They will define fairness.

Session 1

Read the story together.

Ask your child to recount the story of “No Fair!” Add important points that might have been left out.

Ask your child if he/she would like to have Rodney as a teammate and a friend. Ask him/her if he/she would like Jeff as much as Rodney.

Make the point that, once again, this story raises a question of friendship. Jeff says to Rodney, “Some friend you are,” when Rodney has called plays against his own teammates, even though Rodney was being fair. Was Rodney being disloyal to his team? Did the other team members seem to think Rodney was in the wrong? Did the coach?

Point out that the text says that rules are in place to try to make things fair, from rules in sports to laws in a society. Ask your child to provide an example of a rule from sports and a law from society that make things fairer for everyone.

Explain that having rules and laws does not mean that life is always totally fair. Ask him/her if he/she has ever seen a sports event where the referee made an unfair call or didn’t see something that happened. Ask if he/she has ever been blamed for breaking a rule when he/she really didn’t. Explain that occasionally people are even blamed for a crime they did not commit. Life is not totally fair, because people make mistakes. Yet rules and laws are there to try to make life as fair as possible.

Explain that every person is unfair at times. Ask for some examples from daily life where people are commonly unfair. You might start off by saying, “We expect our parents to work for our support, but many times we skip helping around the house so we can have more fun. Is this fair?”

Ask your child to do the Exercise: “Fair Play?” in his/her student book.

Exercise: “Fair Play?”

Steroids are chemicals that help to build muscle and increase male hormones. They are only available by prescription for health reasons—for people with diseases who are losing muscle mass. Steroids were never intended to be used by athletes. Such use is illegal, and it has been banned by many major sports organizations, including the International Olympic Committee.

Some athletes have been accused of using drugs for better endurance and performance during the Tour de France and the World Cup, so now organizing committees test participants for such use. If an athlete tests “positive” for steroid use, he or she is disqualified from the sport. Most people in sports feel that using steroids is cheating.

Please look at the following list of facts. From this list of facts, please vote whether baseball great Mark McGwire deserves to be in the baseball Hall of Fame—an honor reserved for the best baseball players who also show good character.

Mark McGwire broke the historical record for hitting home runs during one season in 1998. He hit seventy home runs, making history.

In 1998, a bottle of androstenedione was found in Mark McGwire's locker. McGwire admitted to using it. Androstenedione is not a full steroid, although it is similar, and its use was not illegal in baseball at the time.

Pictures of Mark McGwire show that he put on tremendous muscle mass in the course of a few years—an effect of steroids.

Mark McGwire hit better in his thirties than in his twenties—an unusual fact unless one is taking steroids.

When asked under oath before Congress if he had ever taken steroids, which are illegal in baseball, Mark McGwire said he did not want to talk about the past and that if he answered that question, he and his family would be in trouble.

Other famous baseball players say they saw Mark McGwire taking steroids.

Steroids are illegal to use in all the world's major sports organizations because they give an unfair advantage to the person who uses them.

Some people say Mark McGwire “saved” the game of baseball. People were losing interest in baseball. When he and Sammy Sosa, from another team, began competing with each other for the home run record, people became interested in baseball again.

Mark McGwire has wept in public over the fact that some teenagers who took steroids, imitating great sports role models, have died from their use.

Vote: Check one

Mark McGwire deserves to be in the Baseball Hall of Fame

Yes, he does _____

No, he doesn't _____

A word about steroids: Steroids are terribly dangerous. They destroy the liver, cause tumors, cancer, high blood pressure, high cholesterol, and infertility. They also have mental effects, sometimes causing depression or rage. Some teenagers have committed suicide after using them. If teenagers take steroids, their bone growth can be stunted.

Ask your child if he/she voted “Yes” or if they voted “No.” Allow him/her to discuss the reasons for his/her vote.

Session 2

Remind your child of the story “No Fair!” in his/her student book.

Explain that “fair” usually means “equal.” Equal treatment would be that the girls as well as the boys are tested in school. Explain that if you had pies or cakes to divide up among students, they would want their pieces to be equal to everyone else’s, wouldn’t they? If you gave one student a huge piece and another student a small piece, that would not be considered fair because it is not equal.

Explain that it is not always easy to treat people equally. Some people we like better than others or feel closer to than others. If we think about it, we can usually find some time in our lives when we showed favoritism to someone we liked or loved over others.

Ask your child to do the Reflection Exercise: “I Was Unfair” in his/her student text.

Reflection Exercise: “I Was Unfair”

Think over a time when you were in a position to make a decision or action, and you made it in favor of your brother or sister, friend, teammate, or mate. In other words, you made your decision—maybe you were asked to mediate an argument or judge a contest or a sport—and you acted in favor of the person you were closest to rather than on the merits of the situation. Do you regret that decision or action now? Can you admit to having ever been unfair like this? At the time, did you pretend you were being fair, even though deep inside you knew you were not? Tell about it.

Explain that one area in which society expects people to not treat each other equally is in the area of violence. If someone hits you, it is equal or “fair” to hit them back. Or is it? Explain that for someone to hit you in the first place is unfair, because hitting is not a good way to solve problems. To do something unfair because someone else has done something unfair does not result in fairness. As Mohandas K. Gandhi, the great peacemaker of India said, “An eye for an eye only makes the whole world blind.” Write this expression on a paper. Also write the expression: “An eye for an eye and a tooth for a tooth.” Ask your child if they are familiar with this saying. This is supposed to be equal justice—if someone knocks out your tooth, you knock out one of his. Ask your child to “vote” for which statement he/she agrees most with and allow him/her share his/her reasoning.

Explain that some people think this is not fair, because “two wrongs don’t make a right.” Ask your child to debate whether two wrongs can make a right and to give examples. Sum up the discussion at the end by saying that most societies believe that society should punish people who do wrong through its courts and justice system, rather than people taking the law into their own hands to administer justice, by taking an eye for an eye and breaking the law themselves to punish or retaliate against someone else.

Write the words “Two wrongs don’t make a right” on a paper and ask your child to memorize this saying.

Discuss the Questions together.

Questions

1. What does it mean to “be fair”?
2. Is it more important to be fair, or to win? Why?
3. Do you think it possible to treat everyone fairly?
4. What does it mean to be impartial?
5. What does it mean to treat people equally? Give examples of equal and unequal treatment.
6. Can you think of a situation in which it might be right to give someone a special advantage?
7. How should you treat people who are not fair with you?
8. If you saw someone being treated unfairly, what would you do?
9. Do you agree with the statement “Two wrongs do not make a right”? What does it mean?
10. What does the Golden Rule have to do with fairness?

Chapter 15: A Loyal Friend?

Objectives

Cognitive: Students will understand loyalty and commitment.

Affective: Students will be moved by the wedding vows and be interested in learning to keep commitments and be loyal.

Behavioral: Students will distinguish between blind loyalty and righteous loyalty and between the kinds of loyalty friends can and cannot expect from one another. They will analyze the wedding vows.

Session 1

Read the story together.

Ask your child to tell the story of “A Loyal Friend?” Fill in any important points that might have been left out.

Mention that in surveys, most people say that the quality of character they most value in a friend is loyalty. Ask your child if he/she likes his/her friends to be loyal to him/her. Ask him/her what being loyal means and listen to his/her answers. Then ask him/her what being loyal does not mean. Affirm that it does not mean doing bad things when your friend asks you to. As the text says, “Our loyalty to others should be grounded in a higher loyalty to moral principles and our own consciences.” Write that sentence on a paper.

Ask your child to read over the Exercise: “Practicing Loyalty” in his/her student book. Discuss his/her answers and the merits of his/her suggestions.

Exercise: “Practicing Loyalty”

How would you practice loyalty in the following situations?

1. A friend wants you to disobey one of your parents’ rules.
2. One of your friends turns against another friend and starts saying bad things about him or her.
3. You see a mate cheating on a test.
4. A friend of yours in your neighborhood hurts the feelings of your younger brother.
5. Someone teases you while you are singing a patriotic song.

Role-play the five situations discussed.

Session 2

Remind your child of the story “A Loyal Friend?” discussed in the last session.

Discuss the Questions.

1. What do loyalty and commitment mean?
2. What is the relationship between the two?
3. How is betrayal the opposite of loyalty?
4. Can you think of any other pledges of commitment that people make, other than the ones mentioned in the text?
5. Can you think of other examples of people who acted out of loyalty and commitment?
6. What is “misguided loyalty”?
7. What is meant by a “higher loyalty”?
8. To whom or what are you loyal?
9. What kind of commitments have you made? Have you fulfilled them? If so, how did you feel?

When you are finished, ask your child to consider the loyalty and commitment involved in the following wedding vow that a religious figure might ask a husband or wife to make:

“Do you solemnly swear to take (Bride’s or Groom’s name) as your lawful wedded (wife or husband) to have and hold, from this day forward, for better or for worse, for richer or for poorer, in sickness and in health, forsaking all others, to love and cherish till death do you part?”

Write this vow on a paper and ask your child to analyze each part of it. What does it mean to say “for better or for worse”? What does it mean to say “for richer or for poorer”? “In sickness and in health”? What does “forsaking all others” mean? What does “till death do you part” mean?

Ask your child if he/she thinks these vows are easy to live up to. Then ask him/her if he/she thinks love is enough to hold a marriage together. If it is, why then do societies have their wives and husbands take these kinds of vows of loyalty and commitment? Make the point that these vows are not always easy to live up to, even when a couple is in love. Yet society considers marriage important enough to require husbands and wives to make these commitments to stay together even when there are challenges.

Encourage students that the loyalty and commitments he/she is living up to now will help him/her be loyal marriage partners later on.

Ask your child to do the Reflection Exercise: “Personal Commitments” in his/her student book.

Reflection Exercise: “Personal Commitments”

Think of what kinds of personal commitments you have made in your life. Have you been able to fulfill these commitments? Are there any you forgot about? Have you betrayed anyone to whom you have made a commitment? Upon reflection, are there any new commitments that you feel you should make?

Chapter 16: A New Friend

Objectives

Cognitive: Students will comprehend and consider different situations that arise in friendships and realize ways to cope with them. They will acquire tools for raising self-esteem.

Affective: Students will value friendships but also be able to look at them with some objectivity. They will experience a lift in self-esteem.

Behavioral: Students will describe ways to handle difficult situations that arise in friendships. They will analyze situations that have happened to them that are similar to the one in the story. They will list good things about themselves that can raise their self-esteem.

Session 1

Materials Needed:

Paper, pencils, or pens

Read the story together.

Ask your child to recount the story in “A New Friend.” Fill in any important points that may have been left out.

Point out that the situation in the story is a very common one that happens among boys as well as among girls and even among adults. Two people are good friends; one of the friends makes a new friend. Jealousy enters the picture. Mention that things are not always as easily resolved as they are in this story.

Ask your child: “What did Cindy do to try to make things better? Did this help Josette feel assured that her friendship with Cindy was important, and that Ginger was not a threat to it? Is there a good chance Josette and Ginger will now become friends too? Can you have too many friends? Is it better to have just one best friend or lots of friends?” Allow your child to reflect on these questions and listen to his/her opinions.

Ask your child to do the Reflection Exercise: “Jealousy and Friendship.”

Reflection Exercise: “Jealousy and Friendship”

Have you ever been jealous of a friend? What happened? How did you handle it? How could you have handled it better? Has a friend of yours ever been jealous of you? What happened? What have you learned from either of these experiences?

When he/she has finished, explain that sometimes jealousy grows out of what is called “insecurity” or a case of low self-esteem. If we feel good about ourselves, it is more natural and easy to include and embrace others, even if they make friends with our best friend. If we have high self-esteem, we are confident and happy, and we expect to be included and liked. We are not afraid that we will be excluded and that the other person will be liked more than we are.

Ask your child to participate in some self-esteem-building exercises to help him/her ward off the effects of jealousy.

Ask your child to rise and do marching in place, stretching, etc. Mention that exercise builds self-esteem; it fills a person with good energy and good feelings about him- or herself. Another way to feel good about oneself is to do things for others. A little note of gratitude to a relative, a call or invitation to a friend, helping an elderly person with groceries or down a flight of stairs, picking up trash from in front of a neighbor’s house, calling someone you know is lonely—all these are ways to fill a person’s heart with good, valuable feelings.

Now tell your child you are going to give him/her ten minutes to write everything good about him/herself that he/she can think of. No one else will see this paper, so he/she can write anything he/she likes. He/she need not worry about spelling or grammar.

Time him/her and let him/her write. When he/she is finished, encourage him/her to keep these pieces of paper and to refer to them when he/she have moments of low self-esteem.

Session 2

Remind your child of the story “A New Friend.” Mention that while we cannot have too many friends, it is also quality, not quantity, that counts in friendship. Remind your child that there are such things as false friends—friends like Ryan in the last story who get a person in trouble and then leave him or her to get out of the trouble alone. There are friends who ask us to cheat for them, steal for them, lie for them. Most friends, though, do not do these things, and we can just enjoy their company and enjoy doing things together with them.

Discuss the Questions in his/her student book.

Questions

1. What does it mean to be a friend?
2. What’s the difference between a true friend and a false friend?
3. What is a “best friend”? Is it possible to have more than one best friend at a time?
4. In what ways do friendships change as you get older?
5. Are friendships more important to you now than a few years ago? Why or why not?
6. What is a clique? Are friendships in a clique real?
7. Have you ever been without friends? How did it feel?
8. Did you ever lose a friend? How did it feel?
9. Are there kids at your school who seem to be always by themselves? How do you think that makes them feel? Is there anything you could do about it?

Ask your child if he/she has ever been in a “sticky situation” with a friend. Mention that sometimes friendships do get into sticky situations. An example from an adult’s life might be that while two adults are good friends, their children fight a lot when they play together and dislike each other. That is a very sticky situation and could cause fights between the adults.

Ask your child for examples of difficult situations he/she has been in with friends. It could be an emotional situation, or a situation where two friends missed the bus and were stuck far from home in the dark, or got lost in the woods. Let your child tell his/her stories.

Next, ask your child to review the Exercise: “Sticky Situations” in his/her student book. Have them make notes in their books as to his/her answers, and then discuss his/her suggestions for dealing with these delicate issues.

Exercise: “Sticky Situations”

How would you handle the following sticky situations that can happen in friendships according to these criteria?

- How would the situation make you feel?
 - What would be a positive way to deal with it?
 - What would be a harmful way to deal with it?
- a. Your friend starts acting in ways that you think are wrong (cheating, stealing, being rude, etc.).
 - b. You find out your friend has been telling stories about you that aren't true.
 - c. Your friend invites you to go swimming, but calls back an hour later to cancel. You find out your friend went swimming with someone else.
 - d. Your friend wants to spend more time with you than you want to spend with him or her. You like this person, but you want more freedom to see other people, too.
 - e. Your friend is on the brink of failing a and begs you to help him or her on the final exam.

Chapter 17: My Purpose in Life

Objectives

Cognitive: Students will understand that everything has a purpose and that they, too, have a purpose in life. They will comprehend that a sense of purpose brings joy and energy.

Affective: Students will want to discover their purpose in life and will want to feel purposeful and fulfilled.

Behavioral: Students will describe the purpose of various things, living and nonliving. They will interview others on their sense of purpose in life. They will rate themselves on what virtues they are developing or working on in their lives.

Session 1

Read the story together.

Ask your child to recount the story of “My Purpose in Life.” Fill in any important points that might have been left out.

Mention that Gordon is lucky. He has found some purpose and direction in his life that fills him with energy and hope. Explain that without purpose and direction, people feel depressed, and they feel a lack of energy and hope.

Ask your child if he/she agrees with what is said in the text—that everything in the world seems to have a purpose. Point at various things in the room and ask what the purpose of the object is. If there are windows, point through the windows at trees and other natural things (or name them) and ask what purpose they serve.

Ask your child if he/she thinks worms have any important purpose. Listen to any suggestions he/she might have as to the purpose of worms. Then say, “Worms add a lot to our planet. They burrow through the earth, filling it with air so that it is more fertile. They eat dead vegetation, so they act as little garbage disposers. They leave fertilizer in the soil. Worms are great!” Ask your child to speculate on or provide information on why various bugs, snakes, and frightening things in nature exist. They, too, have a purpose for existing.

Next, ask your child if he/she feels he/she has a purpose. Listen to his/her answers. Write on a paper the three basic life goals listed in the text:

- 1) to mature our character
- 2) to form loving families and good relationships
- 3) to make a contribution to society

Explain that people seem naturally inclined toward these three basic life goals. Ask him/her to imagine him/herself as fully a mature person who has done these three things well. Does he/she think he/she would be happy, fulfilled people?

Discuss the Questions in his/her student book.

Questions

1. Why do you think in the story above Gordon was feeling that life was pointless and meaningless?
2. Have you ever felt that way?
3. Why do you think it is important to go to school and study?
4. Do you agree that everything seems to have a purpose? Why or why not?
5. Do you know people who seem to have discovered their purpose in life?
6. Do you know people who are still trying to understand their purpose?
7. Do you know people who seem not to care or think about such things?
8. What is “consciousness”?
9. What do virtues have to do with purpose?
10. What are the three basic life goals?

Next, direct your child’s attention to the Exercise: “Interview” in his/her student book. Explain that you would like him/her to work on this assignment between now and the next session. If possible, allow him/her to interview any adults, including you, who might be available as well as a friend or mate or two.

Exercise: “Interview”

Choose five people from different situations (for example, your family, friends, teachers, other relatives, neighbors, or people working in local shops) and ask them the following question: “What do you think is the purpose of life?” and “How do you fulfill that purpose?” Make a note

of the responses that you receive. Do you see any similarities in them? Are there some differences? What did you learn from this exercise?

Ask your child to complete their list of five people and their responses before the next session.

Session 2

Have your child summarize the experiences and answers he/she had with the “interview” exercise.

Ask your child what he/she would like to be when they grow up. Then ask him/her what he/she would like to *be like* when he/she grows up. This second question need not be answered aloud. Ask him/her to think about it and to share about it if he/she is comfortable doing so.

Explain that this is the last session in Book 7 *Who Will I Be?* The last exercise you will ask him/her to do is to think about the virtues that have been covered in this book and to rate him/herself on a scale of 1 to 10, with 10 being high, how they are doing in developing virtues.

Ask him/her to do the Reflection Exercise: “My Character” in his/her student book.

Reflection Exercise: “My Character”

Below is a list of virtues that we have covered in this course. On a scale of 1 to 10, rate the degree to which you feel you have been able to practice each virtue in your life so far. Which ones seem to be well-developed in you? Which ones still need some work? In view of these ratings, how would you rate your overall character? Try to be as fair and objective with yourself as possible. You might also ask one of your parents to rate you on each of these as well and compare the results.

- courage
- personal integrity
- self-discipline
- humility
- respecting others
- being responsible
- honesty
- patience
- being fair
- loyalty
- commitment
- friendship

Compliment your child for developing his/her virtues and discovering who he/she will be!