

PART I: What Do We Live For?

Introductory Lesson

Read the Introduction in the student text together. Ask your child what he/she thinks of the idea "You are the artist of your own life"? Mention that Discovering the Real Me is designed to help him/her develop a good, creative vision for his/her life and to show him/her how to make that vision come true.

It would be good at some point to define "moral". From Webster's, "moral" means: "of or relating to principles of right and wrong." Explain to your child that envisioning a good and satisfying life always takes moral issues into account.

You might write on the paper: "If you can dream it, you can become it."

Ask your child what "virtues" are. Then, write on a paper:

Virtue:

A particular moral excellence

A commendable quality or trait

(From Webster's Collegiate Dictionary)

Point out that when we say that Mary, for instance, is honest, we are saying that Mary has the virtue (or character strength) of honesty.

Mention that a virtuous person has many virtues or character strengths. Have your child name virtues he/she can think of. Write them on a paper, sorting out which are virtues and which are not. (The examples of virtues listed in the text are responsibility, honesty, trustworthiness, gratitude, perseverance, integrity, the ability to make and keep commitments, compassion, empathy, and good citizenship.)

Have your child reflect upon or even describe the most virtuous persons he/she knows.

Does he/she agree with the statement in the book, "The happiest people are people of virtue"?

From the array of virtues presented on the paper, have your child make an entry in a journal or notebook listing which of the virtues he/she would like to have and for which he/she would like to be known. Mention that this is the beginning of forming a vision of what kind of person he/she would like to become.

Explain that modeling ourselves after people we look up to or admire is a way of forming a vision for our lives and for forming our character. Asking ourselves, "What would my hero (or

heroine) do in this situation?" sometimes gives us the insights and the strength to handle a challenging situation well.

Have your child imagine as a heroine, an Olympic figure skater who was in third place and very down-hearted, but who then gave a stunning performance that won the gold medal. What virtues did she have to have to achieve something like that? (Hope, determination, courage, perseverance, etcetera.) How about a hero basketball player who is known for not only scoring spectacular points himself but also for helping teammates to do their best too? What virtues does he have? (Generosity, cooperation, selflessness, self-discipline, etcetera.)

If possible, video clips of such great moments in sports would be good to show at this time—or clips from a movie. A good one is one of the early scenes in *Chariots of Fire*. Olympic hopeful Eric Liddell falls down in the beginning of the race, picks himself up and wins the race by making a superhuman effort.

Chapter 1: What Kind of Person Will I Be?

Objectives

Cognitive: Students will clarify their personal ideas and beliefs about life.

Affective: Students will understand how beliefs affect the choices they make.

Behavioral: Students will begin to construct a vision of what kind of person they want to become.

Session 1:

Explain that getting a vision of who he/she would like to be is aided by understanding who he/she is and what he/she believes now. Therefore, the exercises he/she will do related to Chapter 1 will involve a lot of self-reflection—thinking about what he/she believes and what he/she is like at this point in his/her life. Assure him/her that none of the self-reflection exercises will be graded or shown to anyone else, but they will be marked as to whether he/she does them or not. It is for his/her own self-understanding; nothing more.

Read Chapter 1 together. Explain that the main point of this chapter is that the choices we make now will affect our future. Life is full of choices. A strong sense of right and wrong helps us to make the right choices that will build our characters into good ones.

Discuss the Questions in his/her student book:

Questions

1. What kind of person are you?
2. What kind of person do you want to become?
3. What do you need to do to become that kind of person?
4. Why should you be good?
5. What are the values and principles by which you live?
6. Do you think that people are basically good, or not?
7. What do you want to be doing ten years from now?
8. What are the qualities of a good person?
9. What aspects of yourself would you like to change or develop?

Class Session 2:

Have your child do the “My Tree of Life” exercise in his/her student book.. Although you need not read it in detail, it is good to check to make sure he/she filled in all the blanks and written something after each question.

Ask your child to look at his/her Tree of Life. Mention to him/her that a tree grows out of its soil. It depends on the strength of its roots. It is supported by its trunk. Its fruits and flowers grow out of its branches. Therefore, the "fruits" and "flowers" of their tree of life—their actions and emotions—spring out of their beliefs about the nature of a human being (tree trunk), their insights as to the fundamental questions of their existence (tree roots), and their beliefs (soil).

Ask him/her to look at the flowers and fruits of his/her tree. Your child should consider if he/she would like to rid him/herself of any negative feelings, behaviors or emotions he/she has listed. Explain that to change his/her flowers and fruits, he/she has to change his/her branches, trunks, roots, and soil.

The following is an example that you can use to help your child think: A young boy named John has written that, as the fruits of his tree, he has gotten in trouble for throwing candy wrappers and soda cans on his neighbor's lawn and leaving them there. That is one of his undesirable ways of behaving as a neighbor.

Under the "flowers" of his tree, John has written that he feels the undesirable feelings of embarrassment and shame toward himself as well as anger at the neighbor for being so "picky."

On the "trunk" of John's tree, he has written that he is not free and not responsible for his actions because "Other people make me act the way I do. If they were nicer to me, I'd be nicer too."

Through this example, your child can see that John's belief gets him in trouble. He/she can learn that "other people" don't make him throw trash on his neighbor's lawn. John chooses to do that himself. He/she should see that John has a responsibility to be good, no matter how other people act. Lots of people do bad things. That doesn't mean John should.

John's roots are: he does not believe that he is free and that he believes human beings are selfish and hostile. John's soil: John thinks that freedom is doing whatever he wants, when he wants.

With these kinds of beliefs, it is no wonder that John gets in trouble sometimes. He needs to go back and correct his beliefs so that he will make better choices, not get in so much trouble anymore, and also feel better about himself.

Your child should learn that John is free to make choices. He is free not to throw the trash if he chooses not to; and other human beings are not selfish and hostile. Some are, and others are at times, but most people try to be nice. Freedom isn't doing what John wants whenever he wants. There is an old saying, "Your freedom ends where mine begins." John's actions have intruded on his neighbor's freedom not to have to pick up other people's trash, his right to have a nice lawn, and his right to have his property respected.

Have your child examine his/her Tree of Life and see if he/she can identify how his/her branches, trunks, roots, and soil contribute to the negative or undesirable emotions and behaviors he/she feels they have. Offer your help if he/she needs it in this analysis process.

Does he/she want to change these parts of their branches, trunks, roots and soil so as to have better flowers and fruits?

Next, have your child do the Reflection Exercise. (If time has run out, this could be his/her next homework assignment, which you merely check to see if he/she has done it the next session.)

Reflection Exercise: "Who am I?"

Write a letter to an unknown person. Introduce yourself and tell him or her who you are. Describe your appearance, background, activities, interests and talents. You might include something about where you live, work, or go to school (the environment in which you spend your time) as well as something about the significant people in your life.

Read the letter back to yourself, imagining that you are the stranger who has received it. Write down your reactions to the letter.

Chapter 2: Do You Want to Be Happy?

Objectives

Cognitive: Students will recognize happiness as the fulfillment of desire.

Affective: Students will distinguish that not all desires are to be fulfilled and that "too much of a good thing" will lead to unhappiness.

Behavioral: Students will choose actions that will lead to greater happiness.

Session 1:

Ask your child if he/she wants to be happy. Point out that, obviously, most people want to be happy.

Ask your child to read the Japanese haiku poem in his/her student book:

Chase a butterfly,

And it will flutter away,

Concentrate elsewhere,

It will land on your shoulder.

Explain that sometimes when people "lose themselves" in helping others or making other people happy, they find that they have become happier themselves, without even thinking about it or trying. Is it possible that this is what the haiku poem is talking about? Has your child ever had an experience with this? He/she may recount such a story, or you may know of one to recount.

Point out that the text says that happiness = a desire fulfilled. Ask your child: What types of desires do we have which produce happiness when they are fulfilled?

Write these examples on a paper:

Hunger + eat = happiness

Thirst + drink = happiness

Miss someone + see them = happiness

Ask your child: Are there some ways in which fulfilling our desires will not make us happy?

Write these examples on a paper:

Eating to excess = feeling bloated, stomach problems

Drinking alcohol to excess = drunkenness, hangover

Jumping from a balcony to meet a friend as soon as possible = injury or death

Ask your child if happiness = desire fulfilled, then should all desires be fulfilled or is it necessary to say "No" to some of our desires? Have your child read and comment upon "A Desire that Never Should Have Been Fulfilled" in his/her student book. Point out that Eric Harris had a strong desire to get back at the world for what he perceived as people's stupidity. Was it good that his desire was fulfilled?

What are some other, more common destructive desires people might have that they need to say "No" to?

Explain that in order to find happiness through fulfilling our desires, our desires must be governed by certain laws. Point out that physical laws, such as the law of gravity, have obvious consequences if not followed. Emphasize that it is important to live in accordance with physical laws if we want to experience the physical side of happiness.

Point out that there are also laws that govern the nonphysical aspect of life. Have your child read "Altruistic Love Brings Joy—Christa's Story" as well as the two paragraphs following it in his/her student book. Ask him/her if he/she has had a similar experience—doing good for someone and then experiencing a "wave of joy" like Christa did? Point out that many people find helping others to be a "natural high."

Class Session 2:

Read Chapter 2 together.

Discuss the Questions in his/her student book.

Questions

1. What makes you happy?
2. Give some examples of physical happiness.
3. Give some examples of inner happiness.
4. Name some physical laws we must understand and live by in order to be happy.
5. Name some moral laws we must understand and live by in order to be happy.

6. Did you ever do something that brought you temporary but not lasting happiness?
7. Is it possible to be happy without being good?
8. What is the difference between happiness and pleasure?
9. What is the difference between happiness and fun?

Then, Discuss the Reflection Exercise: "What Makes You Happy?" in his/her student book:

Reflection Exercise: "What Makes You Happy?"

Make a list of 20 things that make you happy. Now compose an imaginary life story that includes doing all the things you put on your list.

Chapter 3: Who Am I?

Objectives

Cognitive: The students will understand that all beings, including human beings, have an internal nature and a physical form.

Affective: The students will feel that the internal nature is the most important part of a person.

Behavioral: The students will give precedence to the internal nature over the physical nature in the choices they make.

Session 1:

Write the following items on a paper or read them outloud. As you communicate each one, have your child discern whether the desire named is a desire of the physical self or of the internal self.

Fame

Money

Admiration

Friendship

Ability in sports, arts or music

Good looks
Good food
Nice clothing, jewelry, etc.
A happy home
Acceptance by others
A good education
Power or position
A nice house
A good job
Self-confidence
Happiness and contentment
Intelligence
Self respect
Good luck
Luxury items
Work skills
Love of family
Talent
Respect of family and friends
Good health

*Adapted from Grade 8 Ethics Resource Manual, Alberta, Canada, 1989

Some of the items on the list above may be debatable. For instance, a desire for fame may really be a desire for money, fine clothes, swimming pools and luxury cars—physical desires--or it may be a desire for admiration and love from other people—an internal desire.

Emphasize that the main point of this chapter is that all beings, including human beings, have an internal nature and a physical form. The internal nature is what guides and defines the physical or external form, just as the internal structure guides and defines the make-up of a watch or a pile

of watch powder, one example given in the book, or a lump of coal as opposed to a diamond, the second example given in the book. Because it guides and determines the external or physical form, the internal nature is the more important of the two.

Given this principle — that the internal nature is more important than the external—go over the Situations for Discussion in the student book. Solicit answers and discussion from your child, asking him/her to explain his/her choices in light of the principle that the internal nature should take precedence over the external.

Situations for Discussion

1. If the inner aspect should take priority over the outer aspect, what should you do in the following situation?

Your father said not to go out alone after dark. You tell him he's being overprotective, but inside you know he's right. Your friend calls and wants you to come over. It's dark. You:

- A. Slip out the door and go to your friend's house. It's only two blocks away.
- B. Fret a little, then tell your friend you can't come.

2. Your teacher's voice is calm, but you notice her jaw is tense. You:

- A. Urge the other students to settle down--the teacher's mad.
- B. Shrug and continue goofing around--if she were mad, she'd yell.

3. You can't tell what animal is rubbing against your leg in the dark. It's gentle, curious, graceful, and emitting a soft rhythmic noise. You know this is the nature of a:

- A. Possum
- B. Bear cub
- C. Dog
- D. Cat

4. The alarm has gone off, and you know you have a test today and need to get a little extra studying in before breakfast. Your mind tells you you'd better get up. Your body wants to lie in bed. You:

- A. Make yourself get up. Good grades are important to your future.
- B. Figure, "To heck with the test. I'm tired. I need my rest."

To further explore the internal side of who he/she is, have your child read, reflect upon, and complete the drawing in the Reflection Exercise: "My Inner and Outer Self":

Reflection Exercise: "My Inner and Outer Self"

Ask yourself this question: What do my inner and outer selves look and feel like at this time in my life? Think of your inner self as your internal, private world of emotional feelings, fantasies, memories, wishes, and thoughts.

Your outer self is the part of you that you show to the outside world, the ways in which you express yourself for others to see: your interests, activities, behavior, accomplishments, appearance, etc. Close your eyes and reflect on your inner and outer selves.

Some images may have come to you that reflect the quality of your inner and outer aspects at this time. They may be contrasting. For instance, you may feel very active inside, with many thoughts and feelings buzzing around. Your external world, on the other hand, might seem quiet, calm, or even dull.

Draw an expression of your inner and outer selves. Use any style that feels right for you: doodles, images, symbols, pictures. You may express your inner and outer aspects in one drawing, or it may seem more appropriate to create several.

Afterwards, look at what you have drawn. Think about what your artistic expression tells you.

Session 2:

Ask your child to think for a few moments about the person they most admire. Have your child fold a piece of paper or a page in their journals in half vertically.

Now ask your child to write eight qualities of that person's character on the left-hand side of the page, numbering each item and putting only one characteristic on each line.

For example:

1. Honest
2. Trusting
3. Pure-hearted
4. Thoughtful

5. Confident
6. Loyal
7. Kind
8. Unselfish
9. Hard-working
10. Persevering

Next, on the paper make four columns labeled "Always," "Usually," "Sometimes," and "Never." Have your child write these labels horizontally across the top of the page to the right of the list of qualities.

Ask your child to think about his/her own qualities of character. Item by item, place a star (*) under the label which best describes the frequency with which he or she displays this quality. For example, if a student feels that he is always “kind,” place a star under the "Always" heading; if he is sometimes “thoughtful,” place a star under the "Sometimes" heading. See the following example:

Quality	Always	Usually	Sometimes	Never
1. Honest	*			
2. Trusting			*	
3. Pure Heart	*			
4. Thoughtful			*	
5. Confident				*
6. Loyal	*			
7. Kind	*			
8. Unselfish			*	

Ask your child to choose the top six qualities from the list that he/she most would like to have, whether he/she currently possesses them or not. Before making a final decision about which qualities he/she most values, he/she should consider the following questions:

- What kind of person do you really want to be?

- How would you like other people to see you?
- Do you sometimes do things you feel are not right because you are afraid that other people will not like you or laugh at you if you do not?
- Imagine that you can be any kind of person you want to be. How do you see yourself?

6. After considering these questions, students should write these six qualities on the back of the page (in no particular order).

If you haven't done so already, read Chapter 3 together.

Discuss the Questions in his/her student book.

Questions

1. Give some examples of inner nature and outer form in human beings, animals, plants and minerals.
2. How would you describe inner nature and outer form?
3. How is inner nature reflected in the outer form of humans? Animals?
4. Give an example of how inner nature determines the value of something.
5. What makes something or someone valuable?
6. In what ways do human beings express their inner nature?
7. Is the inner nature of identical twins the same or do they have unique characteristics? Do you know of any examples?

Then ask him/her if he/she has ever known anyone like Eric, the "Piano Man." What did he/she think of the example of the repairman who used a hammer to start the engine? Though it was a funny example, is "know how" something valuable—even though it is invisible?

Chapter 4: Masculinity and Femininity

Objectives

Cognitive: The students will distinguish that there are very real differences between men and women on the biological, mental and emotional levels.

Affective: The students will appreciate that these differences make for attraction, interest, and a balance of strengths and talents when men and women work as a team.

Behavioral: The students will behave respectfully and appreciatively toward the opposite sex.

Session 1:

Review the concept from the previous chapter that things exist with an inner nature and an external form. Explain that "inner" and "outer" or "internal" and "external" are opposites, but they are closely related and dependent on one another. Therefore, we call them "complementary opposites." Review that "complementary" means that each one has or makes up for what the other lacks.

For example, what would be "inner" if there were no "outer"? How would we know the concept of "right" without it being related to the concept of "left"? This is what we mean by "complementary opposites." As it explains in the student book, the universe is full of complementary opposites.

Discuss the Exercise: "Complementary Pairs" in his/her student book.

Exercise: "Complementary Pairs"

Copy the following chart onto a separate piece of paper that you have folded in half vertically. On the left side of the fold, write in the words from the left column; on the right side, fill in the blanks on the right column. The first few are filled out for you.

Complementary Pairs

inside	outside
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front	rear
-------	------

right	left
-------	------

inner	
-------	--

up	
----	--

long	
------	--

east	
------	--

north	
-------	--

wide	
------	--

high	
------	--

active
clear
mountain
positive
initiating
convex
protruding
dynamic
strong
male
sun
day
light

Call out the words in the left-hand column and solicit you child's answers from the right-hand column.

Explain that there is another set of complementary opposites in the universe that is even more important than these because it has to do with the reproduction of life. Ask your child to look over the small chart in his/her student book:

Human being	Man	Woman
Animal	Male	Female
Plant	Stamen	Pistil
Mineral	Positive	Negative

Students should recognize that life and matter perpetuate themselves through the relationships between these complementary opposites. Ask your child to consider their parents' partnership

and relationship. In what ways do the things that their mothers do balance and fill out the things that their fathers do and vice versa?

The following is a useful example to use with your child: There is a task to be done in the home. The parents are going to paint the living room. This means that a paint color needs to be selected; paint and brushes have to be purchased; furniture has to be moved around and protected with coverings; and someone needs to climb the ladder to reach the higher parts of the walls. How would a husband and wife divide this labor?

In the raising of children, men and women balance each other out as well. Ask your child to think of ways that men and women help one another to achieve the task of having a baby and taking care of the baby in its first year of life. What does the mother do? What does the father do? How does the baby benefit from the mother and father helping one another?

Session 2:

Read Chapter 4 together.

Discuss the Questions in his/her student book.

Questions

1. What are some of the psychological and physical differences between men and women?
2. What are some of the differences between boys and girls?
3. What are some of the ways in which men and women complement each other?
4. What are some of the ways in which boys and girls complement each other?

Discuss your child's answers after he/she has filled out his/her sheets and debate ones that seem stereotypical or untrue--especially to the opposite sex!

Then Discuss the Reflection Exercise: "A Man's World," writing an article about "Manville."

Reflection Exercise: "A Man's World"

You have become temporarily invisible. You are visiting a community very far away from your home. You have never been here before, but you notice immediately that there is something strange about this place. It is called Manville, and there are no women to be seen anywhere. In fact, there are no women to be seen because there are absolutely no women in this town. There are only men in Manville, men of all ages. Every few months, a shipment of newborn baby boys is sent to Manville, so there are men, boys and infants of all ages. It is your job to write an article describing this town of men. It is your assignment to tell the world what this place is like. How well are the men able to raise their children? What is their daily life like? How do people relate

to each other? What kind of personalities do they have? Do you feel there is anything missing in this town? Does it feel strange to you in any way?

When your child has finished his/her essay, emphasize that every culture in the world known to scientists has had marriage. The ceremony may differ, the customs may differ, but the idea is the same: men and women unite for life to love one another, have children and raise them together, and to form a partnership where tasks are divided well so that the family can function.

Chapter 5: The World of Relationships

Objectives

Cognitive: Students will recognize the importance of relationships and that there are certain principles and ways to behave in relationships that make relationships better.

Affective: Students will want to improve their relationships and make new ones using these principles.

Behavioral: Students will apply these principles to their existing and new relationships.

Session 1:

Read the chapter together.

Open a discussion about the story "Stranded" in his/her student book. Ask your child's opinions as to whether he/she would like to be on the island described, under the condition described, or not. Have him/her explain why.

Stranded

You are going to take a trip to a strange but very beautiful place. For some unknown reason, when your eccentric uncle died, he left you with an island. His wealth was phenomenal. As you fly over the island, ready to land and take possession, you can hardly believe your eyes. There are multiple dwellings, fantastic foliage, a harbor with a yacht and a beach perfect for swimming. You learn that the weather is warm and breezy all year. As the plane departs, leaving you on the runway, you walk to the waiting limousine with the car keys in your pocket. You find a map on the front seat and go to the main house. Upon arriving you step through the door, walk through several massive rooms and come to the pool where you are greeted by an array of luncheon delicacies. After you have eaten your fill, a silent waiter appears and leaves a tray of sweets and coffee. You attempt to speak to him, but he bows silently and leaves.

As you gaze towards the beach, you take out your uncle's final letter from your pocket. In the letter are the strange details of your inheritance. You know you will never lack for any possible

material comfort for the rest of your life. However, there is one restriction upon your inheritance: under no circumstances are you to bring another person to this island. The servants do not speak your language and have been instructed to have no personal interaction with you whatsoever. You are forbidden to make contact with the outside world.

Only one man will remain constantly on the island to wait on you; all the others return to shore each afternoon. You can communicate all your desires to them and they will fulfill all of your material wishes. If you decide to leave the island you may never return, and your inheritance will become null and void. Because your uncle was deeply hurt by one close personal relationship, he has decided to protect you from this pain by secluding you on this island of paradise.

What would you do? Do you think you will be happy staying on the island?

Explain that people need one another and want to be together. No one could be happy for long on the island described. Sooner or later, the person would begin to beg the servants to talk! Has your child ever heard the expression "dying of loneliness"? Actually, people are happier and even healthier when they have good relationships. Cancer and surgery patients recover faster when they have a supportive spouse or group that they belong to. People involved in happy relationships with other people are mentally, physically, financially, and emotionally healthier than people who are not. They even live longer!

Explain that this chapter gives some tips on how to have better relationships, which most people want. The main points in this chapter are 1) that positions should be recognized in a relationship (this applies to every relationship from a conversation to a soccer team) 2) that being in relationship with others means that every being has a dual purpose: the being's own health and happiness, plus the health and happiness of those the being is related to 3) good relationships develop better around having a common interest or purpose.

It would be good to write these three ideas on a paper.

Point 1) Positions should be recognized in a relationship.

Ask your child if he/she thinks it helps to recognize position in relationships. Explain that a teacher feels more positively toward students if they respect the teacher's position. Parents feel more positively toward children if their children are respectful and obedient and loving toward them because of the parents' superior age and experiences.

Ask him/her how he/she feels if a much younger or less experienced child "talks back" to him/her or calls him/her a name or acts as if he or she knows as much about everything as he/she does. Such a child is out of position, and likely the 9th grader feels a sense of not being respected and not wanting to be around such a "bratty" kid.

Point 2) Being in relationship with others means that every being has a dual purpose.

Use the example given in the student books on "In the Mouth of a Shark." In this "symbiotic relationship," both the shark and the smaller fish benefit. Each one is helping others in the environment to survive better while supporting his own existence as well. How does your child see dual purposes at work in his/her own life?

In the Mouth of a Shark

In nature, there are what are called "symbiotic" relationships. That means that creatures help one another to have a better life, and by doing so, they experience a better life themselves.

How would you like to swim into the mouth of a shark? This is just what "cleaner fish" in a symbiotic relationship with sharks do. The cleaner fish go in and clean the shark's teeth for him! The shark does not bite or eat these fish. In return for his services, the cleaner fish get all the scraps of delicious fish--fish they couldn't possibly catch for themselves--from the shark's teeth.

A simple example might be a family sitting down to eat dinner. In many families, each family member has a chore that they do to help everyone else in the family have a good dinner. The mother cooks, the children set the table, the father pours the drinks or simply works longer hours to provide the food in the first place. In these ways, everyone helps the other members of the family to nourish themselves and is nourished individually at the same time.

Point 3) Good relationships develop around having a common interest or purpose.

Ask your child why he/she likes the particular friends he/she likes. More likely than not, they share a common interest or purpose. They are both on the same team; they enjoy the same TV show together after school every day; they met at the same church; they live in the same neighborhood.

Now discuss the practical applications of relationships principles in his/her student book. What is the right answer? He/she may circle the right answer.

Practical applications of relationships principles: What is the right answer?

1. You have just started a new year in a new school. Based on the information given in this chapter, what would be the best way to make some friends?

- A. Hang around after school, hoping someone will talk to you.
- B. Join a team or club with others who are interested in what you are interested in and who want to work together for a common purpose.
- C. Start a food fight in the cafeteria.
- D. Follow the most popular kids around.

2. Your coach keeps telling you to "Play your position! Play your position!" You know you're the best shot on the team, though, and have the best chance of making goals. You:

- A. Play your position when the coach is watching.
- B. Play your position but sulk and don't try hard.
- C. Don't play your position—go for every goal--it's the only way this team can win.
- D. Play your position. He's right.

3. You really like Mary, but she does all the talking. You:

- A. Dump her.
- B. Interrupt her rudely.
- C. Practice good listening skills and then jump in when she pauses, making it clear you want some talking time too.
- D. Complain about her to other friends.

4. You don't see why you're in trouble. All you did was stick your gum on the wall. The principal keeps saying, "What if everyone did that?" You:

- A. Tell her everyone doesn't do it, so it's okay.
- B. Realize that other people don't want to touch your spitty gum on the wall and stop doing it. You want to get along with everyone, after all.
- C. Tell everyone the principal is mean.
- D. Keep doing it. Who cares?

4. Your mom is always correcting your table manners. You:

- A. Begin pointing out all her mistakes, about everything.
- B. Accept her correction; she's been around longer than you and knows how people should behave.
- C. Let it go in one ear and out the other and keep eating the way you want to.

D. Tell your dad she's picking on you.

Go over the questions.

Session 2:

Discuss the Reflection Exercise: "Everything in Relationship"

Reflection Exercise: "Everything in Relationship"

Write a story, which demonstrates the point that everything exists in relationship. The story could be about people, animals, the community in which you live, school, the plant world, etcetera. Be creative.

Give your child time to write and illustrate this story. Ask your child to read his/her story out loud, or read it aloud yourself. Allow some time for discussion.

Emphasize that relationships do not just happen by themselves. Even if they seem to--for instance, he/she becomes friends with someone for no apparent reason, he/she just enjoys one another's company, he/she just gets along well, etcetera, ask him/her to understand that these principles are at work, whether he/she is aware of them or not.

Your child should be aware that other principles and virtues are at work in relationships too. When asked 'what is the most important quality of a friend?', most people answer "Loyalty." Ask your child what loyalty is. Is loyalty different in China or Chicago or in Africa? Or is it the same? If loyalty is the most important quality in a friendship, can a disloyal person have many good friends? How about a dishonest person?

Ask him/her to think about how loyal he/she is to his/her friends. Is talking about your friend behind his or her back in a critical way loyal? Is saying you'll do something for your friend and then not doing it loyal? Is being best friends with So-and-So one day, then best friends with someone else the next day loyal?

Mention that marriage has been called a "passionate friendship" but a friendship nonetheless. If loyalty is important in friendship, then it must be important in the "passionate friendship" that is marriage.

Ask your child to take a "Loyalty" test by marking down a Y for Yes and an N for No to the following questions, which you will ask them.

- 1.) When I say I'll do something with or for my friend, I do it.
- 2.) If my friend needs me, I'm there.
- 3.) I don't necessarily like everything about my friends, but I accept them for who they are.

- 4) If someone is talking badly about my friends, I stand up for them.
- 5) I don't expect my friends to be perfect, and I cut them slack when they mess up in little ways.
- 6) My friend can call me late at night if he or she needs me--I'll be nice.
- 7) I'm sincerely happy when my friend gets something cool or gets some kind of honor.
- 8) I'm sincerely upset when something bad happens to my friend.
- 9) I never tell my friend's private secrets to others.
- 10) I would give up something precious to me for the sake of my friends.

Clearly, the more "Y" answers he/she has, the more loyal he/she is. Most people probably fall in the mid-range zone of about five "Y" answers (If they are honest!) However, lower than 5 means they really need to look at this virtue and work harder to develop it. Repeat: loyalty is the quality people look for most in a friend.

An interesting ending to this chapter would be to play Paul Simon's song "I Am A Rock."

These are the lyrics:

I Am a Rock

By Paul Simon

A winter's day

In a deep and dark December;

I am alone,

Gazing from my window to the streets below

On a freshly fallen silent shroud of snow.

I am a rock,

I am an island.

I've built walls,

A fortress deep and mighty,

That none may penetrate.

I have no need of friendship; friendship causes pain.

It's laughter and it's loving I disdain.

I am a rock,

I am an island.

Don't talk of love,

But I've heard the words before;

It's sleeping in my memory.

I won't disturb the slumber of feelings that have died.

If I never loved I never would have cried.

I am a rock,

I am an island.

I have my books

And my poetry to protect me;

I am shielded in my armor,

Hiding in my room, safe within my womb.

I touch no one and no one touches me.

I am a rock,

I am an island.

And a rock feels no pain;

And an island never cries.

Source: <http://www.youtube.com/watch?v=PKY-smJ6aBQ> , accessed August 3, 2011.

Ask, "Does this 'rock' really feel no pain? Is this 'island' really crying inside?" Point out that this person has clearly experienced a lot of pain in relationships and has chosen to stay back from the pain of caring about people: "If I never loved I never would have cried."

Like the island in "Stranded," is this a solution to the pain that is sometimes involved in human relationships?

Chapter 6: My Purpose in Life

Objectives

Cognitive: Students will realize that they can craft a satisfying life by focusing on three basic life goals.

Affective: Students will understand in their hearts that the wrong purpose brings unhappiness.

Behavioral: Students will shape their choices in life with the three basic life goals in mind.

Session 1:

Have your child turn to the page in his/her student book where the example of a guitar is given. Looking at the picture, ask to what other uses could this instrument be put? Let your child get comical if he/she likes. Emphasize the point that the guitar is carefully designed to convey sound beautifully and well—that is its purpose. It can't do anything else nearly as well, and it is best used for the purpose for which it was designed.

Read the Chapter together.

Have your child refer back to the story "The Wrong Purpose" and pick out examples in the story of things that were used for the wrong purpose. Which ones did he/she think were the most funny or striking? Point out that when things are used for the wrong purpose, it does not lead to happiness. In fact, sometimes it is dangerous.

Explain that the purpose of life is a question that has bothered philosophers for many centuries and that we are not pretending to have all the answers here, nor are we trying to tell them what they should do with their lives. We are suggesting a framework that many people have found helpful.

Discuss the Questions in his/her student book.

Questions

1. Have you ever thought about the purpose of life?

2. Does everything have a purpose?
3. Who determines the purpose of something?
4. In what way are you creating yourself and the world around you?
5. Do we all have the same purpose or different purposes?
6. In which way are our purposes the same and in which way are they different?
7. In which ways does a person create the kind of person he is and will become?
8. How much are we responsible for developing ourselves and how much does the environment influence us?
9. Can you think of somebody who grew up in difficult circumstances yet still achieved great things? What did he or she do to develop a positive personality?
10. Is there a connection between maturity and the ability to love?

Session 2:

Explain that each person might feel he or she has a special purpose. The three basic life goals outlined in this chapter are a framework for a satisfying life based on research and human experience.

From the chapter, have your child pick out the three basic life goals. He/she should be able to share that the goals are:

- 1) to grow up and become a person of mature character
- 2) to marry and have a loving family
- 3) to make a worthwhile and lasting contribution to society.

The goals are written out in bold in his/her student text.

Mention that people seem to have a will to mature. Use his/her own desires when he/she was younger, as an example to illustrate this point. Ask him/her if, when he/she was little, if he/she ever just said, "I'm five years old"? No, he/she probably said, "I'm five and a half!" or "I'm five and three-quarters!" This is because human beings want to grow up and be mature. This is evident in most children. While they enjoy being children, they are thrilled at the idea of people thinking they are older than they really are, and they are thrilled to be complimented on being or looking "grown up." To want to be mature seems to be a natural desire and purpose for a human being.

Refer your child to the box where there is an excerpt from the play *Our Town* by Thornton Wilder. Have your child read the quote and look at the picture. Explain (this is also explained in the text) that scientists who have studied human beings in history have found that every single society in the world, no matter where or when it existed, has had marriage. This shows that marriage (and having children) is also a natural desire and purpose for a human being. Between 90% and 99% of people marry, all over the world. Most of those marriages produce children, and families are formed.

"Almost everybody in the world gets married--you know what I mean? In our town there aren't hardly any exceptions. Most everybody in the world climbs into their graves married." *Our Town*, a play by Thornton Wilder

Ask your child if he/she has ever dreamed of being famous. Ask him/her how he/she feels when the Academy Awards or the Olympic Games are on TV. Does he/she find him/herself dreaming of winning an award or a gold medal? Draw out that, while most people will not win these kinds of awards, it shows that there is a desire inside people to accomplish something great. People want to feel that they have done something that other people will applaud and appreciate and remember. They want to make a lasting contribution.

Guide your child to reflect on this question: Does he/she find these kinds of hopes in his/her own heart—to be mature, to have loving relationships in a family, and to make a lasting contribution to society? Ask him/her to do the Reflection Exercise: "Fulfilling Your Purpose in Life" in his/her student book. (The parent may want to fill this out him- or herself.)

Reflection Exercise: "Fulfilling Your Purpose in Life"

Reflect on the ways in which you are seeking to fulfill the three purposes of life as described in this lesson. How have you been doing so far? How do you foresee yourself fulfilling these purposes in the future? Are you strong in some of these and weak in others? Where do you feel you need to make more effort?

PART II: Becoming a Person of Good Character

Introduction to Part II

To begin Part II, refer your child to the introductory pages to it in his/her student book. Explain that these pages are an overview of the upcoming chapters in Part II of *Discovering the Real Me*. Give your child a few minutes to look over the pictures and read over the text of these introductory pages.

Once he/she has done that, mention that Chapter 7, the first chapter of Part II, will deal with the process of growth. He/she is in the process of growing up, physically, mentally, and emotionally, and this chapter will explain some parts of that process. Chapters 8 and 9 will deal with the concept of “heart” and the conscience.

You can ask your child if he/she understands the difference between heart as the literal physical entity that beats, and the concept of “heart” that means something much deeper —something that has to do with the mind and emotions of a person.

Then ask your child why a compass is an appropriate symbol for the conscience. (It points us in the direction of right and wrong.) Ask your child if he/she can list other symbols that can be used for the conscience.

Mention that Chapter 10 will deal with honesty and Chapters 11-14 will deal with changing ourselves, choosing between good and bad, dealing with freedom responsibly, and learning self-control. Chapters 15 and 16 will deal with some of the pressures of being a teenager. The final Chapter, Chapter 17, affirms the value of life and their individual personal value.

Chapter 7: The Process of Growth

Objectives

Cognitive: The students will recognize that internal growth requires becoming concerned for others rather than themselves.

Affective: The students will want to achieve a satisfying level of altruistic (true) love.

Behavioral: The students will reach out to serve and to give to others.

Session 1:

Read the chapter together.

Point out that Chapter 7 tells us that growth in human beings takes place in stages, just as it does in natural things like trees. Ask your child to refer to his/her student book to name the three main stages of growth:

- Formation
- Growth
- Completion

Explain that physical growth is automatic—you don't have to do anything to attain it. Discuss with your child how hard it would be on him/her if he/she has to direct his/her own physical growth! For instance, in the adolescent, the physical heart doubles in size during puberty. What if he/she had to tell his/her internal organs exactly how many cells to multiply in order to mature? Discuss the natural and automatic nature of the human growth and development process.

Once your child has clarified the nature of physical growth, then compare physical growth to the growth of our minds, hearts and character. You can use the baseball game graphic to make your point concerning the difference between physical growth and inner growth or maturation.

Call your child's attention to the fact that the grown men in the picture in their books are arguing over a baseball game. Ask your child to assess whether or not these men are developed internally—are they mature?

Some key points to stress during this lesson include:

- a. Growth toward maturity takes effort on our part. We have to participate in our internal growth process. At the same time, we need help from others too.
- b. Babies do give love to others. The first help we get in life is from our parents. Mention that everyone expects a baby to be self-centered and to cry when wet, hungry, tired, etcetera. But even young babies begin to smile at people, to giggle and make cute sounds that delight their parents. Even babies begin to give love to the others around them.
- c. As we age, we acquire more responsibility. As children grow, we expect a little more of them. Ask your child to recall when his/her parents began asking him/her to tie his/her own shoes, pick up his/her toys, feed him/herself, be nice to brothers and sisters, take turns, etcetera. Then as we grow, we learn to share more and more.
- d. We develop through our actions towards others. Explain that the more we share, serve and give consideration and respect to others, the more we will grow inside. This will bring us great joy.

Have your child to re-read and then comment upon "Living for the Sake of Others—Maria's Story." Encourage your child to share his/her experiences of taking on extra responsibilities. Ask him/her how he/she felt? Was it a good experience? Did he/she feel more "grown-up"?

Explain that the more you serve others, do things for others, and are concerned about others, the more mature you will grow internally.

Ask if your child thinks he/she should have more freedom in his/her life. Discuss what freedom is to him/her. Freedom is something most adolescents want more of. Your child should understand that the purpose of freedom is so that we can make the right choices, to take on more responsibility in order to give more love to others, like Maria. Freedom allows us to choose to

love and give. Being kind to others means nothing if it is not done freely. So part of the reason he/she should want to be free is in order to give to others more.

Discuss Questions 1-8 in his/her student book.

Questions

1. Explain the 3 stages of growth.
2. Why do things take time to grow and develop?
3. What is the difference between internal growth and physical growth?
4. For human beings, what are the basic characteristics of the formation stage of growth?
5. What are the basic characteristics of the growth stage for humans?
6. What are the basic characteristics of the completion stage for humans?
7. What is the relationship between freedom and love?
8. Name some qualities of a person who is internally mature.

Solicit voluntary answers to these questions in a discussion.

Session 2:

Have your child re-read about "Taking Ted." Ask your daughter if she would like a fiancé or husband like Ted or ask your son if he would like a female version of Ted for a girlfriend or wife? Have your child first write, then discuss, the Questions about "Taking Ted."

Questions

1. How does Ted's selfishness limit him? Does he think of anyone except himself?
2. Can people be internally mature if they cannot act for the sake of others?
3. Do you think Ted's friends would want to be friends with him for long? Why or why not?
4. What kind of friends do most people want: those who want you to serve them, or those who try to serve you?
5. How does the Golden Rule (treat others as you would like to be treated) apply to internal growth?

After you have solicited answers to these questions and discussed the answers, ask your child to do the Writing Exercise in his/her student book.

Writing Exercise

Imagine that you have taken Ted ten years into the future. Write about a Ted who has become either internally mature or who has not grown internally at all. You will create either a new and improved Ted, or an old and worn out Ted. Use your imagination to explain exactly what happened to Ted and why.

When he/she is finished, have your child read his/her essay aloud.

Lastly, discuss the Reflection Exercise. Have him/her answer the questions about it in their journals.

Reflection Exercise

Write a letter (you don't have to send it!) to someone you have hurt or acted wrongly toward, apologizing. How does it make you feel inside? Do you think you would experience internal growth by actually sending the letter, apologizing personally, or showing in some other way that you are sorry?

Chapter 8: Human Nature

Objectives

Cognitive: The students will understand that there are aspects to the human being that transcend the animal or biological.

Affective: The students will grasp that the innermost and most essential part of the human being is the capacity to love and be loved.

Behavioral: The students will act to cultivate their hearts.

Session 1:

Direct your child's attention to the chart in his/her student book to compare animal qualities with human qualities. Ask: Does a monkey ever ask the questions, "Who am I? What am I? Where

am I going? What is to become of me?" In fact, does a monkey ever read a chapter like this on "Monkey Nature"? No! We can conclude that it is doubtful that monkeys reflect upon themselves. Humans, however, do.

You may go down the list of comparisons between humans and monkeys and either give examples or comments on the points given in the chart, or you may solicit examples and comments from your child.

Animal qualities

Has no sense of self

Has only a biological clock

Capable only of concrete thought

Speaks only one "language"

Inhabits only its own niche

Has no moral sense

Behavior is guided by inborn instinct

Is rarely monogamous

Creates no economy

Has brief childhood, little sense of "family"

Does not bury its dead.

Human qualities

Capable of self-reflection

Has a sense of time and history

Capable of abstract reasoning

Capable of learning other languages

Lives in almost any kind of environment

Has a moral sense

Capable of learning skills, is creative

Is usually monogamous

Engages in trade

Has long childhood, strong sense of family

Has feeling of respect toward the dead

Possible comparison points might include: humankind has a recorded and oral history that is passed down from generation to generation, but monkeys do not. Humans are capable of thinking about things like justice, but monkeys are instinctual and care only about their physical needs. Monkeys have a special language among themselves, but human beings are capable of speaking many languages and of imitating the sounds of animals and birds quite accurately. Monkeys live in a limited environment, but humankind has adapted to living in snow, living in the tropics, living high up in the air, living underground, living on sea. In every culture in the world, there are certain things that are considered right and wrong, but monkeys are not known to hold trials of other monkeys or to police other monkeys to enforce the rules of right and wrong. Monkeys do not contemplate whether a war is just or not. They have no moral sense.

Try to find examples of differences between animals and human beings that are interesting and that challenge your child to look at the life of a human being more deeply. Ultimately, as the parent, you will want to focus on the key difference of the human mind. Your child will need to recognize that his/her mind is more than his/her physical brains, because of his/her characteristics of intellect, emotion, and will.

Each of these three characteristics should be explored at length.

Explain that intellect is used as a synonym for "reason." Intellect or reason drives human beings toward truth, analysis, planning, and philosophy.

Art and music will help you discuss the characteristic of “emotion” by helping your child learn that emotion leads human beings toward the pursuit of beauty and art. The section on "Cave Art Gallery—Mind over Body" will remind your child that even the most primitive people had more on their minds than just food and survival. Have your child re-read the section on Cave Art to understand the artistic impulse.

Cave Art Gallery – Mind over Body

Three teenage boys were climbing around the rocks and hills of Lascaux, France, when they noticed an opening in a hill where a pine tree had fallen. When they went through the opening, they made what some have called "the archaeological discovery of the 20th century." Painting after painting of horses, rhinoceroses, ibex, cows and bulls covered the cave walls. When scientists got there, they discovered that the paintings were 17,000 years old.

We do not know why primitive humankind drew on cave walls. Surely most of their time was taken up with physical survival. Yet anthropologist Margaret Conkey said, "What's on the wall is probably more about what was on their minds for some cultural or social reason than about what was in their stomachs." Even 17,000 years ago, people took time away from physical survival to express their minds artistically—and the power of their art can speak eloquently to our minds today.

Emphasize that even when survival was their utmost concern, people paused to make beautiful artwork about their lives, beliefs, hopes and dreams. Monkeys have never been known to make cave drawings or drawings of any sort whatsoever! Discuss with students the fact that animals do not make music, engage in dance, or play instruments. Students should recognize that one's emotional yearning to create beauty leads them to express themselves artistically and distinguishes them from the animal world.

The last characteristic, “will,” can be presented by discussing your child's goals and dreams and their attitude to achieve them. Ask your child to find examples in history of tremendous will and

will power and discuss what obstacles these individuals may have experienced on their journey toward fulfilling their dreams.

The key point for your child to grasp is that beyond the characteristics of intellect, emotion and will is the concept of “heart.” Ask your child to brainstorm possible definitions of heart before finally reading the definition provided in the textbook. After reading the definition from the textbook, it will help your child to write the definition from the text - “Heart is the impulse to experience joy through giving and receiving love.” – on a paper for your child to reflect on it.

Explore the concept of heart thoroughly with your child, listing his/her key insights on a paper. It is important that your child recognize that for us to be truly happy and fulfilled in life, we need to learn to love and be loved. Consider using popular song titles and lyrics, book titles or movies that have addressed our need to love and be loved as a way of interesting your child in exploring this concept.

Discuss the Exercise: “Two Settlements” in his/her student book.

Exercise: “Two Settlements”

Consider this statement before doing the exercise that follows:

A human being is the only creature that can relate to nearly the whole universe. He can swim, climb, drive, run, fly, etc., while animals are much more limited. An eagle knows nothing about the beauty of the ocean floor, and a fish can never appreciate the majesty of a mountain peak. The human can experience both—and much more. The human face and voice are the most unique and expressive in nature.

Now, the exercise: Imagine that you are a reporter. You have to write an article on two settlements: one of apes, and the other of people. In order to write your article you have to go and observe these two settlements (while hiding in the bushes). Report on the things you observe. What differences are there between the two settlements? What do they have in common?

Session 2:

Read your child’s essay on “Two Settlements” or allow your child to read it aloud.

Read the Chapter together if you haven’t done so already and discuss the Questions in his/her student book.

Questions

1. In what ways are humans and animals different?

2. In what ways are they the same?
3. In what ways does a person have the ability to make choices that an animal doesn't?
4. How are the mind and body different?
5. How do the mind and body interact?
6. How does the interaction between the mind and body determine our character?
7. Choose 3 people and describe them in terms of their intellect, emotion and will.
8. Do you agree that the heart is more important than intellect, emotion and will? Why or why not?
9. How are heart and character related?
10. In what way do our actions shape our heart and character?

Explain that, because we are different from animals, we are very much in charge of our own destinies--what or who we become.

Discuss the Reflection Exercise in his/her student book.

Reflection Exercise

You probably know that an obituary is a column that appears in the newspaper and tells something about a person who died. Write a "reverse obituary" of yourself. In this case, you are going to write a welcome announcement to someone who is entering the after world: you! What do you want them to say about you? What kind of life on earth do you want them to describe about you? What are your most outstanding characteristics—qualities of the heart, mind and will?

Chapter 9: Conscience

Objectives

Cognitive: Students will recognize the existence of right and wrong and conscience's role in pointing them out.

Affective: Students will want to be true to the voice of conscience.

Behavioral: Students will take steps to develop and increasingly follow the dictates of their consciences.

Session 1:

On a paper write the word conscience. Ask your child to volunteer definitions.

A dictionary definition of conscience, which you might want to write on a paper, is:

"The sense of the moral goodness or blameworthiness of one's own conduct, intentions, or character together with a feeling of obligation to do right or be good." (Merriam-Webster's Collegiate Dictionary, Tenth Edition.)

Ask your child if he/she has ever experienced his/her conscience strongly. Has he/she ever experienced it as a nuisance that wouldn't leave him/her alone? Has he/she ever been annoyed with his/her consciences, as Bill and Mark Twain were in the stories in his/her student book? On the other hand, has he/she ever had an experience where he/she followed his/her conscience and felt a lot of peace and gratitude afterward, glad that he/she had? Has he/she ever experienced a guilty conscience and then gotten relief when he/she took steps to do something to make up for whatever he/she had done wrong?

Using some of the symbols that your brainstormed earlier for conscience, discuss with him/her what makes these symbols appropriate to represent conscience? Ask him/her why we need a conscience.

Discuss instances in history where the human conscience was not perfect or did not direct people to do what is right and good. Encourage your child to talk about both historical events and personal experiences where the conscience did not work effectively. Another good factor to bring into the discussion is this: a student going to someone in authority – a teacher, principal, or parent – and telling that person about something the student saw another classmate do that was wrong or bad. Some youth see it as being wrong to tell on someone. What does your child believe? Talk about whether or not it is good to have these “external consciences.”

Talk with your child about what he/she thinks happens when we ignore our conscience time and time again. Discuss with him/her situations where he/she did not listen to his/her conscience on a regular basis. Have him/her share what happened to him/her. Ask if it was harder the first time to ignore or disobey his/her conscience or after doing it several times.

Discuss the issue of being “legalistic”—holding ourselves to the letter of the rules at all times instead of understanding how sometimes the heart must make decisions based on mercy, understanding, kindness and the needs of a specific situation. Encourage him/her to look for an example of this either in his/her life or in a book, movie, or story where that point was exhibited.

The ultimate goal of this section is for your child to recognize that each one of us is responsible to listen to our conscience and to keep it healthy. Discuss with your child all the different ways that he/she can make his/her consciences healthy. List them on a paper. Since it is important to also act on what our conscience says is right to do, discuss with your child as to what ways

he/she was encouraged to do the right thing during the last few weeks. Have him/her describe the situation fully for better understanding. If it is appropriate, ask him/her what would be the most difficult thing he/she could imagine his/her conscience asking him/her to do.

The student text suggests that students take sides about what Lara should do, in the exercise "A Matter of Conscience." Consider making a debate about it. If you have other similar "dilemmas" or examples, please feel free to use them.

Exercise: "A Matter of Conscience"

Lara was working late at night in the shop. She had been working there for six months and got along with the manager and the other workers well. The shop had a lot of nice gifts, especially perfume and women's clothes. Her best friend's birthday was only a week away, but Lara did not have any money and knew that she would not be able to give her the gift she had planned to buy. She had saved her money for three months so that she could buy a special bottle of perfume from the shop for her friend, but Lara's mother had unexpectedly needed the money, which Lara gave to her. Now she felt terrible.

That night the storeowner left Lara alone to close the shop. He really trusted her, she thought. Five minutes before closing, a lady came into the shop to return a bottle of perfume she had bought that day. Amazingly, it was the same perfume Lara had wanted to get for her friend! The woman received her money and left the perfume. Lara sat alone in the store thinking. If she took the bottle no one would ever know — besides it was only one little bottle of perfume and the storeowner had a lot of money. She deserved it, she thought; she had worked hard. But could she really take it? Even if the storeowner would never know, it was still stealing. Even if her friend would love it, how would she feel if she knew her birthday present was stolen?

After you have debated, read the Chapter together if you haven't done so already.

Discuss the Questions in his/her student book.

Questions

1. What do you feel Lara would do if she followed her conscience?
2. What would she do if she did not follow her conscience?
3. What considerations does Lara have to make?
4. What if you were in her position? How do you think you would react?
5. If a person's actions do not directly hurt another person, but are still dishonest, is the action any more acceptable?

Introduce the word "rationalization" to your child. This is a way that people have of using their reason to justify actions that they know in their hearts are wrong. Ask your child in what ways can a person rationalize doing something wrong even when inside he knows it is wrong? Ask for examples.

More questions to consider :

- In what ways does our conscience influence our decision-making?
- Does guilt ever influence us to do or not to do something?
- How can guilt be constructive?
- How can guilt be destructive?
- If people did not have a conscience, what do you think the world would be like?
- In what ways can our conscience be like a good friend?

Discuss the following questions:

Many times people know what is right, but choose to do what is wrong. Can you think of any examples of such behavior? Why do you think it is sometimes much more difficult to do what is right?

Session 2:

Inner Conflict

Procedure – Try to gather at least one other person to do this exercise. If you can gather a group of people, ask for volunteers to do each script. If you can't find anyone to do this exercise with you, you and your child can just act out the two voices. It's more fun if you can gather a group so each volunteer can do both; perform a script and watch others do scripts.

1. Ask your child the question: Have you ever had a "debate with yourself"? Raise your hand if you have. Mention that most people have had such debates: it is called an inner conflict. In these situations one part of ourselves wants to do what we know to be right while another part wants to do what we know is not right.
2. The part of us that wants to do what is right is our conscience. We are all familiar with that "voice in our head" telling us to do something, or not to do something. Our consciences also make us feel guilty after we have done something wrong.
3. Read the Sample Script. Then, act out the three parts in the script. One plays the role of the person in conflict. The other two represent the two voices: one, the good unselfish voice; the other the bad selfish voice.

4. After the script has been acted out, ask your child (or the children) the following questions:
- In what ways does your "good" voice encourage you to do what you know is right?
 - In what ways does your "bad" voice encourage you to do things which you know are wrong?
5. Have your child choose one of the situations from What Do I Do? (Or, better yet, he/she can create his/her own). Or, if you have a group, ask each group to act out their situation (either from What Do I Do? or from their own creation), followed each time by a reflective discussion.
7. You may tell your child (and the others) that in many difficult situations there is no clear right or wrong answer. In some situations the most important factor is the ability of the person experiencing an inner conflict to act in harmony with his/her conscience.

Resource 1: Sample Script

Three roles: Good Voice, Bad Voice, Person in Conflict

Situation: Tatiana has found her older brother outside their apartment building late at night. He is drunk and is sleeping on the ground. Tatiana wants to bring him up to their apartment. She is very concerned about him, as she knows he almost never drinks alcohol. She is in a dilemma, however. She had promised her father she would be home early in the evening, but she stayed out very late. Her father always goes to sleep early, trusting that she will keep her word. If she wakes up her father to help bring her brother up to the apartment both she and her brother will be in terrible trouble.

Tatiana: "Peter, wake-up! You have to get yourself up to the apartment!" (Peter does not move and is obviously going to need someone to carry him).

Bad Voice: "Come on, Tatiana, just leave him here. It's warm out. He'll be all right."

Good Voice: "Go and wake up your father now! You should have come home on time, and now you are going to have to face up to lying. You simply cannot leave your older brother out here. Who knows what could happen to him!"

Tatiana: "I cannot leave him here, but I am really going to get punished."

Bad Voice: "You had better think about yourself. Who cares about Peter? Remember that time when he took your favorite dress and gave it to your cousin for the New Year? What a jerk! You do not owe him anything. He treats you pretty badly!"

Tatiana: "What should I do? If Dad finds out I will not be allowed to go out and see my friends next weekend, and Mary's having a birthday party!"

Good Voice: "I cannot believe you would even consider leaving Peter out here until the morning just to save yourself! How would you feel if he did that to you? He is your brother! You should

treat him the way you want him to treat you even if he doesn't! Don't be so selfish! Go get your father right away!!"

Resource 2: What Do I Do?

A. You want to go visit your friend, but your mother won't allow you because it is dark out and she worries when you go any further than your own apartment block. You think about taking the dog out for a walk in order to sneak over to see your friend, but you know your mother would be terribly upset.

B. You see your friend take another student's cassette tape which the student had brought to school. When the student tells the teacher her cassette is missing, you do not know what to do. You do not know whether to confront your friend, secretly tell the teacher the truth, or just be sorry you saw anything.

C. You hear two older and very popular students talking about your best friend. You feel angry at the nasty things they are saying, but you know they will treat you terribly if you stand-up for your friend. You have three choices: you can defend your friend, you can walk past and pretend you do not hear them, or you can run to your friend and tell him/her exactly what was said.

After the role-playing, discuss the Questions in his/her student book. The Reflection Exercise is then a more personal reflection on a time when he/she experienced obedience or disobedience to his/her conscience in more detail.

Questions

1. What is conscience?
2. Can you think of a situation when you violated your conscience?
3. Can you think of a situation when you followed your conscience?
4. In each of these situations, how did you feel afterwards?
5. How did these experiences affect the development of your character?
6. What is guilt?
7. Did you ever feel guilty about something you did? Why?
8. Is there something that you once thought was okay and now believe it to be wrong?
9. Is there something that you once thought was wrong and now believe it to be okay?
10. What happens if you simply ignore your conscience?

Reflection Exercise

Think of an experience in your life when you strongly felt your conscience speaking to you. What were the circumstances? Who were the people involved? What did you do and what was the outcome? Did this have a lasting effect on your life in any way?

Chapter 10: Honesty

Objectives

Cognitive: Students will recognize the importance of honesty to personal relationships and to society.

Affective: Students will desire to be more honest in their dealings with others.

Behavioral: Students will be more honest.

Session 1:

Ask your child if he/she thinks honesty is important. If there is any ambivalence, ask him/her if he/she would like to be operated on by a surgeon who cheated on his exams to get through medical school. Ask him/her if he/she would like to walk across a bridge over a deep river that was built by a dishonest engineer who used the cheapest, weakest materials in order to pocket extra money.

Point out that every day, in many ways, we rely upon the honesty of others. We expect that the person who constructed our cell phone did his or her job honestly, not hurriedly to get extra break time, and that we will not get a shock when we put it to our ear. We expect that when our parents put money in the bank, the bank will not steal it but will give it back to them when they request it. We expect that our neighbor will pay us the money he promised when we mowed his lawn.

Discuss with your child why it is so important to trust someone. Ask your child to come up with any sayings or adages about honesty. Then ask your child to come up with different careers, professions and people that we expect to be honest because of the service that they provide for us. Have him/her talk about what it would be like if he/she were not honest.

Discuss situation A., B., C., or D. from the Exercise: "What's Wrong Here?" Discuss what the problem was, how you would feel about it if you were in the situation and what you would do.

Exercise: "What's Wrong Here?"

In each of the following situations, try to answer the following questions:

1. What is the problem with this situation?
 2. How would you feel if you were in this situation?
 3. What would you do?
- A. You are promised a job with a certain employer. When you show up for the first day's work, he says he never promised you and has hired his own son instead.
- B. After having lunch at a café, the person at the cash register gives you too much change.
- C. You need your mother's signature on your progress report to turn in the next day or you'll get in trouble. You forgot to show it to her. You can imitate her handwriting pretty well, though.
- D. Kevin said he'd pay you back the money you lent him by Friday. School's almost out for the weekend, and he hasn't given you the money.

When finished, emphasize that dishonesty was either happening or was a temptation in each situation. Can your child then see how dishonesty can lead to conflict and problems between people?

Mention that on a practical level, beyond issues of right and wrong, lies and dishonesty are almost always found out. Even if everyone goes along with a lie for a time, eventually, truth is more powerful than lies, and the truth will come out. Have your child reread "The Emperor's New Clothes" in his/her student book. Discuss what the lie was and why the students think that the people around the Emperor were not being honest with him. "Truth will out," is an old saying. It means that, eventually, the truth will come out and will defeat lies.

From Shakespeare's *The Merchant of Venice*, 1596:

LAUNCELOT: Nay, indeed, if you had your eyes, you might fail of
the knowing me: it is a wise father that knows his
own child. Well, old man, I will tell you news of
your son: give me your blessing: truth will come
to light; murder cannot be hid long; a man's son
may, but at the length truth will out.

Session 2:

In the last chapter, rationalization was discussed as a false means of dealing with a guilty conscience. Discuss the meaning of "rationalization". Ask your child to define the term. A lot of times, we excuse our dishonesty through rationalization. Point out the bullet points in the student books and have your child reread them and figure out what's wrong with the thinking involved.

- “It’s not a big deal if I spend the change from food shopping on a new DVD. My mother wouldn’t mind if I did. She’ll never notice anyway.”
- “I can stay out later than my parents said. I’ll just tell them that the buses were running irregularly and we were stuck in traffic. They always believe me, and anyway, I’m not doing anything really bad.”
- “It’s all right if I tell Margaret about Linda’s problem. We’re all friends and it doesn’t really hurt Linda. She probably already told Margaret herself anyway.”

Ask if any of the situations sound familiar. Point out that rationalization often goes something like, "So-and-So wouldn't mind anyway. . ." or "Look what those other people did! I'm no worse than they are!" or "She asked for it." Have your child give examples of rationalizing.

Talk with your child about the meaning of gossiping. Have your child determine if gossiping is a form of dishonesty or not. Your child should explain why gossiping is dishonest. Discuss the last time that your child either spoke unkindly about someone behind his or her back or heard someone speak about someone else behind their back. Ask your child why he/she did not speak directly with the person involved.

Ask your child if it is possible to be completely honest without being kind? Have your child explain his/her answers. Point out that some people use honesty as an excuse to be unkind. Talk with your child about honesty as being just one virtue among many, including politeness, loyalty, sensitivity, and patience.

If you haven’t done so already, read the Chapter together.

Discuss the Questions in his/her student workbook.

Questions

1. What does honesty have to do with personal relationships?
2. What does it mean to be honest with yourself?
3. What does self-deception mean?
4. What would it be like to live in a society where no one was honest with each other?

5. How does it feel to be lied to?
6. If someone you know lies to you and then asks for your forgiveness, can you easily trust that person, or does it take time to rebuild trust?
7. How does lying affect your character?
8. What does it mean to “rationalize” something? Why do people do this?

Then discuss the Reflection Exercise: "Judy and the Lie." How does your child feel about Judy? How does he/she feel about Nancy? What would he/she do if he/she was Judy? What would he/she do if he/she was Nancy? How does he/she think Judy feels about herself? How does he/she think Nancy feels about herself? Have your child reflect upon the Questions after "Judy and the Lie."

Reflection Exercise: “Judy and the Lie”

Read and reflect on the following story:

Judy and Nancy had been good friends for a long time. It was not unusual for them to spend Friday night together with their other friends. Therefore, Judy was disappointed when Nancy told her she had to stay home to watch her three-year-old sister the coming Friday night. That Friday, the snow was coming down in blankets as Judy looked out the window of her apartment. She was home with her mother and father and felt terribly bored. Judy decided that her friend Nancy might like some company. So she called her to ask if she could come over for a visit. However, when she called there was no answer. Judy assumed Nancy and her baby sister must have gone to see their neighbor.

On Monday, Mike, a boy in Judy's class, asked her why she did not come to his party on Friday night with Nancy. Judy felt confused and embarrassed, not sure how to answer. Not wanting to believe that her friend Nancy had lied to her, she decided she had to have a talk with her.

Several days later, Judy was with Nancy, riding the bus home from school. Her stomach twisted in knots at the thought that her best friend could have lied to her and deliberately cut her out of an event. Judy had been thinking about it all day and wanted to know the truth from Nancy.

Hoping that Nancy had a good excuse, Judy asked her about Friday night. Nancy looked uncomfortable and looked away from Judy. She told her that she was home all evening with her little sister, and that she thought Judy knew her better than to question her. Judy said nothing else, but got off the bus at her stop. Now she knew that Nancy was not the trusted friend she thought her to be. Not only was the friendship over; Judy sadly wondered what else she had been lied to about.

Ask your child to consider the Questions by him/herself, writing in his/her own answers.

Imagine yourself in the following situations. Mark the following statements as being either acceptable or unacceptable.

Acceptable: This behavior is not wrong. I would do this and expect that others would do this type of thing to me.

Unacceptable: This behavior is wrong. I would not feel good about doing this and would not like others to do this to me.

1. A friend has invited you to come over for a visit. You do not want to go, but for no particular reason. Would you say, "I'd really like to come see you today, but I have a terrible headache"?
2. A good friend asks if he can borrow some expensive athletic shoes from you. You do not want to lend your shoes to anyone. You tell him your foot is much smaller than his, and that they would never fit.
3. The phone rings, and the person on the other end of the line is someone with whom you do not wish to talk. Do you tell your mother to tell him you are not home?
4. Your best friend gets her hair cut in a style that you think looks terrible. Do you tell your friend that you like her haircut in order to not hurt her feelings?
6. You find an envelope with \$100 in it. The envelope has a name and nearby address on it. Do you return the money to its original owner?
7. You copy an English composition from your friend who attends a different school. You receive an "A" on the composition, but your teacher is very surprised at your improvement and asks in private whether you received unauthorized help. Do you tell her you wrote the whole thing yourself?
8. You promise to go out with one of your friends on Friday night. A few hours before you are to meet, someone else calls you and invites you to see a play that you have really wanted to see. Do you call your other friend and tell him that you are not feeling well so you can go to the play?

Chapter 11: Why We Don't Want to Change

Objectives

Cognitive: Students will recognize that, in spite of resistance to change, it is possible to change and come closer to realizing one's full potential.

Affective: Students will want to change for the better and increase their potential for success.

Behavioral: Students will take concrete steps to change aspects of their lives.

Session 1:

Mention to your child that young people are lucky—they find it much easier to change than do older people! However, anyone can change, young or old. And, as the first sentence of the chapter points out, there is room for change and growth in each of us.

Read the Chapter together.

Have your child turn to the story "If Only" in his/her student book. Ask him/her for his/her reactions to this story. Does the older sister in this story wish she had acted differently? Would she go back and change the way she had acted if she could? Tell your child that this is a good story to read when we need to change something. We can remember that it is best to change now, before it is too late, especially if we need to change the way we relate to someone.

Ask your child to reflect upon ways he/she may have mistreated someone—even "normal" mistreatment like this older sister of a younger brother. Have him/her imagine the sibling in his/her family who gives them the most trouble. Now have him/her imagine if that sibling were to get sick or even die, like the boy in the story. How would he/she feel? We hope this kind of tragedy never happens to anyone, but sometimes it helps us to appreciate someone and change toward them if we can imagine what life would really be like without them. Mention that sometimes grown-ups are haunted for years afterward by ways they mistreated schoolmates—the cruelty they showed toward people who were "out" or who were considered "nerds," etcetera. Our conscience tell us, sometimes for years, that we were not kind to someone, and we get an uncomfortable feeling when we remember our thoughtless words and actions toward a fellow human being. Have your child discuss the last time that he/she was nice to or did something nice for his/her brothers or sisters, parents or grandparents.

Have your child read over the Ways that we resist change section. Do any of these rationalizations sound familiar? Most people have had these thoughts when they considered the need to change.

Ways that we resist change

Things we say to ourselves:

It wouldn't do any good anyway.

My situation is different.

It will work itself out eventually.

It's better just to leave things as they are and not cause a big problem.

It's not the right time.

If things were different, perhaps it would work out.

I don't have time.

They should change first.

My parents won't let me.

I'm really all right. There's nothing wrong with me.

It takes too much effort.

What if I fail?

They might reject me.

What would my friends think of me?

I'm not good enough.

I might lose my friends.

Things we do:

Changing the subject

Leaving the room

Being late

Getting "sick"

Doing unnecessary work

Procrastinating

Not paying attention

Cutting off a relationship

Looking away when someone is talking to us

Concepts about ourselves:

I'm too "old, young, fat, thin, short, tall, ugly, lazy, strong, weak, stupid, poor, worthless, silly, serious" to change!

Fear is also a big obstacle to change. Have your child read over Exercise: "A Case of Fear" in his/her student book.

Exercise: "A Case of Fear"

That year I had decided I would be on the chess team. My school had just begun a team, and the first tournament was in only a few weeks. The other kids in the class didn't know I could play chess — I never told anyone — but I had been playing with my Uncle George since I was really young and, honestly speaking, I became very good. I had to sign up that week. There was just this paper on the wall to sign up outside the principal's office — no big deal. But every time I walked by to sign up, I couldn't. I even took out my pen a few times and almost signed my name, but every time the same thing would happen — I would begin to think about what the other kids would say when they saw I had signed up. They might tease me, and even if no one noticed or said anything, what if I couldn't play once the games started? I always got so nervous in front of other people. But I really wanted to play. How could I be on the chess team? I couldn't even think about it without getting knots in my stomach, and every time I picked up that pen to sign up, my heart would race a little and my palms would start to sweat. I was stuck, I was afraid. I know it seems like such a little thing, but I never did bring myself to sign up for the chess team. Anyway, I decided it wasn't that important, and it would have probably interfered with my schoolwork.

Go over the Questions about the case of fear. Can you relate to the person in the story? How does the person in the story probably feel about himself? Do you think he was happier for having skipped the chess challenge or less happy?

Questions

1. Do you think the person speaking in the story was honest with himself?
2. What was he afraid of?
3. If you were his friend, what would you have said to him?
4. Do you think he was afraid of many other things in his life and this was just one way his fear showed?
5. How do you think he could have gotten over his fear?
6. He seems to be speaking from some time later, perhaps 10 or 20 years. What kind of person do you think he became? What do you think he accomplished?

Session 2:

As it says in the text, success and triumph are the rewards of challenging ourselves to change, even in the face of fear or great odds. Discuss with your child stories from your culture that are about someone who had to endure tremendous obstacles just to survive. What does your child feel about such people? (*Profiles in Courage* has some good examples:

<http://www.worldandischool.com/specialcollection/peopleinthenews.asp>)

Talk about the story of Helen Keller. Mention that many people have found the story of Helen Keller to be inspiring, because she achieved so much against such great odds. Have your child look over and comment on the story of Helen Keller. Has he/she seen the movie or play *The Miracle Worker*? If possible, it would be a great movie to show, or a movie about a local person who was/is famous for overcoming tremendous challenges and obstacles in life. Ask him/her to imagine themselves deaf, blind and mute just for a few minutes. How would his/her life change? What kind of fears would he/she experience? Would he/she feel lost, uncertain, and unable to do anything? Another way to conduct this part of the lesson is to have your child wear blindfolds and ear plugs for a period of time. Then, walk up to your child (who is role-playing being blind and deaf) as if you are a stranger (let him/her know you are a stranger) and try to help him/her without saying a word. Trade places after a period of time. After the exercise has concluded, ask your child to reflect on what it was like to not see or hear and then have someone that he/she doesn't know come up to him/her to help him/her. Explore the dimensions of this experiential exercise.

Discuss the Questions in his/her student book.

Questions

1. What are some of the reasons why a person might be afraid of trying something challenging?
2. Which of these reasons are real and which are imaginary?
3. Define courage and cowardice.
4. What do courage and cowardice have to do with personal growth?
5. Does being courageous mean not having any fear?
6. Can you think of any examples of people demonstrating courage?
7. Are there ways in which you might be resisting change in your life?
8. If you could overcome your fears, in what ways would you benefit?

Lastly, have your child write an essay on the Reflection Exercise: "Love Overcomes Fear." Begin by saying that many people have done great or brave things out of love—love of country, love for a child, love of parents or for another family member. People are often able to do things out of love that they would be afraid to do otherwise—jumping into a freezing cold lake to save a drowning baby, running into a burning building to rescue a favorite pet. Sometimes very shy people, like Mohandas K. Gandhi, have been moved to champion great causes because their love for their countrymen and for humanity helped them overcome their fears. This reflection exercise is for your child's eyes only.

Reflection Exercise: "Love Overcomes Fear"

Have you ever loved something or someone so much that you did not mind facing all kinds of obstacles on their behalf? Describe who or what you loved and the obstacles you had to overcome.

Chapter 12: Good and Bad

Objectives

Cognitive: Students will develop some mental tools for dealing with questions of good and bad.

Affective: Students will believe that it is possible to recognize and enjoy goodness without the presence of evil and to yearn for goodness.

Behavioral: Students will actively check their motivation to discern whether their actions and attitudes focus more on the self (bad) or more on the benefit of others (good).

Session 1:

Let us begin by admitting that the topic of good and bad or good and evil is a big and complicated one. However, we do feel we have come up with a workable and useful way to tell whether something is good or whether something is bad, and that is whether it is selfish or unselfish.

Read the Chapter together.

Cover the main points of the chapter about good and evil:

1) Many people consider good to be "What's good for me, my family and my friends. That is goodness." Explain that this is a small definition of goodness. What if what is good for you or your family is destructive to someone else and their family? In that case, it cannot be considered good. Bring up the idea: "Your freedom ends where mine begins." Ask your child for examples of how this principle might apply in everyday situations.

2) Some people consider good to be what makes other people happy or what pleases others. We have touched on this point in previous lessons. Slavery was used as an example of something that society thought was good, even though people came to see that it was bad. Ask your child for examples of how pleasing others might be bad in some cases.

3) Laws try to enforce goodness, so we should obey the laws. Ask your class if there are universal laws. Have them list some universal laws. Discuss with your child whether or not this means that we should disobey the regular law. Talk about what happens if we find that a law is not just.

4) Good and evil are not "out there"—they are inside each one of us.

5) Evil is not natural and a part of existence that “has to be” in order for us to appreciate goodness. Evil is actually unnatural and destructive; goodness is natural and constructive. Good and evil cannot co-exist.

6) The best way to tell good from evil is to tell if something is selfish or unselfish. Ask your child to share examples of decisions that were made that were selfishly motivated and examples of decisions that were made that were unselfishly motivated.

Discuss the Questions in his/her student book. This should be a very fruitful discussion. Students are already no doubt thinking about these things, as they are able to see that there is evil in the world.

Questions

1. Are there such things as absolute good and absolute evil?
2. Please define good and evil.
3. In deciding good and evil, what should be the determining factor: the action itself, motivation or consequences?
4. What kinds of things do you think would be considered good in any culture?
5. What kinds of things do you think would be considered evil in any culture?
6. Since it seems that evil has always existed, is evil a natural part of human existence and there is nothing we can do about it? Why or why not?
7. Is it possible to have good without evil?

Session 2:

Explain that the book boils down all the questions about good and bad to a fairly simple thing. The student text says, "It seems to come down to a question of unselfishness and selfishness. Most people would agree that goodness is equated with unselfishness while evil is expressed by selfishness."

Direct your child's attention to the Exercise: "The Main Motivation." Have him/her reread each little story and then discuss the Questions.

Exercise: "The Main Motivation"

1. Jane and Mary had become good friends over the last several months. Jane was so happy to finally have a friend. She had lived in this small town almost a year and a half and had not made any friends at all. She and Mary spent a lot of time together and had fun talking and working on their school work together. However, one day Jane was walking through the school hallway when she accidentally saw Mary talking to another girl. She heard the other girl say, "How come you're such good friends with Jane all of a sudden? No one else likes her." And Mary replied, "I know she's a little weird, but her father is the head of the university I want to go to next year. My grades are not so good, so by visiting her house I'm trying to get in good with her father. I think it's starting to work."

2. Ted was doing terrible in math class. The girl who sat in front of him was a top student, although she was quite plain and quiet and had no friends. Towards the end of the school year, Ted began to panic. He knew he had to find some way to pass math. He began to bring the girl in front of him little presents. He even wrote her a card and gave her flowers on her birthday. He talked to her in the hallway and made her laugh with his funny jokes. The girl had never felt accepted before, but now she felt like someone honestly liked her. During the final exam she let Ted copy all her answers. As a result he received an A.

3. Lisa was a sophomore in high school. She had a lot of friends and liked being one of the popular kids. Lisa often spent time in the evenings tutoring other students. She hated tutoring, but she knew this was the only way she could get out of watching her little brother every day after school. Her mother really needed her help, but her father insisted that Lisa should have the opportunity to help other students. All of the kids looked up to her for volunteering her time, but sometimes Lisa did not feel good about what she was doing.

Questions

1. Can you identify the motivation behind these student's actions?
2. Does it happen that sometimes what appears to be good behavior is actually not so good?

3. Does it ever happen the other way around, that is, what appears to be bad might actually be good? Give some examples.

This last point should be particularly interesting. After the discussion, have your child write this Reflection Exercise in his/her journal or notebook: an essay on what a world without evil would be like. Have your child share his/her essays with you.

Reflection Exercise

Think of the evils that we see in our world and reflect on the following: What would happen if these evils were to disappear? Would human life stagnate? Could human progress take place without any evils to overcome? Are there natural challenges in human life without evil? Envision a world without evil.

Chapter 13: Freedom and Responsibility

Objectives

Cognitive: Students will understand that freedom is different from license and is attached to responsibility.

Affective: Students will want to shoulder the responsibilities attached to having freedom.

Behavioral: Students will use freedom to make good choices.

Session 1:

Ask your child if he/she would like more freedom in his/her life. Allow him/her to dream out loud for a few minutes about, "If I were free, I would..."

Explain that people have wanted freedom all throughout history. Briefly discuss with your child those historical figures that they have studied who have: (1) fought for freedom and (2) died for freedom.

Point out that this chapter asks a lot of questions about freedom, especially how free we really are.

Read the Chapter together.

Ask your child if human beings are completely free. Conduct an exercise where your child imagines what it would be like to have a completely free society where everyone can do whatever they like when they like. Have your child describe what might happen in such a society. Discuss the difference between responsible freedom and license. Freedom and responsibility go hand in hand. That is why Viktor Frankl once proposed that the United States build a Statue of Responsibility to go with its famous Statue of Liberty. Ask your child if he/she thinks this would be a good idea.

Ask your child to share why we are not free to do exactly as we like. As the text states, we are not completely free to do as we want because of natural law, lack of opportunities, and legal or social constraints. Have your child provide examples of these reasons and why they might be true.

Refer your child to the text block on Viktor Frankl called "A Free Man even in Prison." Ask your child to explain both this text block and how a person could be free even in prison.

Discuss the concept of consequences. Give some examples of consequences of choices such as eating too much at a party, driving a car down a busy street way above the speed limit, or not being truthful with our parents. Ask your child to describe some of the consequences of choices that he/she has made in the last week or two. Were the consequences good or bad? Ask your child if he/she was free to choose the consequences of his/her actions. Discuss what happens when we lie, cheat, or steal.

Read the following statements aloud and have your child respond "True" or "False" as to whether the statements connote freedom:

1. Doing whatever I want, whenever I want.
2. Getting drunk and being wild when I feel like it.
3. Following my conscience, and doing what I think is right.
4. Sleeping all day.
5. Saying no when someone tries to tempt me to smoke or drink.
6. Controlling other people.
7. Screaming and yelling when I am angry.
8. Apologizing when I do something wrong.
9. Stealing something that I want when I cannot afford to buy the item.
10. Controlling my sexual desire when I feel attracted to someone.

11. Thinking about eating my favorite cake during an important math test.
12. Being independent from the forceful will of another.

Have your child consider one way in which he/she wishes his/her parents would allow him/her more freedom. Then have him/her consider what kind of responsibility he/she can show and promise to live up to in order to get his/her parents to trust him/her with the new freedom.

Session 2

Discuss the Questions in his/her student book.

Questions

1. Have you ever made a decision that was entirely your own? Describe it.
2. Is freedom necessary to live a good life in a good society?
3. How free are you? What are the chief restraints on your freedom?
4. What is the difference between freedom and anarchy? Freedom and license?
5. Are there any freedoms that you are willing to die for? If so, what are they?
6. At what point do people become responsible for their actions?

Discuss this exercise:

Exercise: “Freedom and Responsibility”

1. Comment on the following statement: “As we get older we naturally desire more freedom. With that freedom comes greater responsibility. However, many people want freedom without the responsibility.”
2. Now make three columns in your notebook. In the first column write the decisions you were able to make as a small child. In the second column write the decisions you are presently able to make. Finally, in the third column, write decisions which you plan to be able to make as an independent adult.
3. To be truly free means to be completely responsible for your life. You determine the outcome of your life--no one else. If someone else takes responsibility for you, to that degree you are not free. Discuss the following statement: “Freedom and responsibility are tied together. A truly free person makes his own decisions and accepts the results of those decisions, whether good or bad. A person who is not free allows someone else to make the decisions that will shape his life and is bound by those decisions.”

Have your child write this reflection exercise in his/her journals or notebooks. Ask your child if he/she wants to share his/her thoughts.

Reflection Exercise: “Inner Freedom”

Imagine that you are unjustly accused of a serious crime and put into prison. You have no one to talk to and your freedom is restricted to your cell. How could you make yourself free within the space of your own mind?

Chapter 14: Self-Control

Objectives

Cognitive: Students will understand the benefits of self-control.

Affective: Students will want to do better in areas requiring self-control.

Behavioral: In at least one area—controlling one's words—students will be more sensitive to how they affect others. Students will also have looked at their own lives and areas needing more self-control.

Session 1:

Ask your child if he/she thinks self-control is a sign of maturity or not. Ask him/her for examples of:

- 1) mature, self-controlled behavior and
- 2) immature, uncontrolled behavior

Ask him/her to give examples from both young children's lack of self-control and lack of self-control in teenagers or adults that he/she has witnessed.

Does he/she admire people who are self-controlled or does he/she prefer people who frequently "lose it"?

Mention that things like self-control may, once again, seem like limits on his/her freedom. Explain that self-control actually promotes freedom. The text gives an example of a pianist freely and joyfully performing. Discuss other examples. Discuss with your child the situation of

athletes such as an Olympic gold medalist or someone training for a special award or event. Ask your child to consider whether or not these individuals are free to play as much as other people, and why or why not. Ask your child to consider in what ways these individuals are “free.”

Ask your child to ponder the question asked in the text: "Is there something you need to learn to control?" Brainstorm with your child as to what situations require more self-control. Talk about the issue of gossiping or talking about people behind their backs as one example. Challenge your child to find other examples.

Ask him/her to re-read or refer to the story "A Few Simple Words" in his/her student text. Can he/she relate to this story? Ask him/her if the old saying is true: "Sticks and stones may break my bones but words can never hurt me!" Is it true that words can't hurt? Ask your child if a phrase like this, sarcastically said, "Boy, is she cool," sticks in their memory or a time when someone said something to put them down. Ask him/her if any compliments or kind things someone has said about them also stick in their minds. This is the power of words and shows the need for people to practice self-control over their mouths.

Putting Down and Sitting Down

Explain that you are going to be reading some sentences out loud. If the sentence is true for him/her, he or she should raise their hand. (This is a great group exercise if you are able to gather a group. Have all students stand in a circle and then instead of saying raise your hand, have all the students step forward. After each question is asked and enough time has been given to respond, ask everyone who stepped forward to step back to the original circle for the next question.)

Sentences:

1. Raise your hand if anyone has laughed at you and made you feel embarrassed, hurt, or humiliated in the last month.
2. Raise your hand if you were ever called by a nickname you were embarrassed by.
3. Raise your hand if you've ever been called a bad name.
4. Raise your hand if you have heard other people laughed at or called a bad name.
5. Raise your hand if anyone has ever put you down because of your weight.
6. Raise your hand if anyone has ever put you down because you wear glasses.
7. Raise your hand if anyone has ever put you down because you talk differently than they do.
8. Raise your hand if anyone has ever said you were stupid.
9. Raise your hand if anyone has ever cursed you.

10. Raise your hand if anyone has ever said you were no good.
11. Raise your hand if anyone has ever said they wished you were dead.
12. Raise your hand if anyone has put you down because of where you were born.
13. Raise your hand if anyone has put you down because of your skin color.
14. Raise your hand if anyone has put you down because you didn't have money.
15. Raise your hand if you ever told a friend a secret and that friend told others.
16. Raise your hand if you have ever had mean gossip about you repeated to you that really hurt you.
17. Raise your hand if anyone has ever made you feel bad by teasing you about things to do with puberty.
18. Raise your hand if anyone has ever made you feel bad by teasing you about the shape of your body.
19. Raise your hand if anyone has ever said your future would be bad.
20. Raise your hand if you have ever heard someone teased and put down and felt sorry for them.

Unfortunately, most of the students will probably respond that most of these sentences were true. Remark on how often someone's lack of self-control of their mouth causes wounds in people's hearts and minds. Tell your child (and others if present) you are sorry that these things have happened to him or her, that these things have happened to nearly everyone, and it is a good reason to learn to control ourselves so that we can live in a world where at least some people are controlling their words. Discuss practical things that you can do to practice more self-control in these areas.

Session 2:

There are many things that people need to learn to control about themselves. The sex drive is something that the text mentions. Most people have fairly strong sex drives, but if they give in to it every time, that will lead to a lot of diseases, unwanted pregnancies, hurt feelings, and ruined families.

Ask your child about things that teenagers often do to the extreme, such as driving fast, drinking too much, etc. Discuss why teens like to do these things. Then talk about the consequences of this behavior and what happens when one does not practice self-control in these situations. Talk about why it is important to practice self-control, especially as a teenager.

Read the Chapter together if you haven't done so already.

Discuss the Reflection Exercise and the Questions in his/her student book.

Reflection Exercise

Does practicing self-control limit or expand your sense of freedom? Reflect and comment.

Questions

1. What types of things do you find difficult to control in yourself?
2. How does this affect your state of happiness? Your character? Accomplishing your goals?
3. What can you do to gain more control over your desires?
4. What are you willing to sacrifice for the sake of a long-term gain?
5. Are there things more difficult to control in yourself than five years ago? Why?
6. Are there things easier to control in yourself than five years ago? Why?

Next Have your child give him/herself this test on self-control. He/she can probably guess the right answers and compare their honest answers to what would be best.

Exercise: "Self-control"

The aim of this test is clear and simple--to find out how much self-control you have. Do you tend to be frugal or spendthrift? How you are will no doubt affect your relationship with your future spouse.

1. Do you take on 2 or 3 jobs at the same time?
 - a) seldom
 - b) often
 - c) never
2. After receiving your paycheck, would you buy expensive things that you really want knowing that later it will be difficult to make ends meet?
 - a) never
 - b) always
 - c) sometimes
3. If you see clothes that you really like, would the price stop you from buying them?

a) sometimes

b) never

c) always

4. If some household device (such as a coffee maker) breaks down, would you prefer to buy a new one or repair the old one?

a) prefer buy to buy a new one

b) depends on the price of the repair

c) try to repair it myself

5. If there is a hole in your stocking or sock, what would you do?

a) mend it

b) throw it away together with the second one

c) keep the second one, for it may come in handy

6. Do you turn off the light in a room when you leave it?

a) rarely

b) sometimes

c) always

7. Do you use the telephone only when it is necessary, or more freely?

a) only when necessary

b) I like to talk on the phone

c) it depends

8. Are you able to do several things well at the same time?

a) yes

b) no

c) it depends

9. If there are a lot of old newspapers in the home, what would you do?

a) throw them away

b) recycle them

c) leave them

10. Do you buy more bread than you need?

a) yes

b) sometimes

c) never

11. Do you eat everything on your plate or do you leave a bit sometimes?

a) leave food sometimes

b) never leave anything

c) always leave some

12. Do you take care of your clothes and shoes?

a) yes

b) no

c) not always

13. Are you careful with other people's things?

a) no

b) yes

c) even more careful than with my own things

Chapter 15: The Teenage Years

Objectives

Cognitive: The students will understand that this is a time of rapid changes on the physical, emotional, and intellectual levels. The students will develop a new comprehension of love as being closely related to virtues.

Affective: The students will value themselves and take care of themselves during this special developmental time. The students will want to develop the virtues that will make for true and lasting love in their futures.

Behavioral: The students will treat others who are also in adolescence with respect. The students will abstain from premature sexual relationships.

Session 1:

Explain that this chapter is about changes. Discuss with him/her in what ways has he/she changed since he/she was a child. Talk about being teenagers in today's world. What are some of his/her challenges? What are the advantages of being a teenager today? What are the challenges of being a teenager today?

Explain that he/she should take good care of him/herself in every way, getting plenty of rest, eating nutritious food, scheduling in recreational time, getting exercise and fresh air, and practicing cleanliness and good health. Mention that his/her body is going through many, many changes. As was noted in a previous chapter, the physical heart doubles in size during puberty! It takes the brain and body a lot of energy and effort to produce big changes like that. Urge him/her to be kind to him/herself and his/her friends or siblings during this hard-working time.

On the mental and emotional side, it would be good for him/her to establish a good talking or writing relationship with adults he/she trusts. This could be a parent, a grandparent, an aunt or uncle or other relative or friend of the family. A coach, religious leader, librarian, or neighbor may serve. Also, of course, he/she will want to talk to his/her friends. Explain that a journal can be a good place to record and look over his/her deepest feelings. It need not be shown to anyone.

Issues of attraction to the opposite sex are also becoming more and more important at this time, adding to all the other things he/she has to handle, like pimples, growth spurts, exhaustion, and parents who won't let them do "anything."

Have your child take some time to answer the Questions. Tell him/her that his/her answers are for his/her eyes only.

Questions

1. Is a teenager an adult, still a child, both, or neither? Support your viewpoint.
2. What are some of the changes--physically, emotionally, mentally, etc.--that you have been experiencing for the past year?
3. How are you different today from five years ago? Two years ago? One year ago?

4. How has your relationship with your parents changed over this time period?
5. What new interests have you developed over the past year?
6. Do you think your parents have the right to set limits on your activities? How do you feel about these limits?
7. Who do you feel closer to--your parents or your friends? Who do you feel understands you better? Who do you feel cares for you more?
8. What are your ideals and dreams for the future? Are they realistic?
9. What is the difference between love, attraction and infatuation? Have you experienced these things? In what context?
10. How are your priorities changing as you develop into an adult?

Have your child role-play the following situations with you. If you can gather a group of students, have volunteers role-play. Then, discuss whether the role-players handled the situations positively or negatively.

Exercise: "Role Play"

1. You want to go to a party that will last until the early morning hours. Your parents are opposed. You want to convince them that it is all right for you to go.
2. You feel a special attraction towards someone of the opposite sex. Approach this person to develop the relationship in a healthy way.
3. You have been long-time friends with a certain person, but now you find your interests are going in different directions. It is time to at least discuss the distance growing between you and perhaps agree to part ways.

Session 2:

Read the chapter together if you haven't done so already.

"Love"

1. As an introduction write the word "LOVE" on the paper in capital letters. Ask your child to give single words that he/she connects with love. Write the answers on a paper. After compiling this list, try to write a short definition of love. This is no easy task. Explain that the definition should apply to all kinds of love, not only the attraction between male and female.

The definition should be tending toward "love is feeling and action for the sake or benefit of others," or "altruistic service" or "putting the other person's needs and wants ahead of my own."

You should write M. Scott Peck's definition of love on a paper and ask him/her to expand on it or use it as a base for his/her definition (or another well-known local person's definition of love if it is similar to this one):

"The will to extend one's self for the purpose of nurturing one's own or another's spiritual growth." (M. Scott Peck, M.D., *The Road Less Traveled*, New York: Simon & Schuster, 1978, p. 81)

Ask your child if this is a good definition of love. Ask him/her if it fits in with the ideas of love he/she has gotten from songs, movies, TV, etcetera. The key point of this lesson is for students to recognize that this definition is good for them as it describes love as being unselfish, that love is not a question of what I want but what I can give to someone else.

Explain that "falling in love" usually really means "falling in lust" or "falling into chemicals," because, when someone finds someone else sexually attractive, the brain secretes a lot of "feel good," exciting chemicals when that person is near. When someone feels they have "fallen in love," they may feel dizzy, overly excited, breathless, hot and cold at the same time, unable to eat or sleep, and as "high as a kite" when the other person is near. Talk about the difference between love and infatuation.

Share with your child that when people have sex, a chemical called oxytocin is released by the brain. This is the "bonding" chemical. It is also released in the brains of mothers as they nurse their infants. Oxytocin is like a glue that pulls two people together emotionally and mentally after they have joined together physically. The problem is, like real glue, this bonding chemical loses its power once it is used in sex. Ask your child to try to re-stick or reuse something with glue on it after it has been used and pulled apart – like an envelope seal. It will be very difficult to do. Compare their experience with the glue to the concept of sexual relationships. So if he/she uses the bonding power of sex, once they pull apart (which almost always happens in teenage sexual relationships) their brain "glue" is not as strong as it used to be. It will be harder and harder to form strong bonds with another person. He/she will have a hard time having a long-term committed relationship to just one person. (This exercise works well using scotch tape.)

In this session, it is important that the students understand the difference between infatuation and true love. It is essential to emphasize that the short-term feeling caused by infatuation is often confused with true love. True love develops as people invest in a marital relationship. That is what deepens a person's feeling of love for the other person. You might also make a comparison with life-long friendships and how much time and investment goes into these friendships as opposed to having a passing acquaintance with a classmate or a friendship that didn't last.

On the paper write the following headings: Child's Love, Sibling's Love, Spouse's Love, Parent's Love. If you can gather a group of students, break them into four groups and assign each group one of the headings. Ask the groups to come up with a list of at least five items which describe their heading. Otherwise, discuss each heading with your child. Before you begin, go to each group and say the following:

To the group describing child's love:

"Think about 'What is a child's experience with love?' Does a child first give love or first receive love? Children tend to receive love before they give love. The love they receive first is usually parent's love. What things come to mind when you think about the ways a child behaves? In what ways does a baby show love? Think of yourself as a child. When you were little did you ever make drawings or do nice things to try to please your parents? Although children's love is different from parent's love, children are capable of expressing and returning love. Many children work for hours on gifts for their parents. So, think what the love of a child is like."

Some possible descriptions:

Respectful

Appreciative

Affectionate

Admiring

Responsive

To the group describing sibling's love:

"As children mature, their ability to give and receive love expands. They begin to value others, even as much as they value themselves. When a person is able to treat others in the same way in which they wish to be treated, this is called mutual love. Children who grow up with a brother or a sister often experience the dynamics of this type of love before children without brothers or sisters. They have to learn to share and cooperate with one another. This is an important step in the growth process towards becoming a mature adult."

Some possible descriptions:

Reciprocal

Harmonious

Trusting

Loyal

Pure

Sharing

To the group describing spouse's love:

"Usually after individuals have reached adulthood they have a desire to have a permanent loving relationship with a person of the opposite sex. This type of love is called spouse's love. The love between a man and a woman can result in the creation of new life. What words come to mind to describe this type of relationship?"

Some possible descriptions:

Commitment

Monogamous

Fidelity

Unity

Devotion

To the group describing parent's love:

"The love parents give to children is different from the love they give to anyone else. This type of love in its ideal form is the highest form of love. What do you think describes this type of love?"

Some possible descriptions:

Unconditional

Unchanging

Investing

Affectionate

Patient

Sacrificial

After all the groups have made their lists, ask each for a representative to come and write his/her group's list on the paper under the appropriate heading.

Ask your child to make four columns on a sheet of paper. Label the columns with the titles: Mother and Father/Husband and Wife/Sister and Brother/Son and Daughter. Under each title ask your child to write the role or responsibility each person has in the family. What does that person have to do to help the family function both physically and emotionally? What would happen if that person did not do what he/she was expected to do? Which role do you think requires the greatest maturity? You may also choose to discuss the features that these different roles may have in common. Are there some qualities that are good for all people to have? If so, what are they?

Point out that the four types of love in the family seem to involve a lot of virtues, or good character qualities. Mention that love and virtues are intertwined. It is impossible to truly love someone without having virtues; it is impossible to truly earn the love of someone else without being a virtuous person.

Now discuss the Reflection Exercise in his/her student book.

Reflection Exercise

Imagine that you are a celebrity. You are 30 years old and have thousands of fans, especially among teenagers. You have been asked to give an interview for a teen magazine. What you say will influence the minds of many young people. Remembering the problems you faced when you were a teenager, you can use this opportunity to give guidance to the readers of this magazine. What are some of the things you would talk about?

Chapter 16: Peer Pressure: Smoking, Drinking and Drugs

Objectives

Cognitive: Students will recognize and appreciate the difference between good and bad peer pressure and have mental tools to withstand bad peer pressure. Students will gain factual information about smoking, drinking and drug use that will encourage them to refrain from these activities.

Affective: Students will feel confident that they have tools to resist negative peer pressure and will want to resist such pressure.

Behavioral: Students will use the skills and tools learned in this chapter to stand up for what is right in peer pressure situations.

Session 1:

Read Chapter 16 together.

Talk about peer pressure. Ask your child to describe it with one word or with short phrases. Have your child compare the descriptions and then select the best descriptors for peer pressure. Then, brainstorm and list examples of bad peer pressure that you have experienced, seen, or thought about. On a second piece of paper, list examples of good peer pressure, trying to be as specific as possible.

Mention that, as the text points out, peer pressure can be a good or a bad thing.

Discuss the Questions in his/her student book.

Questions

1. What is peer pressure?
2. Give some examples of both good and bad peer pressure.
3. Why do you think people sometimes try to pressure others to do the wrong thing?
4. What can you do if your friends try to get you to do something you don't feel is right?
5. What do you have in common with your friends?
6. What is the basis of your friendships?
7. Why do you think people smoke, drink or use drugs?
8. How do they get started doing these things?
9. In what way could you exert positive influence on others to do good?
10. How do you feel about someone who stands up for what he believes, even in the face of opposition?

Point out that peer pressure may be very subtle, urging people toward certain ways of believing and acting so that they can belong to the crowd.

Have your child read and respond to the Exercise "What Should I Do?" and score their own responses.

Exercise: "What Should I Do?"

The following are situations in which you may be influenced by the words or attitudes of your peers. Try to use your imagination to picture yourself in these situations even if they do not seem like ones in which you would actually find yourself. After each situation there are three possible reactions listed. Read carefully and try to pick the reaction that comes closest to what you might do. After you have circled this, you may write another reaction if you choose to do so. Think very carefully! Answer honestly, and do not write what you think you should do, but what you think you really would do. You do not have to show your responses to anyone, so do not worry about other people reading them.

1. Your parents give you a fur hat for your birthday that you really love. You know that your dad worked extra hours and has been saving money for a long time to be able to purchase the hat. You are excited about your new hat; it's not like any other you have seen, but when you wear it to school the next day one of your friends says, "Where did you get that awful thing?" and another friend says, "Wow! That hat looks like it was made out of your dog's skin. You're not really going to wear that thing, are you?" If this happened to you what would you do?

a. Decide that you think the hat is really out of style, that you don't like it anyhow and you start to wear your old hat again.

b. You still like the hat, but you don't wear it in front of your friends anymore, only around your parents and other adults.

c. You really like the hat, and you don't really care what your friends say. Too bad if they don't like the hat! You keep wearing it to school and when you go to visit your friends.

d.

2. There's a very unattractive pimple-faced boy in your class. This boy, Larry, acts like a real nerd. He gets on everyone's nerves, including yours. Sometimes he brags about his academic honors, his father's foreign car or how well off his family is. He also does not get along with many of his teachers but often complains to them about how the other students treat him. One day you and a group of your friends are talking. Larry's name comes up, and they start to make mean jokes about him. Everyone is laughing. You begin to feel badly, knowing that one of the reasons Larry acts the way he does is because he has no friends and because all the kids treat him terribly. You do not like the jokes, and you feel really bothered that everyone is laughing about him, even though he is not your friend. What do you think you would do?

a. You laugh along with everyone else. You do not feel good about it, but you do not want the others to think you like him.

b. You don't laugh at the jokes, but you don't say anything against the jokes the others are making.

c. You don't laugh, in fact, you tell the others to quit picking on Larry.

d. _____

3. You are a very conscientious student. On Monday you have a big test in algebra class. You know you can get an "A" on the exam if you study all weekend. You don't really mind staying home because your grades are important to you. Then your best friend calls on Saturday while you're studying and invites you to a party. He tells you that only the most popular people are being invited. If you stay home and study your friends will really look down on you. "Come on," your best friend says, "Who cares about the stupid test? The only thing that universities care about is your final exam grades!" What do you do?

a. Forget the test. Your friend is right; it doesn't really matter. You go to the party with your friend.

b. You go to the party, but the thought of not doing well on the test is really nagging you. You leave early, even though your friends act like you're an idiot when you do.

c. You don't go to the party, and do well on the test on Monday.

d. _____

4. Your English teacher has asked for opinions on a story you just read . So far, everyone basically has the same viewpoint. You have a different opinion, and so does Bob, the class nerd. He is wildly waving his hand and wants to share his viewpoint, which is always different. He acts like a real know-it -all, and usually makes everyone feel irritated. After he shares his idea, the teacher calls on you. Although you agree with Bob, if you say what you really think everyone will look down on you. What do you do?

a. No way are you going to say what you really think. You give an opinion that is acceptable and similar to the rest of the class.

b. You straddle the fence, giving part of your real opinion but mixing it with the general viewpoint of the class so it doesn't appear that you agree with Bob.

c. You give your real opinion. You don't make the other classmates ideas look stupid, but you clearly state how you feel, even though it is the same opinion Bob has.

d. _____

5. One day you go over to a friend's house where a bunch of your buddies are hanging out. Your friend's parents aren't home, and your friends begin to drink. They are passing around a bottle of beer, and there's plenty more of it when this one's finished. You don't want to drink it; you don't

even like beer. You feel really uncomfortable because everyone else is doing it. You whisper to your best friend that you don't want any, but he just laughs and says, "Give it a try; don't be a baby." What do you do?

- a. You drink the beer because everyone else is and you don't want them to laugh at you or talk about you behind your back.
 - b. You make up an excuse to avoid drinking the beer like, "I'm taking medication for the flu and it would be bad to mix the two."
 - c. You just say, "No, thanks," or "I don't really want any."
 - d.
-

What Your Responses Mean

Talk with your child about the meaning of a, b, c, and d responses. Have your child develop a plan for how he/she can change to become a good or better person. Support your child in creating a good plan and in following through with that plan.

Ask your child to do the Reflection Exercise about the friend with alcohol. Ask him/her if he/she would like to share it with you.

Reflection Exercise

Imagine that one of your good friends has a problem with alcohol. He began drinking socially with your group of friends to feel more relaxed and free, but after a short time you noticed that he seemed to be behaving differently in school — sometimes falling asleep during class, other times being rude to the teacher, and some days not coming to school at all. You also noticed that he was not finishing his schoolwork, and that his grades on exams were getting lower and lower. You want to help him. He is your friend, and you can see clearly that he has a problem with drinking. What would you do in this situation?

Session 2:

Under the section, *What are the possible consequences of my actions*, there are some suggestions of things to say when a person does not want to do what everyone is doing and urging him or her to do. Have your child read these over.

- "I feel really bad about doing this."
- "I don't feel good about this."

- "I don't feel comfortable doing this."
- "If I do this, I know I'll be sorry later."
- "I don't think this is right."
- "No, thanks."
- "My parents would kill me if I did that."
- "No, thanks. I don't want to get grounded (or in trouble.)"

Discuss with your child what he/she can do after using these responses. Guide your child to recognize the value of physically getting out of the situation as quickly as he/she can. Create a list that can be posted on the wall as a reminder.

If you can gather two or more students, ask them to write a short drama in which one of the actors is being pressured by the rest of the group to do something that they know to be wrong. Select one or two of the suggested methods listed that the person being pressured will use in order to do the right thing and not fall to the pressure of the group. Have your group present their play to the rest of the family. Make sure they include physically exiting the situation. Discuss the drama and draw some conclusions from among the students as to what are effective responses to peer pressure.

For the next part of the lesson, you will read a series of statements concerning smoking, drinking, and drug use. Ask your child to guess out loud whether the statements you are going to read are true or false. Some children will know other facts that they will want to share. Some will question some of these facts. Explain that the facts were researched by the authors of the book and are reliable.

What Do You Really Know about Smoking, Drinking and Drugs?

Smoking

1. ___ 25% of all cancer deaths are attributed to tobacco use. (True)
2. ___ Smoking as few as 1-4 cigarettes a day doubles the risk of heart disease. (True)
3. ___ Lung cancer caused by smoking is the number one cancer killer among men. (True)
4. ___ The substances which make up a cigarette are not good for you, but they are not poisonous. (False)
5. ___ Most people addicted to cigarettes begin to smoke during their teen years. (True)

6. ____ Secondary smoke (the smoke a non-smoking person inhales when with those who are smoking) is not harmful. (False)
7. ____ One-third of all American hospital beds are occupied by people with tobacco-related diseases. (True)
8. ____ 50% of all heart disease deaths in women are a result of smoking. (True)
9. ____ One cigarette a day is not harmful for a healthy person. (False)
10. ____ Among women, lung cancer caused by smoking kills more than breast cancer. (True)

Drinking

1. ____ A healthy man can safely drink three beers in an hour without feeling out of control or sluggish. (False)
2. ____ Alcohol mixed with certain other drugs may cause death. (True)
3. ____ Hard liquor (whiskey, rum, gin, vodka, etc.) is worse for your body than other types of alcohol (wine, beer, etc.). (False)
4. ____ Alcohol is a poison. (True)
5. ____ At least half of all auto accidents are a result of drinking and driving. (True)
6. ____ Alcohol impairs the drinker's ability to react quickly. (True)
7. ____ Alcohol poisons the liver and can kill body tissue. (True)
8. ____ Pregnant women should not drink because research has proven that alcohol can damage the unborn child and sometimes causes mental retardation. (True)
9. ____ Most alcoholics are low class men who have little education. (False)
10. ____ Alcohol impairs the senses, sometimes making the drinker feel warm in dangerously cold weather. (True)
11. ____ A teenager can become an alcoholic from drinking just beer. (True)
12. ____ Most alcoholics begin drinking before the age of twenty. (True)
13. ____ Once an alcoholic decides to give up drinking, he/she can be cured. (False)
14. ____ If you become an alcoholic, you are an alcoholic for life. (True)
15. ____ Some people drink in order to feel more relaxed and comfortable. (True)

16. ____ Every time a person becomes drunk, he/she destroys brain cells which are impossible to replace. (True)

17. ____ Alcohol is a drug which stimulates your central nervous system, making you feel free and energetic. (False)

Drugs

1. ____ Most drugs do not cause serious health problems if used in moderation. (False)

2. ____ People on drugs sometimes commit violent criminal offenses and do not remember the event later. (True)

3. ____ Marijuana is associated with a loss of enthusiasm or interest in activities which the user once enjoyed. (True)

4. ____ Cocaine can cause death after just one use. (True)

5. ____ There are many unknown poisonous substances in every marijuana cigarette. (True)

6. ____ After the use of certain drugs, like heroin, the user needs to use more of that substance to obtain the same effect. (True)

7. ____ You cannot get AIDS from an infected drug needle. (False)

8. ____ Drugs prescribed by a doctor can be harmful and cause serious health problems when taken for too long or improperly. (True)

9. ____ Continued use of crack (cocaine) destroys your ability to experience pleasure. (True)

10. ____ Marijuana has over 450 chemicals, some of which alter one's thinking and affect different parts of the body. (True)

11. ____ Some drugs, like heroin, cocaine, and opium, create a craving for them in the body so that getting and taking the drug feels like an actual survival need. (True)

Mention that these facts should help them make the decision as to whether to give in to peer pressure to smoke, drink, or use drugs.

Chapter 17: The Value of Life

Objectives

Cognitive: The students will appreciate that human life has value and that each human being has rights by virtue of being human.

Affective: The students will feel valuable; part of humanity; that they have rights and are valuable simply because they are human.

Behavioral: The students will treat themselves and others in accordance with their value—to show respect to themselves and to others.

Session 1:

Discuss with your child that every culture in the world has laws against killing people. This is because all cultures recognize that human life is valuable and believe that human life should not be taken without great cause.

Review Chapter 17 together.

Discuss the Questions in his/her student book. (Questions 2 – 5 are directly from the student book.)

Questions

1. What determines the value of a human being?
2. Explain the meaning of "unique value."
3. Explain the meaning of "cosmic value."
4. Explain the meaning of "divine and eternal value."
5. What is our responsibility in treating others?
6. How would the world be different if everyone recognized these values in themselves and others?
7. Why do you think it is difficult for people to recognize their value or the value of others?
8. What is the connection between value and love?

Exercise: “Reason Versus Heart”

Discuss the statement "People can use reason to justify, especially to themselves, almost anything they do." Is this true or false? Present your conclusion backed by arguments. What would happen if people followed their heart rather than reason?

After you have discussed this, explain that even murderers on death row often believe and tell others that they had good reason for what they did and are really innocent because of these reasons.

Yet one murderer on death row said that, when he killed someone, he felt differently than he had ever felt over a robbery or the other crimes he had committed. He felt completely cut off from other human beings. He realized he had crossed a very serious line in committing a murder—a line he had never crossed before. His heart told him that what he had done was worse than all his other crimes. Actually, this murderer went on to begin believing in God and trying to reform his life.

In light of this, ask your child to write a paragraph or two on what would happen if people followed their heart rather than reason. If people followed their hearts rather than their reason (especially when their reason begins rationalizing) would people sense one another's value more?

Next, discuss the Reflection Exercise. Mention that thinking about someone's value—one other person in school—would be most effective if they could think about the value of someone they have never liked.

Reflection Exercise

Reflect on yourself and think about what is your unique, cosmic, divine and eternal value. Now do the same for one other person in your school.

Session 2:

Present your child with one of Lawrence Kohlberg's moral dilemmas: The Lifeboat Exercise.

A passenger ship (the Titanic, perhaps?) is sinking in the cold waters of the Atlantic. Panicking, people rush to get into the lifeboats. One lifeboat becomes filled to the overflow and is in grave danger of sinking. It simply has too much weight. One passenger suggests that they put some people in the water and drag them along by ropes. However, during this season and in this location of the Atlantic, a human being could not survive in the cold water more than ten minutes. People on the lifeboat are desperately trying to think of how they can all be saved. Finally, people decide they have two choices. They should 1) just let whatever happens happen. Leave the decision of who survives to fate or luck or God or 2) draw lots and throw or force overboard those who lost the draw.

Ask your child which of these two alternatives they think is the best solution. Explain that those passengers who believe solution 1 is the best one probably believe that they have no right to interfere with human life. Those who believe solution 2 is the best one are probably fair people who believe that it is better to sacrifice a few lives in order to save more lives.

If you are able to gather more people; divide into two groups -- those who thought solution 1 was best and those who thought solution 2 was best. (If no one else is available, have your child debate and defend his/her position.) After the discussion and debate, ask if anyone has changed their opinion and would like to change positions.

Ask your child if he/she has any ideas about other possible solutions to the problem in the lifeboat.

Then ask him/her to suppose the passengers decide to draw lots. Suddenly a passenger speaks up. He happens to know that the very elderly woman in the boat has terminal cancer. He suggests that perhaps, without drawing lots about it, she should leave the boat.

Should the passengers then make a decision among themselves that she should leave the boat? If she decides herself to leave the boat, should they allow her to do so? What kind of a send-off would they want to give her if she volunteered to jump off the lifeboat? What would this send-off say about the value of human life?

One of the passengers is pregnant. For her to die would mean the child within her would also die. She raises her hand and suggests that she should not be part of the drawing of lots, in the interests of her unborn baby. Do you think the passengers should agree that she be exempt from the drawing of lots?

Next, imagine that there are fourteen passengers in the boat. The boat can hold ten and stay afloat. More than ten, and all will die in the icy waters. Four passengers must go overboard. You are provided with the following names and information, but no more than that. As a group, (or with your child) decide which four you think should be put overboard in order to save the others.

- Lily, the elderly woman with terminal cancer.
- Fatima, the young woman who is pregnant.
- Christopher, a nineteen year old medical student who hopes to serve humanity by becoming a doctor.
- Lonnie, a middle-aged businessman with a wife and five children.
- Shazeera, a 25 year old who dances in strip clubs and practices prostitution.
- Marlin, a salesman who has no wife or children.

- Farris, a priest who has no wife or children.
- Clement, a young man who loves to drink, gamble, have sex with anyone he can, and who sells drugs on the side.
- Marlene, a middle-aged mother of two teen-agers.
- Garner, a fifteen-year-old boy who is struggling in school and in life.
- Bridey, a spoiled five-year-old girl who has been pestering people the whole boat trip.
- Laurel, a young mother who has five children she abuses in secret.
- Isaac, a former prison guard and interrogator of a political prison where they routinely tortured prisoners.
- Peter, a child who has a withered arm, a speech impediment, brain damage, and asthma.

Consider youth, potential, whether the person is good or evil, etcetera, in making the decisions as to which four should go overboard. You also have the option of deciding that you cannot make such choices, and have to leave everyone on the boat--but the consequences of that are that everyone on the lifeboat will die when it sinks.

After you have made your choices, provide with the following information about what was to happen to each of the passengers after the lifeboat experience if they survived:

Lily's cancer went into remission for the next ten years. Since Lily was very rich, she spent those ten years giving away all her money to various charitable organizations, changing countless people's lives for the better.

Fatima was pregnant with a man's child who was not her husband. Her husband found out and killed the other man, Fatima, and the unborn child inside her six months after the lifeboat incident.

Christopher failed medical school and became a drug addict.

Lonnie lived a normal life.

Shazeera had a religious experience that changed her life. She gave up strip dancing and founded a free clinic in India where she is called "The Second Mother Teresa."

Marlin never married or had children. He was a moderately successful businessman the rest of his life.

Father Farris was indicted for sexually abusing children.

Clement wound up in poverty, living off his relatives and friends.

Marlene raised two decent children who lived normal lives.

Garner overcame his struggles, went on in school, and became a reasonably successful accountant, husband, and father.

Bridey committed suicide when she was thirteen.

Laurel's children ran away from home and reported her to the authorities. She is in prison.

Isaac wrote a book about his experiences as a prison guard, repenting for all he did. He arranged to meet with his former prisoners through the internet and apologized to them in tears. He sold his house and gave every penny he had to better their lives.

Peter remained in a home for handicapped children all his life until he died at age sixteen of brain damage.

Would this information, had you known the future of these people, have influenced your life-and-death decisions?

Wrap this section up by saying that we simply cannot know or judge or decide the value of a person's life. All life is valuable and irreplaceable. Human life is especially so, precisely because of our ability and potential to love and help others—even if we are not living up to that potential at the moment. Even if the future sometimes looks bleak or scary, things do change. And we have the ability to help along those changes by striving to be the best people we can be, making the value we were born with into something actual.

Mention that, hopefully, you will never be faced with a situation like the lifeboat in real life! But each of us is faced, every day, with the choice of whether we treat other people and ourselves as valuable and full of potential. The more we treat others and ourselves this way, the more rich and happy our lives will become—and the more valuable we will feel.

The chapter's message to each student is that they are valuable. As it says in his/her student book, "You are unique, irreplaceable, and of infinite value!" Explain that, simply because you are human, you have rights and are worthy of respect. Urge you child (and others) to respect themselves and one another as being more valuable than diamonds and gold. Diamonds and gold can be replaced, but each human being is unique and unrepeatable.

Have your child read about Jeffrey, the "special needs" child. Jeffrey's life has special value because he brings love into the world. Human beings' great value has to do with their hearts—their ability to give and receive love. The more loving and kind students become toward others, the more they will feel their own value.