

Chapter 1: Pablo's Choice

Lesson Plan Objectives

Cognitive: Students will understand that peer pressure can be good or bad. They will gain tools for dealing with negative peer pressure. They will understand that their parents are still the most important people in their lives, even as friendships become very important to them. They will reflect on their parents' values.

Affective: Students will feel a new appreciation for their parents as they reflect on their values and what their parents must have been like as children and adolescents. They will experience a strengthening of the parent/child bond.

Behavioral: Students will distinguish good peer pressure from bad peer pressure. They will describe their values. They will compose an impression of their parents as young people and compare it to reality.

Session 1

In this first class session, read the Introduction page and the story together. Then ask your child to give a synopsis of the story and of the commentary after it.

Ask your child what they think of Pablo's actions. Comment that Pablo did not think it was enough that he got out of the situation. He thought he should have told them why he didn't like the movie. His mother tells him it might be easier to talk to his friends individually about it, and that he did all right by getting himself out of the situation. Ask your child if he/she thinks Pablo acted correctly. Ask him/her if he/she thinks his mother was wise.

Ask your child if he/she knows what peer pressure is. Affirm that it is a strong feeling to go along with the crowd, even if the crowd is doing something a person doesn't like or thinks is wrong. Ask him/her if he/she has ever felt peer pressure. Does he/she realize that peer pressure may be good or bad? Ask for examples of bad peer pressure. Ask for examples of good peer pressure. You might want to fill in a chart on a paper with their answers.

Good Peer Pressure	Bad Peer Pressure

Discuss the Questions.

Questions

1. Have you ever been in a situation in which your friends were doing something that made you uncomfortable? How did you handle the situation?
2. Do you think Pablo handled the situation well enough?
3. When a situation is uncomfortable and you feel bad peer pressure, experts say it is best to physically get away as soon as you can. How did Pablo do this?
4. Is it easier to share your values with your friends individually or in a group?
5. Do you agree with your parents' values?
6. Do you think you could stand up for those values if your best friends were going against them?
7. What's wrong with watching movies with sexual content? Have you ever thought about it? Have your parents ever said anything about it to you?

Session 2

Ask your child to recount the story of "Pablo's Choice." Mention that the commentary part of the story talks about how important parental guidance is at this stage of his/her life, when he/she is becoming more independent but is still young.

Ask your child what kinds of things he/she can now do independently that he/she could not do a few years ago. Now ask him/her if his/her new independence has ever gotten him/her into trouble. Has he/she confronted tough peer pressure situations when he/she was not without either parent? Has he/she ever gotten lost while he/she was out with friends either parent? Has a situation ever turned scary or threatening? If he/she wants to recount such a story, encourage him or her to do so.

Now ask your child to look at the Reflection Exercise: "What Do I Agree With?" Point out that as he/she grows more and more independent and becomes more and more his/her own person—the process of adolescence—he/she will need to decide what his/her values are. Mention that parents probably have good values, and it is wise to try to adopt his/her parents' values. Point out that there may be things he/she disagrees with, though, and ways in which he/she wants to be even better than his/her parents. Say, "Parents really don't mind if their children do better than they did. If their children are better educated, more successful, more talented, happier, and more moral than they were or are, parents are happy! They want you to be the best you possibly can be."

Ask your child to take a moment to reflect on what his/her parents value and in which ways they are in agreement and to write it down in the space provided after the Reflection Exercise: "What Do I Agree With?"

Reflection Exercise: “What Do I Agree With?”

Think about the things your parents value. Do they talk to you a lot about things like responsibility, hard work, faith, making money, owning nice things, getting a good education, having lots of friends, or succeeding in the business world? Do they urge you to dedicate your life to serving others and to being a good person? What kinds of things and people do they value? Do you agree with their values? Which of their values do you think are the best ones?

Ask your child to keep thinking about his/her parents. Is it hard to imagine his/her parents as babies, crying and in diapers, wanting to be held and given milk? Is it hard to imagine that his/her parents were once children who cried when they fell down or cut a finger, who were perhaps afraid of the dark, who perhaps ran away from strangers in fright, or who had a hard time going to school because of bullies or teachers who were mean to them?

Ask your child to look at the Exercise: “My Teenage Parents.” This exercise asks him/her to imagine his/her parents as teenagers. Explain that the point of this is to help him/her see that his/her parents are human beings too, and that they probably remember quite well what it was like to be the age the students are now. Acknowledge that, of course, things are different nowadays, and that the students are facing a different world and different challenges and pressures than their parents did. Still, there are probably a lot of similarities between what teenagers go through in any age.

Mention that an ancient piece of papyrus—Egyptian paper—was found by archaeologists. It dated back to hundreds of years B.C. The scientists were thrilled to discover it, and they couldn’t wait to translate it and see what was on the mind of the writer of centuries and centuries ago. Once translated, it was found to be a note from a teenage girl to her mother. The note read: “Mom, stop worrying about me. I’m all right!”

Explain that some things never change. The concern of a parent for his or her children is one of the things that never changes.

Ask your child to do the exercise now.

Exercise: “My Teenage Parents”

Try to imagine your parents as teenagers. What were they like? Were they serious about their schoolwork, or did they just want to play? Did they have lots of friends, or were they shy and withdrawn? Were they confident or insecure? Did they have a clear idea of what they were going to do in the future? Did they obey their own parents, or were they more rebellious?

Now sit down with each of your parents and find out the truth. Were they really as you had imagined, or were there some differences? Perhaps at least one of them was completely different.

Chapter 2: Family or Friends?

Lesson Plan Objectives

Cognitive: Students will understand that, while there is bound to be some tension between friends' and families' desires, the family is the primary relationship and responsibility.

Affective: Students will empathize with and also respect Rajiv. They will feel a sense of willingness to be obedient to the demands of their families.

Behavioral: Students will compare two stories of peer pressure versus their families' values. They will describe good times with their families and delineate times when there were conflicts between what their families wanted and what they and their friends wanted. They will role-play resisting peer pressure to go against their families' wishes and interests.

Session 1

Read the story together.

Although this story was different from "Pablo's Choice," it shared some things in common. Ask your child to help you make a chart of the similarities and differences between "Pablo's Choice" and "Family or Friends?"

Quality	"Pablo's Choice"	"Family or Friends?"
Friends' values differ from parents'	Yes	Yes
Peer Pressure	Yes	Yes
Main character resists peer pressure	Yes	Yes
Main character tells friends exactly what he thinks at the moment of peer pressure	No	Yes

Add more qualities to the chart as you or your child names them.

Explain that this story, "Family or Friends," explores the push-and-pull adolescents often feel between their friends and their families. Mention that this push-and-pull may grow stronger in the next few years as they grow in independence and want to do more and more things apart from their families. Make the point that they still need their parents'

guidance, however, and they will need it very much for several years to come. Their parents have much wisdom and experience with which to guide them.

Ask your child to do the Reflection Exercise: “My Friends and My Family.”

Reflection Exercise: “My Friends and My Family”

Think of ten things you did or wanted to do with your friends in the past month. Make a list of what they were. Now, next to each one write down your parents’ attitude toward each—strongly approved, mildly approved, neutral, mildly disapproved, or strongly disapproved. Next, write down their reasons for their attitudes. Finally, write down whether you agreed or disagreed with their reasons. Does this help you to understand your parents’ perspective better, whether you agree with them or not?

Discuss the Questions.

Questions

1. Have you ever been in a situation like Rajiv? How did you handle it?
2. Do you feel sometimes that your parents are too confining?
3. Have you ever had to choose between friends and family?
4. Do you feel sometimes your parents judge your friends unfairly?
5. Have you ever gone against your parents’ wishes and done what your friends wanted you to do? What was the result?
6. Do you have fun with your family?

Session 2

Ask your child to recount the story of “Family or Friends?” Ask your child if things turned out all right for Rajiv. Did he have fun with his family? Did he have as much fun as he would have had with his friends? Ask your child to look at the story from the point where Rajiv went along with his family to his aunt’s house. Ask your child to recount all the things the family did together. Does it sound like a good time? What in the text indicates that Rajiv probably had a better time with his family than he would have had with his friends?

Ask your child to turn to the Exercise: “Family Fun” in his/her student text. If you are able to gather some other students, allow them to do “Family Fun” exercise as a group. Otherwise, you and your child do the role playing.

Exercise: “Family Fun”

You will have a small discussion with a small group (if available. If not, with your parent.) Share within these discussion groups the best time you ever remember having with your family.

When you are finished discussing this, mention that although we can have fun with our families, there is sometimes conflict between what we want to do with our friends and what our parents and families want us to do—just as in Rajiv’s case. Things do not always turn out as well as they did in Rajiv’s case, either.

Explain that Rajiv’s friends were from families similar to his, so he was pretty sure they would forgive him for not going along with the group. Ask: “What do you do if you think your friends will not forgive you for choosing your family, or your family’s rules or values, over what they want you to do? What if you risk losing your friends over obeying your parents?”

Open up a discussion about this and allow students (or just your child) to share and to give their/his/her opinions.

Ask your child how he/she can resist peer pressure to do things that will make trouble for him/her with their families. Role-play the following scenarios:

1. Raphael’s family hates smoking. One of the grandparents died of lung cancer from smoking. Raphael’s friends want him to try a cigarette with them.
2. Cara’s family is very religious. She can’t go places with her friends on Sunday mornings because her parents insist she must be in church. Cara’s friends want her to go to the roller rink with them Sunday morning.
3. Melissa’s family has lost a relative, and the funeral is Tuesday. Melissa wasn’t close to this relative, but her family insists she must attend the funeral. Her friends are upset because the class is going on a field trip to a museum that day and they want to hang around with Melissa at the museum.
4. Tony’s family insists that he be home by eight-thirty on weeknights. The family always gathers together to discuss their day and to share some special family time before everyone starts getting ready to go to bed. It is nearly eight-thirty, and Tony just has two more levels to beat on the video game he is playing at his neighbor’s house. His friends urge him to stay and beat the levels, which will take another half hour, even if it means he will be late getting home.

Affirm students’ good solutions to these dilemmas.

Chapter 3: “I Hate You, Mom and Dad!”

Lesson Plan Objectives

Cognitive: Students will understand that freedom is always linked to responsibility.

Affective: Students will have a more responsible view of freedom.

Behavioral: Students will describe responsible behavior in common settings. They will identify feelings that make them less free and state them to someone else in a controlled situation. They will write a letter to take responsibility for a conflict they have with someone.

Session 1

Read the story together.

Ask your child if he/she thought Emily’s parents were wrong at the beginning of the story. Did he/she change his/her mind by the end of the story? Did he/she still think Emily’s parents were wrong by the end of the story?

You could make a chart similar to the one here.

Beginning of the story	End of the story
Emily’s parents were right	Emily’s parents were right
Emily’s parents were wrong	Emily’s parents were wrong

Mention that the main character in the story, Emily, comes to feel by the end of the story that her parents were right after all.

Ask your child if he/she ever had an experience where he/she thought his/her parents were wrong about something they wouldn’t let him/her do, and then later realized that the parents had been right after all. If your child would like to share such a story from his or her experience, allow him or her to do so.

Write on a paper: “There is no freedom without responsibility.” Explain that this is a major theme of this story. Emily is not ready for the responsibility for having a child, so she should not go out on a date with Carl, who is known for getting girls pregnant.

Mention that human beings have a lot of freedom. They are often in situations where they have many choices of how to behave. For instance, on the playground or sports practice fields, students have more freedom in the way they can behave than they do in a classroom. What happens if they misuse this freedom by getting into a fight? They will lose their freedom then, won’t they? Maybe they will have to go into detention and not be allowed to go out at recess. Point out that people must use their freedom responsibly or they are in danger of losing it.

Mention that human beings are free to choose their words too, but if they say mean things to other people, other people won’t like them, and they will lose their freedom to have conversations with people, for people will avoid them. Point out that people have the freedom to eat as they choose also, but what happens if they misuse that freedom and eat too much? What freedom will they lose then? They will lose freedom of movement and good health as they gain weight.

Ask your child to do the Exercise: “Responsible Use of Freedom” in his/her student text.

Exercise: “Responsible Use of Freedom”

Think about the responsible use of freedom in the following situations:

- On the playground
- Choice of language and what you say to others
- What you eat
- Playing a game or sport
- Watching TV or using the Internet

Name at least one way to use each freedom responsibly.

Ask your child to share his/her thoughts and suggestions as you name each situation.

Discuss the Questions.

Questions

1. What goes along with freedom?
2. Jill was “free” of her parents telling her what to do and what not to do. Was she really free in the end?
3. Do you think Carl was as free as he acted?
4. Were Emily’s parents good parents, even though they seemed to restrict Emily’s freedom? What in the story shows they were good or not good parents?
5. Should our freedom be controlled by rules? Why or why not?

6. Imagine you can have all the ice cream you want. You eat and eat and eat ice cream every day. In what ways might this lack of responsibility take away some of your freedom?
7. Are we really free inside if we are harboring resentment toward someone? Is it possible to move away from people or leave them and still not be free of them?

Session 2

Remind your child of the story “I Hate You, Mom and Dad!” Mention that at the end of the commentary, there is a paragraph about feeling free inside. Make the point that we can be free on the outside, but we are not necessarily free on the inside. Conversely, someone can be in prison and still be “free” in mind and heart. Emphasize that it is all a matter of taking responsibility for our feelings. Point out that, as the story teaches, freedom and responsibility always go together.

Ask your child to name some of the unpleasant emotions named in the text (anger, dislike, resentment, holding a grudge, negative thoughts, fears, anxieties, and worries). Ask your child if he/she has ever felt any of these unpleasant emotions. Make the point that these are emotions most of us would like to be “free” of.

Explain that many people try to get rid of these emotions through distracting themselves with entertainment or even drinking alcohol, taking drugs, or getting into sexual relationships in order to try to cover their inner pain with pleasure. Explain that this release only works temporarily because the pain is still there.

As with everything else, the only way to be free of these kinds of feelings is by taking responsibility for them. The book mentions forgiveness as a way to regain a sense of inner peace and freedom. Explain that forgiveness means letting go of resentment.

You and your child can use creative imagination in acting out the following roles.

Explain that one partner (A) is going to play the part of a person the other partner (B) feels resentment toward. A states, “I am now the person you hold resentment against.” B then tells A exactly how B feels about something A said or did, or an attitude A seems to have. Ask your child to speak from the heart. If one is angry, the other should try to get beneath the anger into the hurt that was involved. You are not just to “tell the other person off” or to vent at him or her. You are to explain how you feel. A receives B’s feelings, and then tries to imagine what B needs to hear from the person A represents. Perhaps it is an apology. A gives the apology and reassurance B needs. It is now up to B to let go of the resentful feelings and to try to forgive and receive A’s apology.

If there is time, you may switch roles, so that each of you gets a turn to deal with resentful feelings. (If you have another child available, let them form a pair and you can direct it if necessary.)

When you are finished, ask your child if this helped “clear the air” a bit for him/her. Did it help him/her experience some liberation in his or her heart from the burden of resentment?

Emphasize that to be free of resentment, grudges, anger, and negative thoughts toward others is to be truly free—but first one must recognize and take responsibility for one’s feelings.

Direct your child’s attention to the Reflection Exercise: “Am I Free Inside?”

Reflection Exercise: “Am I Free Inside?”

Is there anyone against whom you hold a grudge? Ask your parent to help you to overcome these feelings through writing a letter to the person toward whom you are resentful.

Ask your child to take out some paper or to use the blank page in their student book. Now he/she is to think of someone he/she knows who has resentment against him/her for some reason. Ask him/her to write a letter to this person, stating:

1. That he or she has noticed that this person has resentment toward him or her.
2. That he or she has some understanding of why.
3. That he or she feels not all the fault is his or hers, but probably some of it is.
4. That he or she realizes that he or she also made mistakes and is sorry for them.
5. That he or she is ready to forgive and forget.
6. That he or she hopes the other person is also open to forgiving and forgetting.

Mention to your child that he/she can actually give this letter to the person or not; it is up to him/her. Ask him/her to please check before giving it to see if he or she really took responsibility in the letter, or if it was mostly blame of the other person.

Emphasize that the more responsibility he/she took, the freer he/she will feel, even if he/she doesn’t give the letter to the person involved.

Chapter 4: Dangerous Attraction

Lesson Plan Objectives

Cognitive: Students will understand the dangers of sexuality. They will particularly understand the potentially exploitive dangers of dating relationships between people of differing ages.

Affective: Students will want to protect themselves from sexual exploitation by older people. They will feel a reaffirmation of marriage as the place for sexuality. They will feel reaffirmed in their relationships with their parents.

Behavioral: Students will describe the benefits of delayed gratification in several areas of life. They will role-play refusal skills when dealing with potential sexual situations with people older than themselves.

Session 1

Read the story together.

If you have the book, draw your child's attention to the picture that follows the story. Ask if this looks like a picture of happiness and safety.

Explain that parents do many things that they do in order to protect their children. Parents know better than children and adolescents what kinds of things can happen to them in the world. Make the point that sometimes parents may seem too restrictive, but they are trying to protect their children from harm.

Ask your child what Marilyn says about her parents early in the story that sounds like she thinks they are too restrictive. Now ask your child if he/she thinks it is a good idea for a girl of thirteen or fourteen to be having a relationship with a boy who is eighteen or nineteen years old.

Mention that many older boys and even older men like to date young girls because they think the young girls will be easier to have sex with than older, more self-confident and mature girls. Also, sometimes men think that young girls do not have any diseases, like more sexually experienced, older girls might have. In any case, the older boys and men are almost always not acting in the young girls' best interests—they are only interested in gratifying themselves sexually, no matter what they may say or what gifts or "grown-up" privileges they might offer to a girl.

Tell the following story: One young girl in the United States had a crush on the coach at her school. He was young and handsome, although he was more than a decade older than she was. He was also a winning coach, so the school didn't want to fire him. The girl thought they were in love, and she would go into an empty classroom with him and kiss and hug him. Soon, though, he forced her into a sexual act she did not enjoy or want to do at all. She realized he did not care about her at all, even though she had thought he loved her. She hated what he had made her do, and the case went to court when she told her parents what had happened.

Explain that this is often the case with older men and young girls. The men may act very loving and caring, giving gifts and favors and making the girl feel very grown-up. The girl may feel strongly attracted to the older boy or man. In the story, Marilyn felt attracted to Peter. The young girl felt attracted to the coach. However, any older teenager or man who is interested in a girl three or more years younger probably is not being truthful or caring. The time often comes when they use force to get what they want.

Ask your child what in the story indicates that Peter was willing to use force to get what he wanted from Marilyn. Ask if it is ever right for a man to force a girl to do sexual things with him. Explain that societies have felt that it was very wrong for a man to force a girl to do sexual things with him—so much so that in some countries, forcing a girl or woman sexually can be punished by death.

Make the point that, even without the use of force, sexual attraction is a very powerful thing.

Ask your child if, when he/she was young, he/she ever played with matches or fire or did something dangerous. Ask if he/she got injured or caused damage somehow. Let him/her tell his/her stories, if he/she wishes. Then mention that fire is a power that needs to be controlled very carefully or it can really hurt people and property. Ask your child what happens when a fire gets out of control. Affirm that it can be very destructive. Explain that this is like sexuality. Make the point that, controlled within marriage, the power of sexual attraction makes families. Outside of marriage, it is like a fire that is out of control. People get burned or hurt.

Ask, “What other example of power does the text use that can be compared to sexual attraction?” Affirm that it is nuclear power. Explain that nuclear power can be very helpful to human beings, just like sexuality, but it has to be protected and taken good care of, or it becomes a destructive power. Explain that because sexuality is so powerful, societies have often tried to protect young people from its power by making sure boys and girls were not alone together too much, and there were strict social rules about how they could act with one another. This was in order to protect young people. Societies also have strong rules about the way married men and women need to act to preserve their sexuality for one another. This is because sexuality belongs only in marriage.

Discuss the questions.

Questions

1. What are some of the dangerous sexual attractions that we may face in our lives?
2. Why are they dangerous?
3. Does having sexual feelings toward someone mean that the person is “the one” for you for the rest of your life?
4. Do you think Peter and Marilyn were well matched?

5. What do you think would have happened if Marilyn's parents had not come home when they did?
6. Would Marilyn have been happy with what happened?
7. In your culture, what are some of the social customs and rules that protect young people from sexual temptation?
8. Have some of these customs been discarded in recent times? If so, why?
9. What are three main factors that protect young people from sexual temptation?
10. Do you agree that "good things come to those who wait"?

Session 2

Briefly recount the story in "Dangerous Attraction." Mention that sexual attraction is a reality and a power. However, as was pointed out in the last session, it is a dangerous power outside of marriage, and it is best to wait to have sex only within marriage.

Ask your child to look at the Exercise: "Good Things Come to Those Who Wait" in his/her student book.

Exercise: "Good Things Come to Those Who Wait"

It has been said, "Good things come to those who wait." Can you think of some examples of this in the world around you or in your own life? Think of how this saying applies in the following areas: eating, sleeping, sex, education, marriage, professional career, learning a skill, friendship. Does it mean we should *only* wait, or should we be doing something while we are waiting? Your parent will lead you in a **discussion** on this topic.

Write "Good things come to those who wait" on a paper. Mention that this saying is referring to the virtues of patience and self-control. Ask your child to look at the individual areas mentioned in the exercise: eating, sleeping, sex, education, marriage, professional career, learning a skill, friendship. Ask him/her to offer examples of how patience and self-control could benefit a person in each of these areas. Ask him/her to offer examples of positive things a person could do while waiting for fulfillment in these areas.

If you are able to gather other children, have them enact at least one of the following situations. Otherwise, you and your child can act it out. Explain that they are going to have to use strong reasoning powers to persuade the people in the scenarios.

1. Kiera has a crush on her older brother's best friend, Tom. Tom has noticed Kiera's crush on him, and he decides to try to take advantage of it. Tom asks Gerald, Kiera's older brother, to let Tom be alone with Kiera. Kiera wants that too. Gerald must explain to Tom and to Kiera why he won't allow that to happen.

2. A distant relation of Tabitha's, Uncle George, has come to stay at their house for a few days. He came into Tabitha's room one day when she was changing clothes and commented on how good her figure was. Now he wants to give her an expensive gift, but he tells her not to tell her parents about it. Tabitha likes and wants the gift, but she feels funny about her parents not knowing, and she needs to tell George she wants him to take the gift back.
3. Mary, who is fourteen, has started dating Ryan, who is eighteen. She hasn't told her mother, but she has told her Aunt Rosa. Aunt Rosa is very much against Mary dating Ryan. Aunt Rosa tries to talk Mary out of going out with Ryan any more.
4. Peter's friend, Tyler, has an "aunt" who lives on the other side of town. Tyler tells Peter that this "aunt" (she is not related to him, but is ten years older than he is) is a lot of fun. Peter goes with Tyler to the woman's apartment. She is drinking alcohol and wearing a revealing dress. She offers the boys alcoholic drinks, which Peter refuses. Then Tyler says he has to leave, but that Peter should stay. The "aunt" also urges Peter to stay. She tells him she thinks he is very cute. Peter must talk his way out of staying.

After the role-play scenarios, ask your child to do the Reflection Exercise: "Dangerous Attractions."

Reflection Exercise: "Dangerous Attractions"

Are there any dangerous attractions that you currently are facing in your own life, sexual or otherwise? What are they? Have you had any success in dealing with them so far? Why or why not? How would you apply the things we have talked about in this chapter to your own situation?

Chapter 5: Saying "No"

Lesson Plan Objectives

Cognitive: Students will understand four components of good refusal skills. They will understand the importance of personal conviction in refusal. They will understand how to avoid certain situations and people in order to protect themselves from unwanted pressure to do things they believe are wrong.

Affective: Students will feel empowered to refuse unwanted pressure. They will feel a firmer commitment and deeper conviction about right and wrong.

Behavioral: Students will describe and role-play the four components of good refusal skills. They will explain why certain situations are good to avoid before one is called upon to use refusal skills.

Session 1

Read the story together.

Explain that being able to say “No” is important in many situations in life, and you will be exploring some of those different situations later. The story focuses on learning to say “No” to inappropriate romantic or sexual advances. Mention that this is a particularly important topic. Point out that you had some experience with “refusal skills” in the last Session during role-play.

Draw your child’s attention to the four points in his/her student book about effective refusals. Write them in summary on a paper:

- 1) Use the word NO.
- 2) Give a strong nonverbal NO message.
- 3) Use a firm tone of voice.
- 4) Repeat the NO message as much as needed.

Explain that if a person does all these things, the other person or people should definitely get the refusal message.

Ask your child to read the Exercise: “Saying NO” in his/her student book. Role-play one of the scenarios either together or with other children. Review your role-play as to whether you used the four components of refusal.

Exercise: “Saying NO”

Role-play the following situations:

1. Cramer wants Joey to jump off the cliff with him into the deep water beyond the rocks. A couple of weeks ago, a kid doing that broke his legs on the rocks, and there are signs all over: “No jumping or diving.” All the parents have warned their kids about jumping off this cliff. The rocks go out too far in the water to safely jump past. Cramer has already called Joey a “chicken” for saying he thinks it’s too dangerous.

2. Trevor really likes Teresa, and she likes him. He's very glad they met up with each other at the movies while they were with friends. Their friends laughed and moved so that Trevor and Teresa could sit next to each other. Just brushing against Teresa's shoulder and hearing her comments about the movie in his ear is very exciting to Trevor. In the darkness, Teresa suddenly reaches over and puts her hand on Trevor's thigh. Trevor feels that's getting a little too personal.
3. Billy, Sam, and Perry were going to the local store to buy a soda, and they found a half-full bottle of whiskey lying near the curb. Sam shrugs his shoulders, but after taking a swallow himself, Billy dares Perry to drink some. Perry doesn't want to.
4. Linda's mother said she was just going out for a short while to pick up some things for dinner. Linda's friends Mary and Elizabeth are visiting. As soon as her mother leaves, Linda suggests the girls look at her father's girlie magazines in the back of his closet. Elizabeth is willing, but Mary feels funny about it.

Make sure you use the four components of refusal skills in your role-play.

After the role-play, ask your child to look at the Reflection Exercise: "Important Life Skill" in his/her student book. Ask him/her to read it and think about the last week or two in his/her life and when he/she has said "No" to someone. Encourage him/her to carry out the exercise.

Reflection Exercise: "Important Life Skill"

Keep a record for several days of when you say no to different situations in your life. Note which of the four components mentioned above you used and whether the "no" was effective or not. If it didn't work, think about why and how you can improve your ability to say "no." Remember, learning a new skill takes a lot of practice.

Session 2

Ask your child to briefly recount the story in "Saying No."

This might be a good place to expand upon the idea of "date" or "acquaintance" rape. Explain that most rapes occur between people who know each other. Of course, strangers do rape people they do not know. That is why it is important for girls to be careful walking alone after dark, and to be careful going alone into deserted buildings or dim rooms. Mention that they are always safer in pairs or with a group of friends. At the same time, forced sexual activity often takes place between people who know each other, even people who like each other, like Louie and Joanna in the story.

Ask your child to point out places in the text that show that Joanna does like Louie. Note that it is likely they would want to go on a date with one another at some point. A date between them could easily turn into a situation that Joanna didn't feel good about, because Louie is aggressive, and she is weak about saying "no."

Explain that "date rape" takes place when a boy and girl—teenagers or adults—are in a romantic or isolated situation together, and the boy forces the girl to do more sexual things with him than she really wants to, like Louie is pushing Joanna. Sometimes girls are pushed into having a full sexual experience with someone they barely know.

Mention that Joanna needs to learn to have stronger refusal skills, as should all teenage girls. At the same time, boys need to learn, as Louie needs to learn, to accept no for an answer and to stop their advances. Otherwise, they could be facing charges of sexual assault, which is a crime.

Point out that in some countries, laws are very strict about this. A girl's "no" means no. If she pushes the boy away, it also means no, even if she does not say the words. If a boy continues to push himself on the girl, she can report him to the police.

It is for the protection of everyone that teenagers learn good refusal skills. Note that in the previous class session, a teenage boy had to use refusal skills on an older woman who was trying to seduce him. Make the point that, as the role-play in the last Session showed, there are many situations where a person needs good refusal skills.

Emphasize that the most important part of refusal skills is knowing what is right and what is wrong. If students believe that using drugs, alcohol, cigarettes and having premarital sex are wrong—emphasize that they are wrong—they can strengthen refusal skills and also "street smarts" to stay out of or get out of situations in which they might be pressured too much to resist.

Explain that there are defensive ways to act so as to avoid getting into difficult situations. As you go over the defensive skills, ask your child why practicing that skill would help him/her to stay out of dangerous situations.

Some of these defensive ways to act are:

- Don't go into isolated places, which could include your own house if your parents aren't home. Joanna and Louie broke off from the group and were in a room all by themselves. That was not wise.
- If someone has ever pressed himself or herself upon you or spoken or looked at you in a way that made you uncomfortable, never allow yourself to be alone with that person.
- Be aware of the fact that cigarettes, alcohol, and other drugs can cloud your mind and make you unable to say no when you really want to.

- Make up your mind beforehand. Know what you want and do not want to do. If you are “wishy-washy” like Joanna, you might find yourself facing a situation similar to—or far worse than—hers.
- Stay in groups.
- Go to a grown-up or authority if you feel scared of someone or if someone has tried to force himself or herself upon you.

Emphasize to your child that the most important part of saying no is believing that you are right to refuse bad things that others may want you to do.

Discuss the questions.

Questions

1. Why do you think it is important to set boundaries to what we should or should not do?
2. What are some of the boundaries your parents have set for you?
3. What are some of the boundaries your society has set?
4. Have you been in situations in which it was difficult to resist negative peer pressure?
5. If so, why was it difficult? Were you able to overcome it or not?
6. What are refusal skills?
7. What are the four components of effective refusal skills?
8. What is even more important than strong refusal skills?

Chapter 6: Opposites Attract

Lesson Plan Objectives

Cognitive: Students will understand the difference between physical attraction together with the infatuation it brings, and real love. They will recognize that getting to know someone takes a great deal of time.

Affective: Students will want to wait for satisfying love relationships and will want to approach dating and romance with more care and discernment, so as to maximize their chances for lasting love and successful marriage.

Behavioral: Students will chart their own emotional, mental, and spiritual traits and how long it would take for someone to get to know them. They will distinguish between real love and infatuation.

Session 1

Read the story together.

Explain that the story and commentary talk about the attraction between men and women, boys and girls, males and females.

Do students think that opposites attract in non-physical ways too? For instance, would a very outgoing person tend to fall in love with a quiet and shy person? Would a person interested in classical music want to spend a lot of time with someone interested in rock music?

Affirm that most people are drawn to people who are similar to them. Admonish them that when “opposites” marry, they sometimes find their differences become a problem for them. Marital experts say that the most successful and happy couples share quite a bit in common. Having the same values is particularly important.

Sum up that opposites attract when it comes to the physical—as the commentary points out, nature is full of examples of opposites attracting—however, when it comes to dating and marriage, the “oppositeness” should give way to compatibility of interests, personalities, and, especially, values.

Ask your child how many think Brian and Jennifer will wind up getting married someday. Mention that marriage is a friendship, and Brian and Jennifer have a good friendship. Ask your child to point out some things in the story that indicate that Brian and Jennifer have a good friendship. Affirm that they enjoy one another’s company; they like each other and feel affection and respect for one another; and they are able to be honest with each other, even about so ticklish a topic as other people thinking of them as a dating couple.

Mention that friendship is built upon trust. Trust grows as you get to know someone. Some experts say that you should not let your trust in someone grow faster than how much you know about them; especially, you should not trust them with your sexuality.

Draw a grid similar to this one on a paper. Ask him/her to fill in each square with some emotional, mental, or personality trait of theirs. For example:

I like horses	I am a happy person	I believe love is more important than money	I love adventure movies	I believe in peace, not war
I laugh a lot	I love taking care of small children	I am adventurous	I love good food	My religion means a lot to me
I want lots of children when I marry	I am active; I like to do things, not talk about them	I am smart	I always obey the law	I think about the meaning of life a lot
I never read the news; world events make me sad	I love nature; camping is my ideal vacation	I am never indoors	I like to be with my family	Holiday traditions mean a lot to me

After he/she has drawn this “self-portrait,” ask him/her to pencil in each box how long he/she thinks it would take for someone else—say, someone they were dating—to find out about that quality of theirs. How long would a person have to know him or her before that person understood that trait? (This is assuming the student did not hand them the grid!)

Explain that many people “fall in love” or become infatuated with each other without really knowing the other person. Because there is a physical attraction between males and females, that strong attraction can feel like love and can feel like the other person is the right one, even if the partner barely knows him or her. Make the point that getting to know someone takes a lot of time and care.

Assert that the purpose of dating is to find the proper marriage partner over time, not just to have a good time together. Given that, ask your child how he/she thinks a person should choose a dating partner. Listen to his/her ideas and suggestions.

Ask your child to read, think over, comment upon, and do the Exercise: “Teenage Attractions” in his/her student book.

Exercise: “Teenage Attractions”

Look at the world around you—at the songs you hear, the movies you see, the TV shows you watch, and the conversations you hear. How is the issue of teenage boy/girl attraction dealt with? In the media, are people shown as just responding to their immediate feelings? Amid the attraction, is there real friendship? Is there any discussion of a grander purpose to this attraction? Are these messages helpful or harmful to teenagers as they try to understand their own urges? Keep a log in a notebook of all the messages you get from the media this week about teenage attraction.

Emphasize that the romantic notions put out by the media are completely unhelpful and unrealistic in finding a good marriage partner.

Have your child flip over his/her “self-portrait” and name, in each box, the kind of qualities he/she would like his/her ideal future marriage partner to have. Explain that this is to get him/her thinking about what kind of person he/she may want to marry and what kind of qualities to look for in a marriage partner. Advise him/her that real love grows with time, so there is no need to rush into a relationship with someone. There is always time to find out what the other person is really like—and it is better to find out before marriage than after!

Session 2

Briefly recount the story and commentary of “Opposites Attract.” Mention that Brian and Jennifer are very wise in wanting to take their relationship slowly, as friends, and to not rush into a romance just because friends are pressuring them to do so.

Discuss the questions.

Questions

1. What does “attraction of opposites” mean?
2. Have you experienced a change in your feelings toward the opposite sex in the past year?
3. Why do you think people start experiencing such a change when they become teenagers?
4. Why is self-control important in this area?
5. Some people say we should just follow our feelings. What do you think?
6. Do you think it’s possible for teenage boys and girls to be friends?
7. Do you think that one day Brian and Jennifer in the story will be romantic toward one another?

8. What is the ultimate purpose of the male/female attraction?
9. Since it is strong, how is such attraction to be contained?

Explain to your child that there is a difference between real love and attraction, or infatuation. Explain that it is possible to be physically attracted to someone we don't even like, based on his or her physical attributes or features. What happens with infatuation is that we begin to think the other person has all the mental, emotional, and spiritual traits or characteristics that we would admire and enjoy being with. We become intoxicated with the person, and it is hard to see the real person. We see them through a cloud of our own desires. Our desires can be very strong, even overwhelming. But they are based on fantasy, not on reality.

Point out that we often get crushes on people we don't know well at all—rock stars, movie stars, models in magazines, someone older and unattainable. We imagine they have all the lovable traits we like, and we imagine ourselves being with them in perfect bliss, harmony, and passion. If we really got to know the other person, though, we would probably find that he or she is just as human, just as faulty, just as boring and maddening as other people—like our parents, teachers, or classmates. After all, everyone is human.

If the person we are infatuated with is our own age and we actually date him or her, we can still fool ourselves that the person is our true love for life. After all, dating is an unrealistic setting. People dress in their most fashionable clothes, they go out to do fun things, they have a little money to spend, they are well-groomed, well-rested, and doing things they enjoy. It is very easy to find someone romantically attractive under those circumstances.

Ask your child to think about their parents' marriages. Their parents no longer go out on many dates. Often they are not dressed up for one another. Many times, money is tight in a family, and they cannot go out and do fun recreational things together as often as they would like. Marriage is more about how to love the person you have to ask to take out the garbage! It is not all fancy romance, by any means. Infatuation, physical attraction, crushes, etcetera, don't last long and they don't have the power to help a couple love each other when they are sick and unattractive, when the toilet is clogged up and overflowing, and a warning about an overdue bill has just arrived in the mail. That is real life—and it takes real love.

Draw a table on a paper and ask your child to name qualities of infatuation and real love in order to distinguish them.

Real Love	Infatuation

If your child cannot distinguish between real love and infatuation, help him/her along by filling in and discussing the points as follows:

Real Love	Infatuation
Long-lasting	Short-lived
Couple knows each other well	Couple fantasizes that the other is the perfect one, even when they hardly know one another
Friendship is the basis	Physical attraction is the basis
Can weather storms and difficulties of life	Quarreling and disillusionment come when things aren't perfect
Knows, accepts, and forgives the other person's faults	Sees the other person as perfect, or else gets very angry when he or she does not live up to expectations
Gets deeper over time	Time brings more and more unhappiness until the relationships ends
Share values	The couple is shocked to find out that they have very different values
Friends and family like and approve of the partner	Friends and family think the partner is a strange and unwise choice

Remind your child that physical attraction and infatuation can be very strong and can fool even grown-ups into doing foolish things, because they “feel” like love at first. Emphasize that as a young person, he/she is rich in time. He/she has time. He/she has time to get to know someone else without jumping into romance. He/she has time to develop good and meaningful friendships that may someday turn into romance, like Brian's and Jennifer's. Ask him/her to imagine how exciting it would be for Jennifer and Brian to slowly find out they love one another and to marry. How beautiful that they could like and respect each other first and, after a long friendship, experience the excitement of attraction and true love and building a family together.

Wouldn't all their friends and family celebrate their marriage out of real joy? There is something very special to something like that. Infatuation, passion, sudden romance that fades just as suddenly cannot replace it.

Ask your child to read the Reflective Exercise: "Friendships and Attractions" and to record his/her answers to the questions for his/her own private use.

Reflective Exercise: "Friendships and Attractions"

Reflect for a moment on your own changing feelings and attitudes toward the opposite sex. How are they different from a year ago? Are there certain boys or girls to whom you feel attracted? What is behind this attraction? Do you have any friendships with the opposite sex? Would you say that you feel like a brother or sister to any of them? Write down your feelings and thoughts on these questions in a private journal, notebook, or diary.

Chapter 7: The Drive

Lesson Plan Objectives

Cognitive: Students will understand an analogy between the desire to drive a car prematurely and giving in to sexual desire prematurely. They will understand that practicing certain things in life requires maturity, good judgment, and qualifications.

Affective: Students will feel that it makes sense to postpone some things they are not ready for. They will experience Sean's crash through the text and the picture and take it as a warning.

Behavioral: Students will match qualifications with privileges.

Session 1

Read the story together.

Note that the story is about a boy giving in to the desire to drive a car before he was ready and suffering the result of his lack of self-control. The commentary compares such premature desires to sexual desire. Sexual desire is so strong, it is often called a "drive." It pushes people toward something.

Point out that we are physically capable of driving a car before we have the training, skills, good judgment, and maturity to be good drivers. One driving instructor estimated

that an eight-year-old could master the physical skills of driving, providing he or she was tall enough to reach the pedals. Certainly most thirteen-year-olds are tall enough to reach the pedals and can master the physical skills of turning the car on and off, using the brake, turning the wheel, putting the car in reverse, etcetera. Yet most countries, states, and provinces do not allow young teenagers to drive because their mental and emotional abilities are not developed enough to handle driving safely.

Make the point that we are also physically capable of having sex and even of having babies before we have the training, skills, good judgment, and maturity to be good partners and parents. Teenagers' mental and emotional abilities are not developed enough to handle sexuality safely. Like Sean, they are better off waiting instead of getting into some kind of costly and painful accident—like a disease, pregnancy, or the mental and emotional breakdown that comes from uncommitted sexual relationships.

Discuss the questions.

Questions

1. Do you agree with the comparison between Sean's desire to drive and our sexual desire? Why or why not?
2. Are there some things in life we want but are not mature enough to handle yet?
3. Do we sometimes think we are ready for things when we really are not?
4. Should we listen to our parents and elders when they tell us we should wait for some things?
5. What do the media—TV, movies, songs, books and magazines—tell us about sexual feelings? In general, are we urged to wait or are we urged to act on them whenever we want to? Do you agree with these media messages?
6. What is sexuality intimately connected with that requires maturity and responsibility?

Session 2

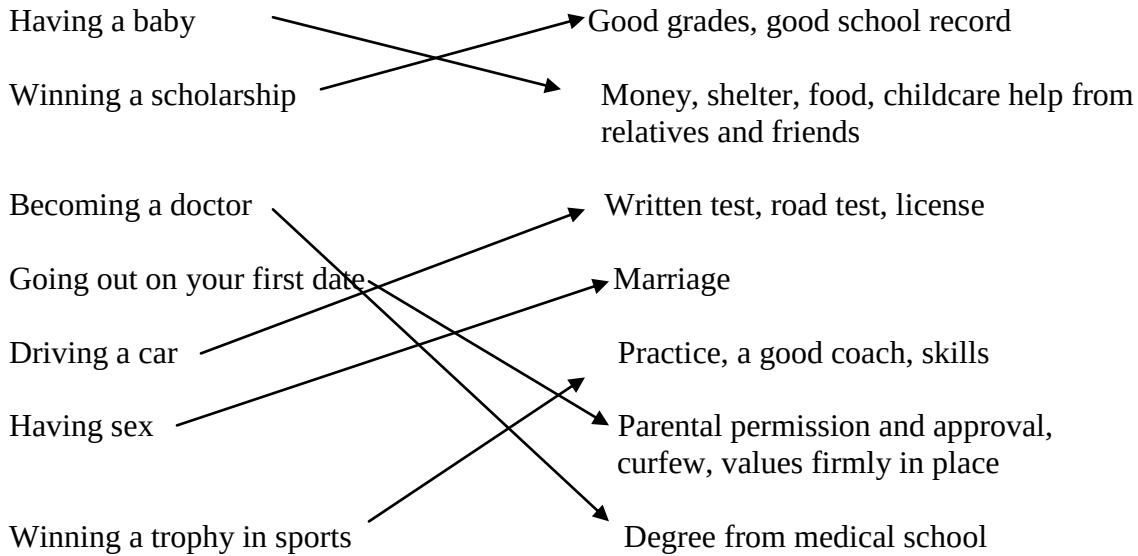
Briefly remind your child of the story and commentary of "The Drive."

Make the observation that people need certain qualifications in order to perform certain tasks. For instance, if someone wants to drive, he or she needs to have a driver's license. A doctor needs a medical license. A lawyer needs a legal license. To have sex, people need a marriage license. To do otherwise is to be as unsafe as letting a doctor who does not have a medical license operate on you and prescribe medicines for you!

Ask your child to look at and do the Exercise: "Matching" about qualifications needed for certain privileges in life. When he/she is finished, go over the answers with him/her, which are provided for your convenience, but which do not appear in the student book.

Exercise: "Matching"

Match the joyful event with the qualifications needed for it by drawing lines:



Affirm correct answers; explain why others are incorrect.

Explain that it is natural for young people to want to try things out and to test their abilities. However, there are times when teenagers do well to listen to wise elders, especially in big things like driving a car prematurely or having sex—both of which can have lifelong consequences.

Remind him/her that a few class sessions ago, you asked him/her if she/he played with matches as a child. (A surprising number of children do.) Mention that, in some classes, teenagers admit that they set fire to their parents' rug, or they burned their own hands. Others manage to play with this dangerous thing without getting hurt—but they could get hurt. One boy burned down his whole house, and his family had to move. They lost all their clothes and furniture.

Wouldn't it have been better to have listened to their parents and elders who told them not to play with matches?

Nevertheless, make the point that most burns heal, and clothing and furniture can be replaced. Virginity can never be replaced once it is lost. A pregnancy cannot be taken back. Some sexual diseases are fatal. Sexual desire is one of the strongest desires in the world, but it also has some of the most long-lasting consequences when a person does not control it and wait until he or she is qualified through marriage to have it.

Ask your child to do the Reflection Exercise: "Strong Desire" in his/her student book.

Reflection Exercise: "Strong Desire"

Have you ever had a strong desire to do something for which you were not prepared or about which you did not really think enough to foresee the consequences? What were the consequences of your actions? What did you learn from the experience? How would you compare this with a teenager acting upon his/her sexual impulses?

Chapter 8: A Life Changes

Lesson Plan Objectives

Cognitive: Students will understand the major and most common addictive drugs. They will also understand the “gateway” drug, marijuana. They will comprehend that drug addiction starts with a desire to experience pleasure and to take away pain, yet ends with more pain.

Affective: Students will empathize with Ginny, but they will definitely not want to be like her.

Behavioral: Students will experience a physical need to breathe compared to the physical need for an addictive drug. They will describe constructive ways the protagonist in the story could have coped with her pain instead of turning to drugs.

Session 1

Read the story together.

Acknowledge that this is a very sad story, and that it is about a very serious topic: drug addiction. Ask your child: “What drug was the first one Ginny tried? Why did she try it?” Explain that some teenagers start using drugs to get out of emotional pain, like Ginny felt about her parents. Ask your child for other reasons why teenagers might start using drugs.

Explain that there are many different types of drugs, but the ones covered in this lesson are marijuana, heroin, and cocaine, with mention of alcohol as a drug, and some cautions against milder but dangerous addictive drugs like cigarettes.

Explain that addiction means that the body actually feels a need for a drug and shows symptoms if the body does not get the drug. Addictive substances are many, but the better-known ones are cigarettes, heroin, and cocaine. Alcohol is also considered by many to be an addictive drug. A person can come to tolerate alcohol, so that more and more is needed to get the same effect. A person may experience “withdrawal” symptoms if deprived of alcohol—physical symptoms of the body’s need and demand for alcohol. A

person may significantly change his or her life in order to get the alcohol he or she wants and craves. These are signs of addiction.

“A Life Changes” is an appropriate title for a story about drug addiction, because drugs truly do change people’s lives, and not for the better.

To demonstrate how addiction feels, ask your child to read and do the Exercise: “Must Have It!” with you. This exercise compares the need for drugs with the need for food or air. Since the need for air is readily demonstrable, ask your child to hold his/her breath for as long as he/she can without getting dizzy and to notice how his/her body feel when deprived of something he/she needs so badly.

Exercise: “Must Have It!”

We mentioned that physical addiction to a substance means that the body feels it has to have a certain amount of the substance. Over time, the body feels it needs even more of the substance in order to feel good.

Imagine it as a growing hunger. Remember the last time you felt hungry. (You may feel hungry right now!) Your body wants something. It feels it needs something. Your stomach aches, and it begins to rumble. Your body is making you very uncomfortable in order to make you get what it wants and needs.

People do desperate things, even steal, to get food when they are hungry. Hungry people very quickly lose their pride over what they will and will not eat. Very hungry people will eat out of garbage cans, or they will eat things that are spoiled or dirty.

Addiction becomes a physical need that feels as intense as the need for food. Addicts become desperately hungry for the drug.

Addiction becomes a physical need that feels as intense as the need for air. Following your parent’s instructions, take a deep breath and hold it for as long as you can without getting dizzy.

Notice how your body feels as the seconds go by. Your body wants breath. It is starving for breath. It is sending you signals that it needs to breathe. It is rebelling against not being given the oxygen it needs and wants. Your body hurts. You have a strong desire to breathe, and soon it will become an unbearable desire. Finally, your body will cause you to do what you need to do to get air. Your body will control you by releasing the held-in air and gasping in breaths of fresh air.

If you were trapped underwater and couldn’t breathe, what would you do to get air? Wouldn’t you do just about anything? This is how addiction feels. An addict will do just about anything to get the drug his or her body is saying it needs. Addiction feels just like you feel when you desperately need air.

Now let out your breath and breathe deeply. For a few minutes, you may breathe harder than usual, to make up for the lack of oxygen. This is also like addiction. An addict feels the need for more and more of the drug to feel good.

Addiction is when your body has grown so dependent upon a chemical substance it feels it needs the chemical substance to survive—the same as it needs food or air. You can imagine how intense the desire for that chemical substance can be by comparing it to hunger or the need to breathe.

Next, mention that marijuana is called a “gateway” drug because it is not physically addictive. However, it is considered psychologically addictive, and its use very often leads to use of the “harder” drugs, or the addictive ones. Using and purchasing marijuana brings a person in contact with the world of drug-dealers, who want to get people addicted to substances. People who use marijuana very often get in contact with people who use, offer, and often urge upon them the harder drugs.

Ask your child how he/she feels about Ginny’s changed life. Explain that, no matter what Ginny’s personal pain was, she has caused herself much more pain by trying to feel good through the use of drugs.

Point out the Cycle of Addiction in his/her student book and repeat, as the text does, that there is never a need to go beyond Step 1 of the Cycle of Addiction. A person should stop there and look for better solutions to his or her problems other than turning to drugs. As the text says, drugs are never a way to end suffering. In fact, they are the beginning of even more suffering.

Ask your child to look at the Reflection Exercise: “My Addictions” and to answer the questions silently, to themselves.

Reflection Exercise: “My Addictions”

Do you have any addictions, even minor ones? If so, what are they? Are they detrimental in any way to your life? To others? Do you think you could ever be vulnerable to some of the more dangerous addictions, such as alcoholism, drug abuse, or promiscuous sexual activity? What should you do to protect yourself?

Session 2

Discuss the questions.

Questions

1. What is an addiction?
2. What are some of the things to which we can become addicted?
3. Why is addiction harmful?
4. What is withdrawal?
5. How does tolerance affect the amount of drugs a person takes?
6. Why do addicts often turn to crime?
7. Why is marijuana called a “gateway” drug?
8. What role do friends play in a person’s life? What if Meredith had been a different type of friend? What if you were Ginny’s friend? What would you have done to help her?

9. What role does a family play in a person's life? What if Ginny's parents had been paying more attention to her situation? What if they had been able to resolve their conflict and had stayed together?
10. What are some other, more constructive ways Ginny could have chosen to relieve her feelings of loneliness and isolation?

Chapter 9: The Loser

Lesson Plan Objectives

Cognitive: Students will understand that self-talk, support from others, and a willingness to learn from one's mistakes and failures are crucial to success. They will learn that mistakes and failures are not the end of the story.

Affective: Students will empathize with Jack, and they will applaud his "coming back" to get victory when he was almost defeated. They will be more determined to persevere when they make mistakes or experience failure.

Behavioral: Students will distinguish between positive self-talk and negative self-talk in scenarios of setbacks. They will experience learning to aim at a target through correcting mistakes. They will describe a fictional situation where someone overcame a difficult task through perseverance and succeeded in overcoming difficulties.

Session 1

Read the story together.

Ask your child to name three famous people the commentary talks about who failed before they succeeded, or who said that a person had to make mistakes if he or she is going to do something new.

Ask your child if he/she could empathize with Jack's feelings. He didn't have a lot of self-confidence, which is common for young teenagers. He was in an important position on his team, and he was having trouble living up to it. He had to deal with a heckler, which made things all the worse.

Ask your child: "What positive things helped Jack go on in the game and get victory in the end?" Affirm that his father, his coach, and his team members supported him. Mention that the support of friends and loved ones is crucial to anyone's success. Very few people can succeed without support.

Ask your child to explain Jack's final remark in the story, "That's what separates winners from losers." What is "that?" Affirm that it is not giving up, or perseverance. Jack kept

trying, even when he felt hopeless and ready to quit. Jack “came back,” as even the heckler admitted.

Discuss the questions.

Questions

1. Jack is failing in his game at the beginning of the story. What does a boy in the stands call him? How does that make Jack feel?
2. What changes Jack from a “loser” to a “winner”?
3. Think about a time when something didn’t go well, even though you tried very hard. How did you deal with your feelings of failure?
4. When things seem to be going wrong, what can you do to make yourself feel better?
5. If something important doesn’t turn out the way you had hoped, what are some helpful ways to deal with your disappointment? What are some harmful ways?
6. How can you keep from getting angry and upset when things go wrong?
7. Are there times when quitting something difficult is the right thing to do?
8. Is losing the same thing as being a loser? Is failing the same thing as being a failure?

Ask your child to describe the failures of Abraham Lincoln and Thomas Edison and how these famous men went on to succeed.

Session 2

Remind your child of the story “The Loser” and how Jack got back into the game through not giving up.

Explain that people should not get discouraged by mistakes and failures. We are bound to make them. Explain that our “self-talk” can help us to overcome mistakes and failures. For instance, ask your child what is the best way to talk to his or herself about the following mistakes:

1. Lucy fell down in the cafeteria after slipping on some spilled soda. She thinks:
 - a. I am the most stupid, clumsy person in the whole world. I’ll never have any friends now!
 - b. Anyone could have slipped on that spilled stuff. Most of the kids didn’t see me, and a week from now people will not even remember it.
 - c. I hate this school, I hate this cafeteria, I hate soda, and I hate me!
2. Lawrence’s voice cracked just as he was telling Susan about his great shot in

basketball. Lawrence thinks:

- a. My voice is getting deeper because I'm becoming a man. It's nothing to worry about; in fact, it's a good sign.
 - b. What a loser I am. She'll never like me now.
 - c. I'll brag even more now so she'll forget about how stupid I sounded.
3. Timmy told the teacher Lucy was cheating. Now Lucy and her crowd of girlfriends say nasty things in an undertone whenever Timmy comes near. Timmy thinks:
- a. That group is really immature and Lucy, at least, is a cheater. Their opinions of me don't matter.
 - b. I'm never going to tell on anyone again—no matter what.
 - c. I'd like to wring those girls' necks. I hate them—and I hate myself.

Explain why some answers are better than others. Make the point that the way we deal with our mistakes and failures—or the things that other people might think are mistakes and failures—determines our ultimate success.

Point out that human beings learn through making mistakes. Mistakes can teach us a lot. Point out, though, that there are some mistakes that are so serious, a person must not risk them (using addictive drugs, having premarital sex, committing crimes, etcetera). In many smaller daily events, mistakes are something to learn from.

Give the example of learning to hit a target. For instance, people learning to aim at a bull's-eye will generally aim too far to one side the first time, too far to the other side the second time (overcorrecting the mistake) and just about right the third time.

Have your child read and do the Exercise: "Target Practice." This will require you, the parent, setting up a bull's-eye or target (it could be drawn on paper or on a fence) and having him/her throw harmless objects at the target, such as small balls of wadded-up paper.

Allow your child to aim at the target three times and note and applaud his/her attempts to learn from and correct their misses.

Exercise: "Target Practice"

One way human beings learn is through making mistakes, or through failure. Learn to aim an object at a target. Observe yourself. First you may aim too far to the right. Then,

to correct your failure, you may aim too far to the left. On about the third try, you will probably aim just about right.

Failure is an opportunity to learn how to succeed!

The last exercise in this chapter is to write a short story about someone trying to do something difficult and sticking with it until achieving success. Mention that it can be about sports, like “The Loser,” or it can be about inventing or discovering something, like Thomas Edison. It can be perseverance in building something or achieving a good grade in a difficult subject. Ask him/her to use his/her imaginations.

Reflection Exercise: “Short Story”

Write a short story about someone who tried to do something difficult and stuck with it until he or she succeeded. Include some ideas about why the person’s attitude toward the problem was important in overcoming it.

Chapter 10: Who’s the Loser Now?

Lesson Plan Objectives

Cognitive: Students will understand that popularity based on external qualities is fleeting. A life based on internal qualities will be the most satisfying one.

Affective: Students will sympathize with and like Miriam at the end. They will not want to end up like Judy.

Behavioral: Students will distinguish between internal and external qualities. They will contrast and compare qualities of popular people.

Session 1

Read the story together.

Summarize that the character of Judy found her value in what others thought of her or in things outside of herself—we may call them “external” things. She was attractive, fashionable, outgoing, and popular because of these things. She was friends with “girls who were extremely concerned about their physical appearance” and who took up their time learning about new hairstyles, makeup, and clothes.

Miriam, on the other hand, found her value in what was inside of her—the “internal.” She was a thinker and a writer. Eventually, the quality of her thoughts and writing brought her lasting popularity and much personal happiness.

Judy had never developed her internal side. She was unable to help her husband when he struggled financially; she was not prepared to support her children after her divorce, and she had to settle on a low-paying job. All this wore her down. She was no longer attractive, no longer had such a “fun” personality, and no longer had time for fashion, nice hairstyles, and makeup. She was working too hard for all that. And, she noticed, all her old friends had deserted her. Because their friendships were based on the external things Judy had, when she no longer had them, the friendships ended, and Judy was left alone.

Miriam, with her quiet, shy, bookish ways might have been considered a “nerd”—someone more interested in the internal side of things (often knowledge) as opposed to the external side of things (looking good). “Nerds” are known for being very smart but very unpopular.

One famous person who is consistently considered a nerd in the press and also in people’s minds is Bill Gates—the world’s richest man. All Bill Gates cared about was computers. Photos of him as a teenager show someone who did not care much about his external appearance—he had a big, goofy grin, a drooping chin, mismatched clothes, hair that needed cutting, and big glasses. Yet he built the most successful computer software company in history; he changed the way businesses and people all over the world deal with information; he is giving billions of dollars to helping other people; and he has appeared on the cover of numerous magazines. Everyone admires him and would like to be like him. Now, he is very popular.

Sometimes “nerds” end up being the most successful people.

Why is this so? Draw a simple chart on a paper and ask your child to name internal qualities and external qualities.

Internal Qualities	External Qualities

Now ask him/her how long the external qualities last. Ask, “How long do the internal qualities last?” Note that external qualities always change over time, but internal qualities are more lasting. That is why it is wiser to concentrate on internal qualities in ourselves and others. That is why it is wise to get a good education—educating the mind—rather than dreaming of being a great sports star (very few people ever attain this dream) or trying to be the prettiest and most popular girl. A good education—developing the mind—will last for a lifetime.

Explain that the story is really about what is valuable. Are beauty, popularity, and having the latest fashions in clothes (which change the next year anyway) the things that make a person valuable? Or is it what the person has inside himself or herself—the internal qualities he or she has and develops?

Discuss the questions.

Questions

1. What do you think this quote from the story about Miriam means? “Besides her family, her greatest love remained her writing, which was still her secret place to go and be completely herself.” What does this say about Miriam’s sense of her own value? Did it come from internal things or external things?
2. Why do you think people want to be popular?
3. Where does our value come from? Does it come from inside ourself or outside?
4. What makes someone popular?
5. What is the most valuable part of a person?
6. Why are some people popular and others not?
7. Would you rather be popular like Judy or popular like Miriam?

Session 2

Briefly remind your child of the story and commentary of “Who’s the Loser Now?”.

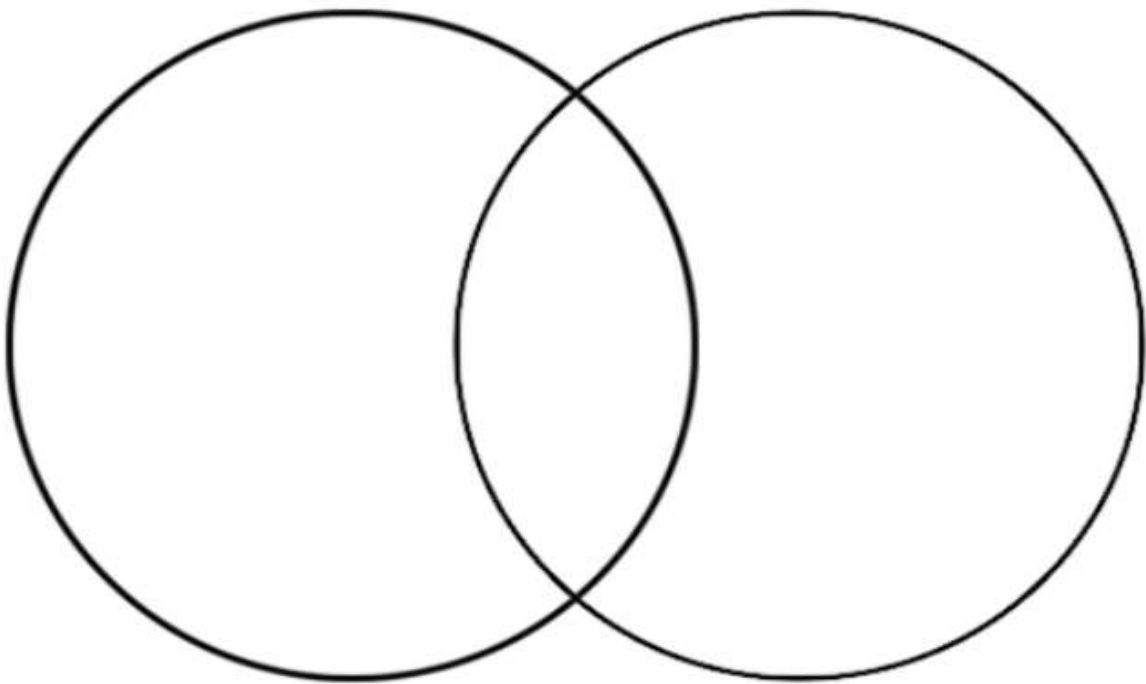
Mention that there is nothing wrong with being popular. However, lasting popularity and happiness come from internal qualities rather than external qualities.

Point out that if a person loves his or her spouse because of external qualities, the love may go sour when the person grows old, which he or she definitely will one day. Sometimes even a young person is stricken with a disease or has an accident. External things change. But if the person is kind, good, helpful, sweet-tempered—those internal things are less likely to change. Those things are nice to live with over a lifetime, whereas good looks last only a few years.

Ask your child to reflect on the qualities of popular people by doing the Exercise: “Popular People” in his/her student book. Ask your child to particularly note whether the popular people are popular because of internal or external qualities.

Exercise: “Popular People”

Think of two people you know who seem to be popular. Compare the two people using a Venn diagram. You do not need to write their names. In the left bubble, write the person’s unique popular characteristics. In the right bubble, write the other person’s unique popular characteristics. Where the two bubbles intersect, write about the qualities they have that are the same.



When he/she is finished, say that popularity is a desirable thing. Most people would like to be popular. The important thing is not to think that our value comes from whether we are popular or not, or from what others think of us. Our value comes from inside—what we are as human beings.

Human beings are valuable. They have a capacity to love, to have compassion, to help, and to provide warmth and comfort to others. We have the capacity to love and be loved. This is our real value, and every single person has it.

Explain that one famous psychologist said that we know every human being has inner value because of the way babies are. When a baby comes out of the womb, it cries to be kept warm, fed, changed, loved, and taken care of. The baby demands these things as his or her due—often with great lungpower! Babies know they are worth being taken care of.

As we get older, maybe we forget that we are worth being taken care of—that we deserve to be fed, sheltered, kept warm, and loved. Maybe we even begin to believe that we are unworthy of being loved. Yet that is not true. We are born valuable, and nothing can take that value away.

What is more, make the point that some theorists believe that every person is a genius in some special way. Every person has at least one great gift or talent. The challenge is finding it and then developing it. Yet it is there, in each and every one of us.

Ask your child to do the Reflection Exercise: “My Popularity and Self-Esteem” in his/her student book.

Reflection Exercise: “My Popularity and Self-Esteem”

Now think of your own life:

1. Are you or have you ever been popular with a certain group of people? How does or did it make you feel? Is or was it deserved?
2. Were you ever unpopular or ignored? How did that make you feel?
3. What is your inner greatness? Is it recognized by others? Is that important to you? Why or why not?

Reaffirm that being popular, while desirable, is not all there is to life. Many people who were not popular in school or as young people ended up extremely popular because they developed great internal qualities.

Assert that, popular or not, every human being has unique value and a great talent or gift inside, just waiting to be discovered!

Chapter 11: The Gift

Lesson Plan Objectives

Cognitive: Students will understand that each of us has our own unique talent(s). They will learn that all talents are not discovered immediately; sometimes you have to try new things to uncover your “gift.”

Affective: The students will be more appreciative of others’ gifts, because we are all different in our abilities, yet all are valuable. The students will have a better appreciation of themselves and their peers when they truly understand that “all” gifts are necessary.

Behavioral: Students will define compassion. They will describe a time when they showed compassion. They will role-play compassionate reactions to given scenarios. Students will describe things they are good at and what they think are their special “gifts.”

Session 1

Read the story together.

Ask your child what George’s “gift” is. Affirm that it is compassion. Ask your child to point out places in the text that show George is compassionate. Ask: “Would every teenage boy be as compassionate as George is? Would every person not mind when the children jiggled his healing collarbone? Would every person be so caring as to want to go to the home to be with the children?” Affirm that even though he wants his gift to be sports, like his brother Mark, George’s gift is a heart of compassion.

Ask your child to think about his/her siblings and/or friends and if their siblings and/or friends are better at something than he/she is (e.g., sports, school, dance, drama, music, etcetera.) Then ask if there is something that he/she is better at than his/her siblings and/or friends.

If you can gather some other children, make a small discussion groups and ask them to share the following information about themselves with one another (each person gets a turn to speak in the group). Or, if it’s just you and your child discuss the following points.

- Name two or three things that they are good at doing
- Tell about any volunteer work they have done (e.g., in a church, hospital, etcetera)
- If they volunteered in the past, how it made them feel

Next, tell the group (or just your child) to come up with a definition of compassion. Each one should share their definition of compassion.

Choose one of the scenarios in his/her student book under the Exercise: “Developing Compassion” and role-play one or more of the following situations.

Exercise: “Developing Compassion”

Role-playing about showing compassion in the following situations:

- There is a new student in your school who looks and speaks differently from everyone else. He looks awkward and lonely.
- A friend’s father has just passed away.
- Your younger brother/sister has confessed to borrowing something that belonged to you, and it is now broken. He/she is crying and very sorry.
- You are invited to a party, and one of your best friends wasn’t invited.
- Your elderly neighbor’s husband passed away. She has been like a grandmother to you. Each day, you see her sitting alone on her porch.
- You see a young child crying in a store/market. He is lost.

Session 2

Materials Needed

Posters, photos, or pictures (from magazines and newspapers) of people with different emotions on their faces

Using posters, photos, or pictures (from magazines and newspapers), look at the faces of people and discuss or write about what each person might be feeling. Begin with descriptive words (i.e., worried, excited, confused) and then expand on the possible reason for this feeling.

Discuss the questions.

Questions

1. What is George’s gift?
2. What does it mean to have compassion for someone?
3. Do you think George had compassion for the children for whom he cared in the story?
4. What is the difference between being compassionate and pitying someone?
5. What does it mean “to walk a mile in someone’s moccasins”?
6. Does every person need the compassion of others at times?
7. Do you believe that every person has at least one special gift?
8. What is your special gift?

Ask your child to reflect back on the story “The Gift.” Ask him/her how he/she thinks George initially felt when it was suggested that he volunteer at the hospital instead of coming to physical education for the next six weeks. How do they think George felt after his first day at the Home for Handicapped Children? What did he “uncover” after working at the Home for Handicapped Children?

Mention that it is often a good idea to try to be grateful for all circumstances. Often, we can learn a lot from them. Mention that, for instance, George might have felt inferior to his brother, Mark, and not want to sit out the six weeks of physical education on the bench, but if his accident had never happened, he might never have discovered his great gift of compassion.

Ask your child to try to remember a time in their lives when a situation that he/she thought was really bad at first turned out to be good, and they ended up grateful for it.

Then ask him/her to reflect on a time in his/her life when he/she showed compassion. Ask him/her to do the Reflection Exercise: “When I Showed Compassion” in his/her student book.

Reflection Exercise: “When I Showed Compassion”

Think of a time in your life when you showed compassion toward someone. Who was it, why did you feel compassion for him or her, what did you do to help him or her, and how did you feel afterward?

Chapter 12: I Belong to a Community

Lesson Plan Objectives

Cognitive: Students will learn the importance of a community and each member of it. They will see that a valued and valuable life consists of serving others in the community.

Affective: Students will feel love for the mailman, Mr. Farley. They will be touched when Oscar puts the airplane in the grave. They will want to grow up to be a person like Mr. Farley, appreciated and mourned by the many people he served.

Behavioral: Students will describe acts of kindness they have done in their communities. They will describe and compare community celebrations and commemorations of significant events in life.

Session 1

Read the story together.

Ask your child how Oscar felt at first about attending the funeral for the postman, Mr. Farley. Ask: “How did he feel later in the story? What kind act did Oscar show at the funeral in memory of Mr. Farley’s kindness to him? Did people—both the readers of the

story and the people in the story—find themselves touched by Oscar’s gesture? How about Mr. Farley’s widow? Did she like what Oscar did?

Ask your child to name five members of your community and their job titles. Ask what these people do for the community in their job capacity. Next, ask your child to think of ways each of these members of the community could go “above and beyond the call of duty” as Mr. Farley did and become as beloved a person as he was. Let him/her share any stories about people he/she knows in your community who are similar to Mr. Farley.

Ask your child to think about the way Mr. Farley delivered the mail. Have him/her name at least two things that he did that most postmen do not do on their daily routes.

Mention that people need their communities. No one can exist all alone, without the support of others. Ask your child to name ways in which he/she benefits from being members of a community. List these benefits on a paper.

Try to gather a small group of people around the same height as your child to do the Exercise: “Community Power!”

Exercise: “Community Power!”

Lead a small group in the exercise “Community Power!” everyone will line up facing one another’s backs, forming a circle. Each person will place his or her hands on the shoulders of the student in front of him or her. Slowly and carefully, students will lower themselves by bending their knees. With enough trust and care, you will soon find yourselves all safely seated on the knees of the person behind you! This is the power of people helping each other. Everyone is taken care of!

As an alternative to “Community Power!” do a search on the Renzulli Learning with the word “community” and do at least one of the activities.

Session 2

Discuss the questions.

Questions

1. Why did everyone like Mr. Farley so much?
2. Do you have someone like Mr. Farley in your neighborhood or community?
3. Would you like to be a person like Mr. Farley?
4. What do you do at home or at school to make the community better?
5. Have you ever cleaned up your neighborhood or park or gone door-to-door collecting money for a good cause? Did this make you feel more a part of your community?
6. What can you do to make your community better?

Create a chart of all of the acts of kindness you and others have demonstrated in and around your communities. Spend about ten to fifteen minutes drawing up the charts.

Next, ask your child to think about things people do as communities—meaning, in groups—to celebrate certain events. Emphasize that people all over the world celebrate and commemorate each of these events in a special way, showing that such things are important to the human community.

Reflection Exercise: “My Community”

Remember that a community can be as small as a family and as large as the whole world. Everywhere in the world, communities celebrate or commemorate the following events. How does your community—whether it is family and friends or a whole village—mark the following big events?

- The birth of a child
- A wedding
- When someone dies
- Rites of passage (bar mitzvah, confirmation, puberty, etc.)
- Special holidays

Ask your child to take a moment to think about how different regions or countries might celebrate or commemorate these events. Ask your child to share about any foreign customs he/she heard of, and seek to find the commonality between the way others commemorate the event and the way the event is commemorated locally. You may want to read a couple of articles from the World and I Special Collection – Ceremonies and Festivals: <http://www.worldandischool.com/specialcollection/festival.asp>

Chapter 13: Civic Duty

Lesson Plan Objectives

Cognitive: Students will learn that participating—doing one’s civic duty—is part of being a good citizen in a democracy. They will understand that there are rewards—including opportunities for new friendships—when they become involved in their communities.

Affective: Students will feel positively about the relationships and new experiences available through doing one’s civic duties. They will be happy for Hana and enjoy her experiences getting to know her neighbors better.

Behavioral: Students will exercise democracy by “voting” for candidates with different qualities. They will describe a way they might make a contribution as a citizen of the world.

Session 1

Materials Needed

Two large sheets of butcher paper or two poster boards and marker pens

Read the story together.

Ask your child if the story had a happy ending or not. Mention that many people make new friends through civic associations. Ask your child if he/she has ever made a new friend by belonging to the Boy Scouts or Girl Scouts, joining in on a service project, or attending a community center’s activities or meetings. Ask him/her to share such stories.

Introduce the idea of democracy as a friendship between the citizens of a nation and a friendship with his/her government. Ask what friendly qualities Hana’s mother displays toward Mrs. Timball, who votes for the opposing party. Ask what friendly qualities Mrs. Timball expresses toward Hana’s mother. Explain that democracy works because people are friendly toward one another and respect each other’s opinions.

Ask your child what happens in the democracy when one party wins. Does the other side then take up arms and fight to get their way? No, in a democracy, people go along with the will of the majority, even if they disagree. They peacefully submit to the government that is voted in and pay it the same respect they would their own party. Democracy depends upon this kind of friendship and respect between people who disagree with one another.

Write on a paper: “I disapprove of what you say, but I will defend to the death your right to say it.” Ask your child to interpret and to give their opinion about this saying, widely attributed to the French philosopher Voltaire.

Explain that freedom and responsibility go hand in hand. People have the freedom to speak about, write about, campaign for, and gather in groups to promote their favorite candidates. They also have the responsibility to accept that they must peacefully submit if the majority rules that the opposing candidate wins. However, in a democracy, the rights of a minority are protected by law.

Do the Exercise: “Citizenship” with the child. You could either draw the outlines of the figures or trace outlines of your child to make the “candidates” on the poster board or butcher paper.

Exercise: “Citizenship”

Your parent will draw two life-size outlines of a person. Suggest qualities for each outlined person that would make him or her a good president of your nation. Your parent will write the qualities and ideas inside the outline of the person. Now vote for the candidate of your choice!

Ask your child to brainstorm ways that he/she could do his/her civic duty by participating in acts of good citizenship. This may evolve into a service project you could do. Write down his/her suggestions on a paper and then “vote” on the ones you would most like to do.

Session 2

Discuss the questions.

Questions

1. What is a good citizen?
2. How were Hana and her mother being good citizens?
3. What are ways to be a good citizen in your family?
4. What are ways to be a good citizen in your school and community?
5. What are ways to be a good citizen in your nation?

When you are finished, begin a discussion by asking what Hana’s opinion was about going door-to-door to register voters at the beginning of the story. What was her opinion afterward? What did her friends seem to think about what she was doing?

Share with one another times you participated in citizenship activities either in your neighborhood or community. You should ask your child to stand up and receive a “Good Citizenship” round of applause from you.

Mention that being a good citizen of the world is the responsibility of each human being. Explain that ways to do this are: welcoming strangers from other regions or other countries; accepting that all people everywhere are equal and have the same rights; caring about the environment, because the environment knows no regional or national boundaries—it is shared by all. Ask your child for other ways to show good world citizenship. Then ask him/her to do the Reflection Exercise: “World Citizen” in his/her student book.

Reflection Exercise: “World Citizen”

The Nobel Prize is an international prize given to persons from any nations who have made great contributions to humanity through their work. There are Nobel Prizes in science, math, literature, peace activities, and other categories. Look up the Nobel Prize to find out basic information about it. A search on Renzulli Learning will have some resources. Here is one website with information on Nobel Prize winners:

http://www.invent.org/hall_of_fame/1_4_9_nobel.asp Then imagine that, thirty years from now, you have won the Nobel Prize. In what field would it be? What contribution did you make as a world citizen?

Chapter 14: Resolving Conflicts

Lesson Plan Objectives

Cognitive: Students will understand the value of working together. They will also learn that it is just as important to be a worker as it is to be the boss. But most importantly, they will learn that without bosses or workers there would be no productivity. They will understand the difference between assertive, passive, and aggressive responses.

Affective: Students will be glad Alex and Alice resolved their difficulty. They will feel sorry for Alex that Alice badgered him so much that he wanted to quit being the editor of the newspaper. They will be proud that the two resolved their conflict.

Behavioral: Students will create and role-play assertive, passive, and aggressive responses in conflict situations. They will practice reflective listening.

Session 1

Read the story together.

Then ask your child to reflect on the two main characters, Alice and Alex, and to state what their conflict was. Ask him/her if he/she thinks Alice handled the situation well at first. What was Alice doing to make Alex’s job harder? Ask: in light of what we studied about democracy in the last chapter, since Alex won the vote of the majority of the students, was Alice right to keep trying to be the boss of the newspaper and opposing him at all times?

By the end of the story, how did Alice feel about the newspaper situation? What did Alice finally do to resolve the conflict between her and Alex? What if, when Mr. Drake told her that Alex wanted to quit, Alice had said, “Great! Now I can be editor!” How

would Alex have felt then? Would he have been upset? Would he have wanted to cooperate with Alice in creating the newspaper?

Ask your child if he/she likes to be the boss. Mention that everyone does! The boss usually gets his or her way. At the same time, if a boss is mean to the workers or never listens to their opinions or ideas, sooner or later, the boss will lose their support. People will not work as hard or as well for a boss who is inconsiderate and, eventually, they will escape from him or her as soon as they can.

Point out that a boss's authority must be respected by the workers, and they need to do their best to follow his or her directions. What if there are two bosses? Alice was trying to set up a situation where she was as much the boss as Alex was. Does this work? Ask for examples of "bosses": the captain of a sports team, a police chief, a grocery shop owner, a group leader in a class or a club president. Ask him/her to speculate on how it would work if there were two bosses in each of these situations who didn't agree with each other about things. Would anything get accomplished?

Explain that the usual reason people get to be boss, or get to be in charge, is that they take the most responsibility for the situation, and they usually have to work the hardest. Their authority to tell other people how things should best be done comes from their hard work, ownership, and experience.

Affirm that if he/she wants to be the boss of something, he/she should work hardest at it, take the most responsibility for it, and invest the most in it. Sooner or later, he/she will find him or herself in charge.

Ask your child to review how Alice and Alex resolved their "Who's the boss here?" conflict, and have your child do the Reflection Exercise: "Being a Peacemaker" in his/her student book.

Reflection Exercise: "Being a Peacemaker"

Reread the story at the beginning of the chapter. Imagine the next day at school After Alice spoke with Alex. How is their communication different from that of the previous day? How is the rest of the class different? Alex and Alice still have differences of opinion. How do you think they will resolve them?

Mention that many conflicts can be resolved simply by listening to the other person and making sure he or she is truly understood. It is also important to take turns when there is something that nobody wants to do or when more than one person wants to do the same thing.

Ideally, it would be best to include a friend of your child for this exercise. Explain that one of the two will describe a recent conflict to the other person, explaining how he or she felt about things. Explain that the listener needs to pay close attention, to repeat the words back to the other person to make sure he or she understands what he or she is

saying, and to help identify the emotions the other person is feeling about the conflict. When they are finished, have them switch sides.

When they are finished, ask them if it helped to talk things out with someone who was trying very hard to listen and understand. Sometimes this is all that is needed to help someone feel better about a conflict—to be heard and understood.

If another person or friend of your child is not available, try this exercise with just you and your child explaining the same process.

Session 2

Remind your child of the story “Resolving Conflicts.” Ask him/her: “Do you think ignoring conflict will make it go away? What do you think would happen if you just ignore situations?” Explain that just ignoring a situation and hoping it will go away is what is known as a passive response. No action is taken. Events unfold as they will, usually due to the actions of other people.

Mention that ignoring someone or something sometimes works. It can work in many situations and shouldn’t be decided against all the time. Sometimes people are just looking for attention. Even if someone is angry at them, they are glad that they are getting some attention. In these kinds of situations, ignoring someone can be very effective. He or she is not getting what he or she wants—attention—so he or she may stop the behavior that is causing conflict.

However, if ignoring it does not make the problem go away, it may be time to look for a less passive response. Ask your child, “Do you believe it is okay to feel angry every now and then? Is anger ever justified? In what ways can anger help us in our lives?”

Then ask, “How do we decide when and how it is appropriate to express our anger or other feelings?” Then ask, “What happens to anger if it is not expressed?” Explain that some people get stomachaches or headaches or depression from holding too much anger in. Mention that sometimes a person can constructively get anger out by pounding a pillow and pretending it is the other person, running around the block, doing push-ups, or other physical activity.

Discuss the questions.

Questions

1. Why do people have conflicts?
2. What kind of skills do people need in order to work through conflicts?
3. How did the conflict occur among the students in the story?
4. How did Mr. Drake help Alice to resolve her conflict with Alex?
5. What kinds of conflicts do you have and with whom?
6. What are ways that you could avoid such conflicts in the future?

Ask your child to review the commentary in his/her student book on passive, assertive, and aggressive responses.

Ask your child to do the Exercise: “Resolving Conflicts” in his/her student book. Ask him/her to refer back to the commentary part of the chapter in order to better understand passive, aggressive, and assertive responses.

Exercise: “Resolving Conflicts”

Using the three different kinds of responses discussed in this chapter (passive response, aggressive response, assertive response), write down possible responses to the following scenarios:

- Someone insults you and calls you names.

Passive
Aggressive
Assertive

- You’re playing soccer when you get fouled (another player kicks you in the shins), but the referee calls the foul on you.

Passive
Aggressive
Assertive

- Your mother punishes you for breaking a lamp that your brother broke.

Passive
Aggressive
Assertive

Make sure he/she has a good grasp of the different responses. Then role-play aggressive, assertive, and passive responses in the following situations:

1. Every time Myra walks down the hall, Brewster and his friends taunt her about how her figure is developing. Role-play ways Myra might handle this situation if she chooses to deal with the boys directly rather than going to a teacher or the principal. Role-play a passive, aggressive, and assertive response on Myra’s part and show the reactions of the boys.

2. Colin sits between two boys who hate each other. They are always throwing spitballs at each other and making nasty remarks when the teacher isn't paying attention. Colin is sick of being in their war zone! Model passive, assertive, and aggressive responses.

3. Lila is always whispering about Tracy whenever Tracy walks near her. Tracy cannot quite hear what Lila is saying, but she knows it is about her and Lila's friends always burst out giggling and look at Tracy. Model passive, assertive, and aggressive responses and Lila's and her friends' likely reactions to each.

Chapter 15: Cooperation

Lesson Plan Objectives

Cognitive: Students will understand the value of cooperation. They will think positively about cooperation and be more willing when cooperation is needed.

Affective: Students will enjoy the feelings of accomplishment during cooperation and will appreciate the message and ending of the story.

Behavioral: Students will collaborate to make a "beat" that they present to the class. They will describe ways they have cooperated in the past. They will distinguish between cooperative language and uncooperative language.

Session 1

Read the story together.

Ask your child what Lenny's attitude was about working with this particular group on this particular project. What would he rather have been doing? How did he feel about Ricardo and Monica at the beginning of the story? How did he feel about them at the end of the story?

Write on a paper, "The dictionary defines cooperation as the action of working together for a common purpose or benefit." Ask your child to name some things that they do at home that require cooperation. List these on a paper. Next, ask your child to name things that they do that require cooperating. List these on a paper too.

Ask: "Does cooperation help build good feelings and respect between people?"

Continue the discussion by asking, "What makes working in groups enjoyable? What makes working in groups not so enjoyable?" Listen to his/her answers.

Then ask, “What makes you feel important when you are a part of a group?” Ask if he/she feels important in a group if he/she is never called upon to use his/her talents or give his/her opinions or ideas. Suppose he/she is on a sports team, but the coach never lets him/her play in the games, even though he/she attends all the practice sessions. Suppose he/she is on the debating team, but the captain cuts him/her off every time he/she offers an idea and instead just listens to the smartest girl on the team.

Explain that cooperation is brought about by good attitudes on the parts of everyone involved. Ask him/her to do the Exercise: “Cooperative Ways” in his/her student book.

Exercise: “Cooperative Ways”

These are some words, actions, and behaviors that either help or hurt cooperation. Write the number under the most appropriate heading.

1. “You dummy! Let me do it!”
2. “Could you say that again? I want to make sure I understood your idea.”
3. “I think you’d be great at doing that!”
4. “Shut up.”
5. “Thank you.”
6. “Oh, no. Here comes the Big Mouth again.”
7. “Give it to me—now—or I’ll punch you!”
8. “Sally hasn’t said anything yet. Let’s listen to what she has to say.”

Helps Cooperation

Hurts Cooperation

Ask your child if he/she knows the difference between cooperating and just going along with the group. Is cooperating with something you don’t like or don’t agree with good? Explain that it depends. In the case of Alice and Alex in the last story, for instance, Alice needed to show a little more cooperation, even though she did not like the situation or agree with Alex’s hopes for the newspaper. Alice’s lack of cooperation ruined the class for everyone that day. However, if the group wants you to do something that goes against your values or your parents’ values, you have every right to be completely uncooperative in order to get away as quickly as possible. Recount that one boy, being strongly peer pressured to smoke marijuana, opened the back door of the van he was in with a group and jumped out the back end when the van was at a traffic light. He was definitely not cooperating!

Ask your child to read and do the Reflection Exercise: “Creating Cooperation” in his/her student book.

Reflection Exercise: “Creating Cooperation”

Think of a time in your life when you were part of a group or activity that worked well together. Write about how cooperation was achieved. Who helped to make it happen? What did you do?

Session 2

Discuss the questions.

Questions

1. What does it mean to cooperate?
2. What does the saying “The whole is greater than the sum of its parts” mean?
3. In the story, what did Lenny learn about cooperation through his experience with his group?
4. How did his opinions about Ricardo and Monica change while the three children worked on their assignment?
5. What do you think made Lenny excited about presenting the letter to the class at the end of the story?
6. Why is listening an important part of cooperation?

When you are finished, create your own beat through clapping, snapping, tapping, etcetera. Spend ten or fifteen minutes to work on this. If you can gather a number of people, work as a group.

Affirm that it took a lot of cooperation to come up with, decide upon, and perform the beats. Congratulations on your cooperation!

Ask them/him/her to name other activities where cooperation is extremely important to getting the job done well. Affirm accurate answers.

Chapter 16: Giving

Lesson Plan Objectives

Cognitive: Students will understand how important the virtue of generosity is to friendship. They will understand that “money can’t buy friendship.”

Affective: Students will want to invest more generosity and kindness into their relationships in order to make more friendships. They will applaud Patrick and realize that Tyler is wrong.

Behavioral: Students will define friendship. They will distinguish between selfishly motivated generosity and genuine generosity that is for the sake of others. They will describe someone’s generosity to them. They will depict friendship in words and drawings.

Session 1

Read the story together.

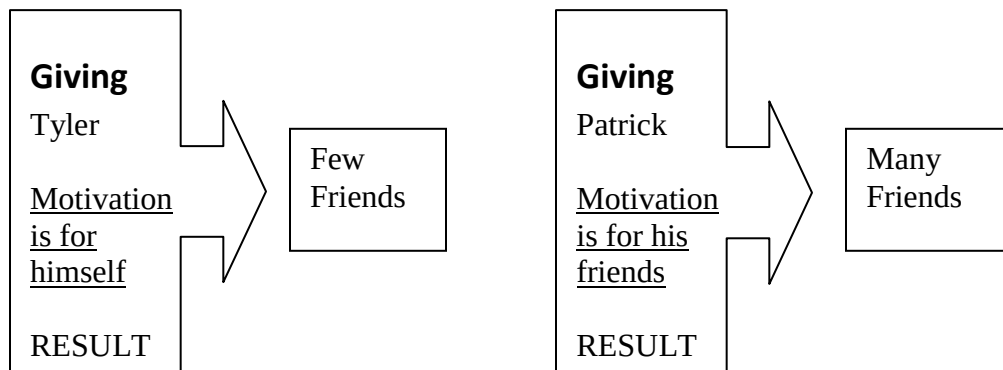
Mention that this story is about friendship and generosity. Have your child try to come up with a five-words-or-less definition of friendship. Have your child name some important qualities that a friend should have (e.g., honesty, trustworthiness, kindness, etcetera).

Mention that the story discussed “standards” that Patrick’s mom said their family had. Ask your child to name some of the “standards” that were discussed in the story. Are those “standards” good for making friends?

Ask your child what happened in the middle of story to Tyler’s dad. How did this make Tyler feel? Did the other students make Tyler feel different because his financial situation changed? Did Patrick?

Draw your child’s attention to the title of the story “Giving.” Explain that we might all think giving is a good thing, but it depends on our motivation for giving.

Draw the following graphics on a paper to compare Tyler’s and Patrick’s giving.



Explain that the difference between Tyler and Patrick was that Tyler gave what he had with the purpose of attracting friends to himself. He gave to others because he wanted something from them. Patrick, on the other hand, gave to others because he liked them and wanted them to be happy. Patrick’s motivation was for the sake of others. That is why Patrick enjoyed the good result of having many friends, whereas Tyler had very few friends.

Explain that Patrick, who was from a poor family, was still very generous with people. Tyler, who was from a rich family, was not truly generous, even though he did give people money and he did pay for things and share his fancy possessions with people. Make the point that a person does not have to be rich to be generous. What they have to be rich in is the desire to share with others and make others happy.

Ask your child to read and participate in a discussion about the Exercise: “Ways to be Generous.”

Exercise: “Ways to be Generous”

Discuss ways to be generous with the following:

- Actions
- Words
- Thoughts
- Time
- Possessions or money

Next, ask your child to think about someone who has been generous to him/her. Ask him/her to do the Reflection Exercise: “Experiencing Generosity.”

Reflection Exercise: “Experiencing Generosity”

Think of someone who has shown you generosity with his or her words, time, actions, or possessions. Write about the experience(s). How did you feel to be on the receiving end? What did you learn from this person?

In addition, look for pieces of fabric for the next session. It should be light-colored, so that it can be written and drawn upon, and should be cut five by seven inches pieces.

Session 2

Materials Needed

Markers, paints

Glue

5 by 7 inch fabric squares

Optional: Poster Board

Remind your child of the story “Giving.” Then, discuss the questions.

Questions

1. Even though Tyler is rich, he is not really generous. What in the story tells you that?
2. Why does Tyler try to give money to people?
3. Why does Patrick give things to people?
4. With whom would you rather be friends—Tyler or Patrick?
5. What is Patrick’s reward for his generosity?
6. Do you think a person can buy friendship?

When you are through with the Questions, ask your child to reflect on his/her friendships, particularly his/her “best friends” and what makes him/her such good friends. Ask him/her share qualities he/she likes about his/her best friends.

Explain that when you are a true friend there are no “strings” attached. You don’t expect anything in return when you are giving or sharing. You just do it because it makes the other person and you feel good, not because you want something for it.

Mention that the best thing to remember about friendship is that it doesn’t cost anything. Explain that there is an old saying, “The best things in life are free,” and this is certainly true of friendship, because it is one of the best things in life, but it is also free.

Create a friendship quilt where you paint, draw, color, or write things (like a motto) on the piece of material. The artwork should depict friendship. “Sew” the quilt together with glue. If you need, use a poster board to mount them on. Let it dry and display it on the wall.

Encourage your child to ask older relatives if they could be of help to them one day. Ask him/her to offer to clean their house, do their grocery shopping, accompany them to the shop, or simply spend time with them. Explain that many older people don’t have many people visit them on a daily basis, and this would be a great way to build up his/her virtues of friendship and generosity so that he/she can make many more friends.

Chapter 17: The World Around Us

Lesson Plan Objectives

Cognitive: Students will learn how devastating pollution can be. They will understand how important it is to be environmentally aware and how to do their individual parts to prevent pollution.

Affective: Students will feel sorry for the animals affected by the oil slick. They will feel determined to help prevent pollution.

Behavioral: Students will distinguish between organic and inorganic. They will define recycling, conservation, ecology, and stewardship. They will brainstorm and design a project to improve their environment. They will list ways to reduce, reuse, and recycle materials. They will list how they help and hurt the environment.

Session 1

Read the story together.

Then ask your child how Jody, Jody's father, and Amy felt while they were driving down to the coast. Ask how his/her impressions changed after he/she arrived at the coast. What was the condition at the beach? What did the animals and environment look like? How did the people feel as they were driving back? Were they able to enjoy the beautiful parts of the coast once again?

Ask your child if he/she sees a sign of hope at the end of the story. Affirm that the peep of the little bird they are going to save is a sign of hope in this sad story.

Point out that it takes some materials two hundred years or more to totally break down into natural components that can safely go back into the environment (this process is called "biodegrading"). Ask him/her to remember that when he/she throws away things that are plastic, glass, styrofoam, or aluminum. His/her grandchildren and great-grandchildren will be playing in a world littered by the things he/she throws "away" today.

Mention that there is no "away" to "throw things away" into. Anything that is thrown away is put somewhere on the earth, where it probably hurts the environment somewhat, unless it is organic—which means it was once alive. Organic things decompose naturally and biodegrade quickly, becoming part of the natural environment. Manufactured things do not biodegrade so quickly.

Ask your child to categorize the items in the following list. Write the following words on a paper and have your child vote "O" to mark the organic items and "I" to mark the inorganic items.

Cat
Headphones
Turtle
Eggshells
Coke can
Coffee grounds
Broken television set

Remind your child that inorganic items take hundreds of years to biodegrade. Ask him/her to think twice before throwing things away. Encourage him/her to try to get more use out of everything, and not to buy things he/she is just going to get tired of or which break easily.

Ask your child to let you look around the kitchen and note how the food is packaged or wrapped. Ask your child to think of alternative ways to package, wrap, or store the items so there is less garbage to throw away when the food is finished.

Ask your child to read and reflect on the Exercise: "Being a Good Steward" in his/her student book and to write down notes on a project he/she would suggest and the steps

needed to put it into effect. When he/she is finished, ask your child to share his/her ideas. Decide on one of the projects to carry out.

Exercise: “Being a Good Steward”

Think of an environmental project that you could do in your neighborhood. Write down a list of steps that you would need to take in order to make this project happen. Be as specific as possible.

Next, ask your child to define the following terms (they may refer to his/her student book): recycling, conservation, ecology, and stewardship.

Session 2

Discuss the questions.

Questions

1. What is environmental awareness?
2. What are the various types of environmental problems afflicting the earth today?
3. Is there a difference between researching something in a library and seeing it firsthand?
4. What lessons did Jody and Amy learn through their visit to the oil slick?
5. What does it mean to be a good steward of the earth?
6. How can we take better care of our environment?
7. Are there any things you do that affect the environment in a negative way?
8. What can you do to change them?

Explain that the environmental challenges of pollution, global warming and scarce resources are daunting. It is important for everyone to lend a hand in making our environment safe and usable for years to come.

Point out that one important way to help out is to remember to *Reduce, Reuse, and Recycle*. Write Reduce, Reuse, and Recycle on a paper. Ask him/her for suggestions as to how to reduce, reuse, and recycle the following and write his/her suggestions on a paper:

Water
Plastic or glass containers
Paper
Broken appliances

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

Reflection Exercise: “Environmental Awareness”

Make a list of ways that you (or your family) help or harm the environment. Include anything that you can think of, no matter how large or small. Put a mark next to the ones in the “Harm the environment” list that you think you can change—and then start putting the change into practice.

Harm the environment

Help the environment

Congratulate your child on having completed the course *Going through Changes*, which is designed to help him/her become mature, responsible people as he/she grows through his/her adolescent years.