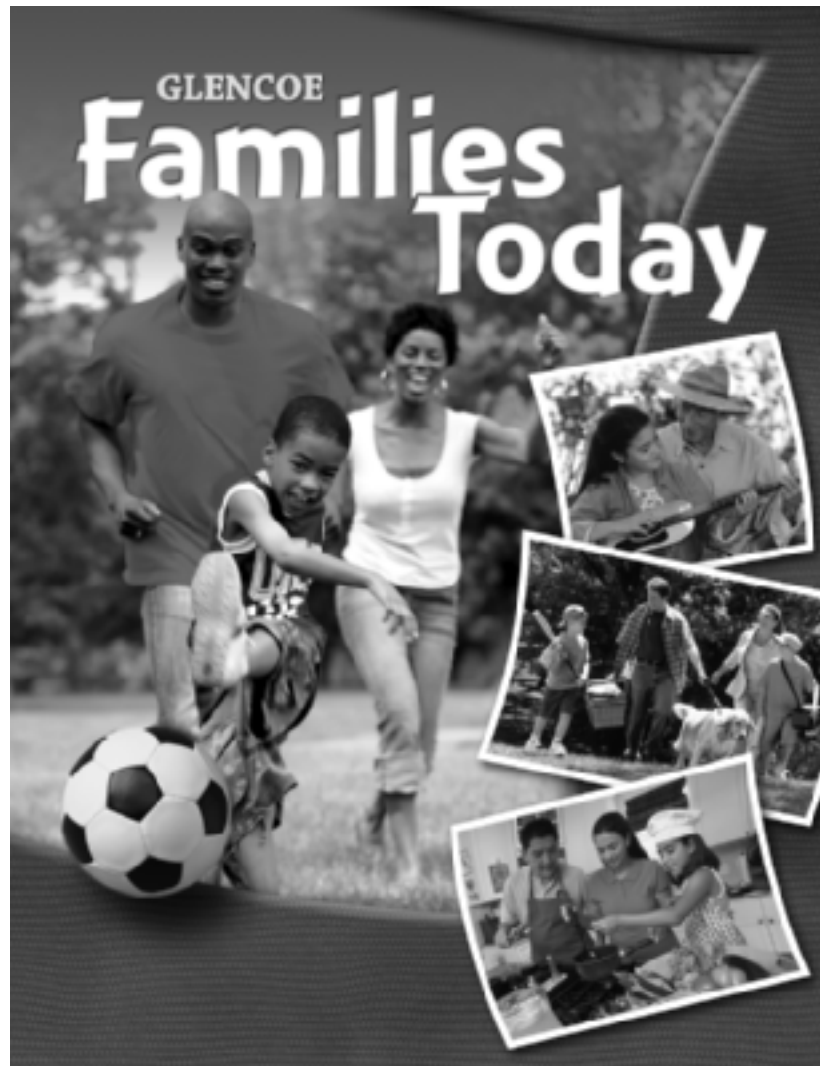


# Family & Community Involvement



**Glencoe**

New York, New York   Columbus, Ohio   Chicago, Illinois   Woodland Hills, California



The McGraw-Hill Companies

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce the material contained herein on the condition that such materials be reproduced only for classroom use; be provided to students, teachers, and families without charge; and be used solely in conjunction with the *Families Today* program. Any other reproduction, for sale or other use, is expressly prohibited.

Printed in the United States of America

Send all inquiries to:  
Glencoe/McGraw-Hill  
21600 Oxnard Street, Suite 500  
Woodland Hills, CA 91367

# TABLE OF CONTENTS

	Page
<b>Unit 1: The Family Foundation</b>	
Dreams Through the Generations .....	5
A Time Line of Your Life .....	6
Inventing the Future .....	7
<b>Unit 2: Strengthen Your Relationships</b>	
Stereotypes.....	9
Appreciate Differences .....	10
The Art of Compassion .....	11
Communicating with Family Members .....	12
Reciprocate in Relationships .....	13
<b>Unit 3: Decision – Making Skills</b>	
Changing Traditions .....	15
New Technology.....	16
Working as a Team .....	17
<b>Unit 4: Support Family and Friends</b>	
Deal with Stress Successfully .....	19
Humor with a Purpose .....	20
Designing for Older Adults .....	21
Create Lasting Memories .....	22
<b>Unit 5: Personal Development</b>	
Healthy Ways to Approach Life .....	23
Taking Healthy Risks .....	24
Understanding Life Lessons .....	25
In Your Own Backyard .....	26
<b>Unit 6: Move Toward Independence</b>	
Develop Life Skills .....	27
Travel Precautions .....	29
Spending and Saving .....	30
The Cost of Maintaining Your Purchases .....	32
Career Exploration .....	33

**Unit 7: Extend Your Relationships**

Home Alone ..... 34  
Showing Respect ..... 35  
Different Views of Beauty..... 36

**Unit 8: Forming Your Own Family**

Building Relationships ..... 37  
Creative Compromises ..... 38  
Learning About Parenting ..... 39  
Positive Parenting ..... 40

◇ Unit 1  
The Family Foundation

Family & Community Involvement

## DREAMS THROUGH THE GENERATIONS

People of all ages have hopes, dreams, and goals. Each generation has some dreams that are probably quite different from the next. Still, dreams can run through generations of families in interesting ways. In one family, three generations of women all wanted to be ranch hands or own a ranch when they were young. One way to experience a link with generations of family members is to learn what their hopes and dreams were at different ages.

**Directions:** Interview your parents/guardians, grandparents, and great-grandparents, if possible. Ask the following questions of each person you interview. Use a tape recorder and then write out their answers later. For each question, be sure to include the person's age and the approximate year that their dreams or goals were achieved.

1. What dreams or goals did you have as a young child?
2. What dreams or goals did you have as a teen?
3. What dreams or goals did you have as an adult in your 20s? In your 30s? In your 40s? In your 50s? In your 60s?
4. Which of your dreams or goals were realized?
5. Which ones weren't and why?

Be sure to thank each person for taking the time to share their dreams and goals with you.

- Now it's your turn. Write down your dreams or goals today.

---

---

---

- What have you learned about your parents/guardians or grandparents that you did not know before?

---

---

- Did you find any dreams or goals that run through the generations? If so, what are they?

---

---

You might want to use the material from your interviews to create a book that you can continue to add to over the years. Who knows? Someday in the future, your child may ask you these very same questions.

Unit 1  
The Family Foundation

Family & Community Involvement

A TIME LINE OF YOUR LIFE

There are different ways to record important events in your life. Some people do it by keeping a journal. Other people take photos. Another way is to create a time line of the significant events in your life. A time line is visual. It can be color-coded. It also enables you to see patterns.

Sit down with people close to you and brainstorm significant events that happened each year from your birth to the present. These events might include special friends, pets, injuries, awards, dreams, moves, special moments, vacations, losses, and ideas about life.

**Directions:** When you are finished brainstorming, begin to map your time line on a large sheet of paper. Most time lines are horizontal, but you can decide how you want yours to be. Divide it by ages, and then write or illustrate your items. You can use colored markers, paint, or stamps to create this map of your life in the way that works best for you. Like a fingerprint, there is no other time line like yours in the entire world. When you finish, examine it and answer the following questions.

1. What strikes you about it at first glance?  
\_\_\_\_\_
2. What are you most proud of?  
\_\_\_\_\_
3. Do you see any patterns? If so, what are they?  
\_\_\_\_\_
4. Would you like the patterns to continue, or would you like to start changing them now?  
\_\_\_\_\_

**Family Time Line**

Work with your family members to make a family time line. What have been the major events so far? Funniest times? Most challenging times? What signposts would each family member add in the future to represent his or her long-term goals? This activity will probably be a great experience for everyone, and the finished product will be a special family artifact.

Unit 1  
The Family Foundation

**Family & Community Involvement**

**INVENTING THE FUTURE**

Where are we headed? It's time to take a look. Talk to family members about their views on the social issues faced in the twenty-first century. Some of these issues are listed below. Feel free to add others to the chart.

<b>TWENTY-FIRST CENTURY ISSUES</b>	
<b>population shifts</b>	
<b>hunger</b>	
<b>loss of natural resources</b>	
<b>global currency</b>	
<b>educational choice</b>	
<b>pollution</b>	
<b>unemployment</b>	
<b>health care</b>	
<b>technological developments</b>	
<b>genetic engineering</b>	

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved.

(Continued on next page)

Name \_\_\_\_\_

**Unit 1**

1. Which issue would you most like to be responsible for helping solve in your lifetime? What ideas do you have on the subject now?

---

---

---

---

---

---

---

2. Were any of these issues of concern to your parents/guardians or grandparents when they were your age? What other issues would have been on their lists?

---

---

---

---

---

3. In spite of all these issues, what gives you the most hope about living in the twenty-first century? Why?

---

---

---

---

---

Use the library or the Internet to find some current facts and statistics on some of these issues. Then, consider volunteering in an organization that is working on the issue of greatest interest to you now. Remember, everyone can make a difference in the world.



◇ Unit 2  
Strengthen Your Relationships

Family & Community Involvement

STEREOTYPES

*Before modern printing techniques, each letter or piece of type was individually placed by the printer, who then made a mold of the finished case of type. A metal printing plate, called a **stereotype**, was then created from the mold. This process enabled printers to make many identical plates.*

1. How does the original meaning of the word stereotype relate to the way we use it today?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What kinds of stereotypes do you think exist in your community?

\_\_\_\_\_  
\_\_\_\_\_

3. What do you think causes stereotypes?

\_\_\_\_\_  
\_\_\_\_\_

4. Do some research in your community. Can you identify three to five organizations or groups that are concerned with eliminating stereotypes? What are their names? Whom do they represent? What are their goals?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. People can be stereotyped by almost any quality, including age, gender, economic group, religion, or ethnicity. List some ways that society stereotypes teens.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why are these stereotypes unfair? What would it take to change them?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Changing Views**

Do you see your peers using stereotypes of particular groups? Habits are hard to change. What do you think it would take to educate people your age about the destructiveness of stereotyping? Ask your family for other suggestions. List your ideas.

Unit 2  
Strengthen Your Relationships

Family & Community Involvement

APPRECIATE DIFFERENCES

In 1983, a group of people got together for dinner in Montgomery, Alabama. It might not seem like an important event, except that the dinner guests were a mixture of African American citizens and Caucasion citizens. In the South at that time, integration was still just a dream in many people’s minds. This group of people decided to get together and share a meal as a way to get to know each other better. It seems to have worked. Today many of the same people are still getting together for dinner. In fact, their children and grandchildren are now part of the group.

There are many ways to get to know people who are different from you, and even more good reasons to try. It doesn’t mean that you will like all the people you meet, or that they will like you, but in the process you will come to know the richness and diversity of the world. When you familiarize yourself with new ideas and new people, you are less likely to be threatened by or afraid of people’s beliefs or outward appearances.

Have you ever invited someone from another country, ethnic group, or religion to a meal at your house? You could use the dinner as a chance to become more familiar with each other’s customs and views of the world.

Discuss the idea with your family. Whom could you invite? A coworker of your parent or guardian? A new neighbor? Someone who is new to your school? Someone who goes to a different church?

We live, work, and go to school with many different kinds of people, so it’s important for us to get along. In the midst of all the “differences,” you may be surprised to find all the things that you have in common. And you just may find yourselves, like the people in Montgomery, sharing many wonderful meals together.

Once you’ve broken the ice by sharing a meal, meet with your family to brainstorm other activities you could do with people you perceive to be

different. You might get together to play music, or you might play a neighborhood game of softball. You could also volunteer in an area you might not otherwise consider or with people you might not otherwise meet. Write your ideas below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A Giant Step**

1. What would happen if a group you belong to invited another group to share together in some way? How might this happen? What purpose would it serve? Make some notes.
2. The Internet and e-mail offer new ways to communicate with people in different parts of the world. How might the idea of a global community and your new ability to meet and communicate with people who are different from you affect the kind of work you might like to do in the future?

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved.

◇ Unit 2  
Strengthen Your Relationships

Family & Community Involvement

THE ART OF COMPASSION

There are many different reasons conflicts arise between people or groups. One way to resolve conflict is for everyone involved to show compassion. Compassion means that we understand what the other person is experiencing and we try to comfort him or her.

When a person is angry, frustrated, or in trouble, he or she often feels alone. By practicing compassion, we find a way to let that person know that we are a friend. We let him or her know that no one is ever alone.

1. How can you tell whether someone is in need of compassion?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What can you do to show compassion?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How would you teach a younger brother or sister to show compassion in these situations?

- a. A new student enters class.  
\_\_\_\_\_
- b. Your mother is tired after a long workday.  
\_\_\_\_\_

c. Your grandfather is in the hospital.  
\_\_\_\_\_

d. The family pet dies.  
\_\_\_\_\_

e. A friend is worried about something.  
\_\_\_\_\_

4. Now, think about what you would do in the same situations. What new ways could you show compassion at your age?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How can you show compassion toward your family?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How would you like members of your family to show compassion toward you?

\_\_\_\_\_  
\_\_\_\_\_

Unit 2  
Strengthen Your Relationships

Family & Community Involvement

COMMUNICATING WITH FAMILY MEMBERS

**Directions:** It's not always easy to communicate in a positive way with family members, especially when you feel your rights are being violated in some way. Read the sample situation, focusing on the positive response. Then on separate paper write a positive response for each of the situations below, along with the probable result of each communication.

*Rudy's parents ask him to babysit for his sister on the night he has tickets to a baseball game. What is Rudy's response?*

Negative communication: *"That's not fair; I babysit for her all the time and I never get to go out!"*

Positive communication: *"I want to help, but did you know I have tickets for the game that night? I'll see whether I can change the tickets, or maybe I could babysit another night instead?"*

1. José asks his parents to borrow the car so he can go to the movies with a friend. His parents agree, provided he drops his younger brother at a friend's house and picks him up later. José is tired of being responsible for his brother so often.
2. Colin's father asks him to take responsibility for doing the dishes after dinner each evening. Colin dislikes the chore and would like to trade it for another.
3. Angel's brother promised to drive her to her friend's house, but he left in a hurry, forgetting to take her. What should Angel say to him when he returns?
4. Brittany and her sister Sherie share a phone line. However, Brittany spends so much time on it that Sherie can't talk to her friends. What should Sherie say to Brittany?

**It Pays Off**  
How does listening to the needs of other people often allow you to meet your own needs or wants at the same time? Use one of the situations as an example.

◇ Unit 2  
Strengthen Your Relationships

**Family & Community Involvement**

**RECIPROCATATE IN RELATIONSHIPS**

When someone does something for you, it's polite to reciprocate, or return the favor in some way. Have you ever experienced a relationship in which you did all the giving, sacrificing, or cooperating? It gets tiring and sometimes downright annoying. Without reciprocity, both personal and working relationships are like one-way streets.

How did people reciprocate in your grandparents' day? Ask an older family member or an elderly neighbor to give you examples of how they, or people they know, reciprocated when they were growing up. Ask them about the art of reciprocity in letter writing, barn raising, and farm chores, for example. List their answers below.

---

---

---

One Depression-era family set an extra place at the dinner table every night. It was not saved for anyone in particular, and sometimes it remained empty. Often, however, someone from the community would knock on the door, and he or she would be invited in to share dinner. In this family, sharing what they had was an ongoing act of reciprocity.

1. What do you think they were reciprocating? \_\_\_\_\_

---

2. Does reciprocity always mean "paying back" in the same way? Why or why not? When could you do something different in order to reciprocate?

---

---

---

3. How could a dinner guest reciprocate if he or she was unable to return the invitation?

---

---

---

(Continued on next page)

Name \_\_\_\_\_

**Directions:** For each situation below, think of a way to reciprocate.

RECIPROCITY AT HOME	
Situation	How You Could Reciprocate
4. Your mom loans you her car.	
5. Your parents spend weeks helping you type and compile information for college application forms.	
6. Your sister drives you to and from practice twice a week.	

**Directions:** Think of *two* different ways a person could reciprocate in each of these work situations.

RECIPROCITY IN THE WORLD OF WORK	
Situation	How You Could Reciprocate
7. Your brother worked your weekend shift for you on two occasions so you could go out of town.	
8. A coworker helped you type a mid-term report because you are a very slow typist.	
9. Your best friend bought your lunch three times last month because you forgot your money.	

**Directions:** Sometimes, people forget to do something that says, "I appreciate what you did, and in return I want to do this for you." List what others have done for you and how you could reciprocate.

NOW IS A GOOD TIME TO RECIPROCATE!	
Event in the past	What I can do to reciprocate in a meaningful way

Unit 3  
Decision - Making Skills

Family & Community Involvement

CHANGING TRADITIONS

Life around the house has changed quite a bit since your grandparents' day. Household tasks that were once labeled "women's work" or "men's work" no longer have those labels. Often both the man and the woman work outside the house, so they must share the responsibility for child care and housework.

Talk to some older adults in your family and in your neighborhood. Ask them what they remember about how *their* parents and grandparents managed the responsibilities of home, work, and children. Gather information from two or three generations of adults about who was responsible for work outside the home, car maintenance, cooking, cleaning, child care, and home finances.

1. Whom did you interview?

\_\_\_\_\_  
\_\_\_\_\_

2. What specific changes did you find in the roles of men and women from generation to generation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do the people you interviewed think gender roles have changed? If so, what do they think caused the change?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you see as the most challenging part of balancing work and family as you think about your own parents and those of your friends?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Family Life in the Twenty-First Century**  
How will you balance work and family? What values will you have to keep in mind if you are to meet this goal?

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved.

◇ Unit 3  
Decision - Making Skills

**Family & Community Involvement**

**NEW TECHNOLOGY**

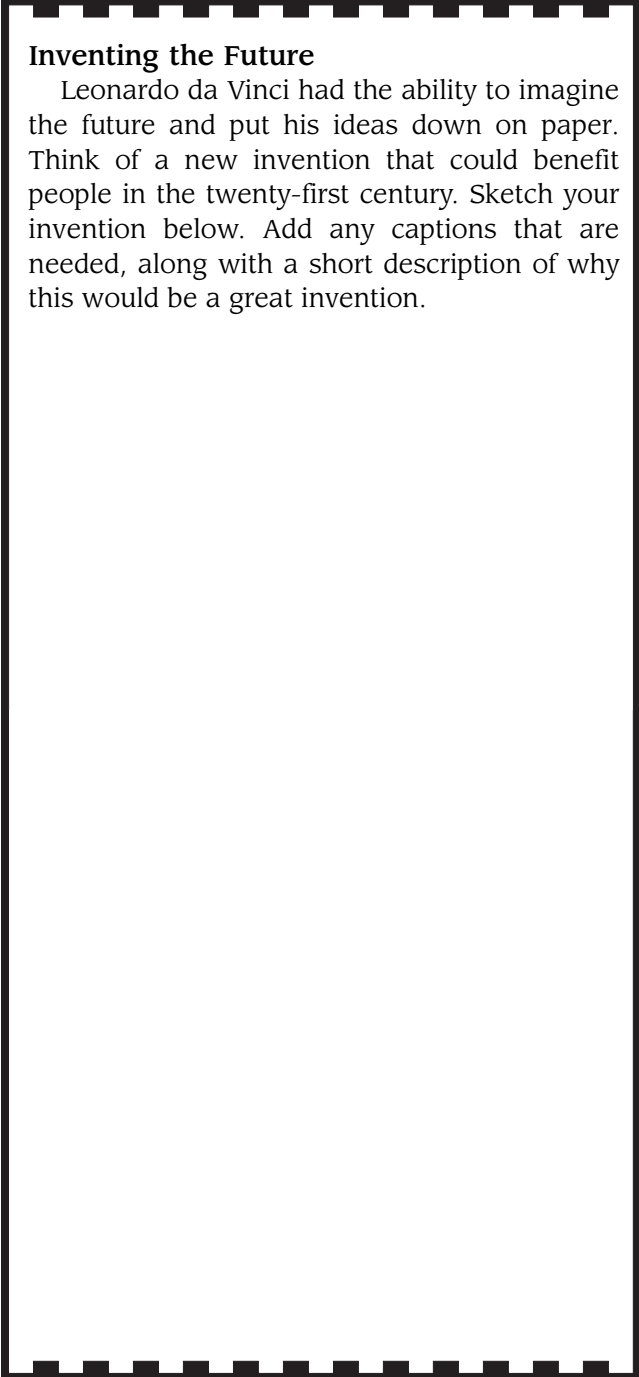
Almost every aspect of life has been greatly changed by technology in the past few years. Name one technological innovation in each of the areas listed below. What other areas can you add to the list?

- Art/graphic design  
\_\_\_\_\_
- Education  
\_\_\_\_\_
- Entertainment  
\_\_\_\_\_
- Health and wellness  
\_\_\_\_\_
- Law enforcement  
\_\_\_\_\_
- Libraries  
\_\_\_\_\_
- Medicine  
\_\_\_\_\_
- Publishing  
\_\_\_\_\_
- Safety and security  
\_\_\_\_\_

Pick one of the areas listed above that particularly interests you. Find out more about how technology has changed this area. If possible, talk to someone in your community who works in that field to learn more.

**Inventing the Future**

Leonardo da Vinci had the ability to imagine the future and put his ideas down on paper. Think of a new invention that could benefit people in the twenty-first century. Sketch your invention below. Add any captions that are needed, along with a short description of why this would be a great invention.





## WORKING AS A TEAM

You've probably heard the expression, "It takes a village to raise a child." Well, it takes everyone in a family to help a household run smoothly. There are lots of tasks and responsibilities, and often family members are busy with work, school, and other commitments. The bottom line is that it's not fair for one person to do all the work. (Imagine if it were you!) As with any team effort, it's easier when everyone does his or her part.

Create a family work-distribution chart. Discuss the tasks to be included. Then decide who will be responsible for each task and when the task is to be completed. Even young children can have simple tasks. It makes them feel like important members of the family and builds a sense of responsibility.

Here are a few planning questions to get you started:

1. When will we meet to discuss the household management chart? (You might want to make it part of a family meeting.)

\_\_\_\_\_

2. Who will write up the final chart, based on everyone's ideas?

\_\_\_\_\_

3. Where will the chart be posted? On the family bulletin board?

\_\_\_\_\_

4. How will we keep track of completed jobs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How will we reward a job well done?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. When will we talk about how the first week went and any changes we want to make?

\_\_\_\_\_

---

**Directions:** Now use the information you've collected to fill in the chart on the following page. Remember to include specific tasks under each heading.

(Continued on next page)

Name \_\_\_\_\_

**Unit 3**

<b>Chore</b>	<b>Who</b>	<b>When</b>	<b>Chore</b>	<b>Who</b>	<b>When</b>
Housecleaning			Child Care		
			Pet Care		
Preparing Meals			Clothing Care		
Home Finances			Grocery Shopping		
Repairs/ Maintenance			Garage/Yard Work /Car Care		

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved.

◇ Unit 4  
Support Family and Friends

Family & Community Involvement

**DEAL WITH STRESS SUCCESSFULLY**

Stress is a very serious problem today. People of all ages — even *young* children — may have a hard time dealing with stress. As we enter the twenty-first century, we have many time- and labor-saving devices, but for some reason they haven't enabled us to lead more balanced, relaxed lives. Why is that?

Spend an evening discussing this important topic with your family. Begin by asking older family members how the stress felt by adults and by children has changed since they were young. Then give all family members a chance to talk about the stress they feel. Not all stress is bad! Stress can help you do your best or carefully decide how you will handle a situation. How else can stress be helpful?

1. With family members, brainstorm strategies that can help everyone in the family decrease their stress level. Put your list on the refrigerator where everyone can see it. How can working together as a family help reduce everyone's stress?
2. Imagine that you and your family are creating guidelines for reducing stress on families. What do you think would help alleviate some of the stress on parents and children? What special recommendations would you have for parents of young adults?
3. Discuss with your family how each of the items listed in the following chart could cause either "low" or "high" stress.

Activity or Experience	Low Stress	High Stress
After-school activities		
Divorce		
Doing homework		
Reading the newspaper		
Relationships		
Starting college		
Taking tests		
Technology		
Watching television		
Working part-time		

Unit 4  
Support Family and Friends

**Family & Community Involvement**

**HUMOR WITH A PURPOSE**

You have probably seen television shows of blended families. In real life, people often have a more difficult time than the families on television. The newly married parents want their children to get along. They've taken a big step by marrying again, and they often feel pressure to make things right. Likewise, getting used to a new stepparent, new stepbrothers or stepsisters, and perhaps even a new house takes a lot of understanding and time — sometimes as long as three to five years.

Imagine that someone close to you has just become part of a newly blended family.

1. What words of wisdom can you offer your friend in the following areas? Write your answers on separate paper.
  - a. getting to know a new stepparent
  - b. feeling like the parent you aren't living with has been forgotten

- c. sharing space with other children your age and younger

Add other topics here that you think are important:

\_\_\_\_\_

\_\_\_\_\_

2. You know that laughter can be healing. To help your friend, you decide to create a comic-book character whose words and actions encourage positive ways to handle becoming part of a blended family. Invite a family member or friend to help you create a six-frame comic strip that will help your friend laugh. Use the frames below to create the strip.


◇ Unit 4  
Support Family and Friends

**Family & Community Involvement**

**DESIGNING FOR OLDER ADULTS**

**Directions:** Talk with some older relatives and neighbors. Ask them for the names of products or other items that they find difficult to use. Ask them what makes using these items difficult. Write those items on the chart below. Add your own ideas to the list as well.

Item	Why It's Difficult to Use
Hand can opener	It is hard to grip the handle together tightly enough to open the cans.

Choose one item on your list and brainstorm design changes that could make the item easier to use. Then, design a prototype that gives your audience an idea of how your invention works. Include a sketch of the item. When you present it, explain for whom it is designed, and demonstrate why it will help. Who knows? It could launch a new business!

Unit 4  
Support Family and Friends

Family & Community Involvement

CREATE LASTING MEMORIES

The idea of “keeping someone in your heart” is nothing new. When someone we love dies, we search for ways to keep that person’s memory alive. It is our way of feeling close to the person who is gone.

Memories are good ways to keep people you love in your heart. You might also have something that belonged to the person who died. For example, shortly before Maya’s grandmother died, she gave Maya a shawl she had made when she was a young girl. The shawl in itself was nothing great. It wasn’t worth a lot of money, but to Maya, it was a very special gift. After her grandmother died, Maya spent many nights curled up with the shawl, grieving for her grandmother. Matt’s experience was similar. His father gave him tapes of jazz music he had recorded when he was younger. Listening to the tapes helps Matt feel close to his father, who died last year.

1. What can you imagine giving someone now that would create the same kind of loving reminder of you? What could you keep in a safe place to give to a younger family member, perhaps sixty or seventy years from now? It could be a photograph, a book of poems you wrote, or perhaps a favorite jacket. Imagine the item, and fill in the details here:

a. The item:  
\_\_\_\_\_

b. To whom I imagine giving it someday:  
\_\_\_\_\_

c. What I would want the person to know about this object:  
\_\_\_\_\_  
\_\_\_\_\_

d. Why it would be a special reminder of me:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Talk with your parents and grandparents about objects that are special reminders of relatives who have died. Listen to the stories behind these items. Ask your parents whether it is okay for you to tape-record these stories as reminders of the time you spent listening together. The tapes may become something you will someday pass down to your own children.

**Write the History of an Object**  
Visit a flea market or an antique store, or explore items in an old trunk or the attic. Pick one item, such as a quilt or a small wooden box. Look at it carefully. Make a drawing of it, or take a photo of it. Imagine its history and write about it as though you are that object. Describe the journey you have taken over time. How did you end up in this location? Whom do you have “in your heart?”

# HEALTHY WAYS TO APPROACH LIFE

Thinking of yourself as a work in progress is a healthy way to approach life. It makes it easier to accept difficult times, to make mid-course directions when necessary or desired, and to celebrate the things you are thankful for.

1. List twelve skills, habits, beliefs, or attitudes that you and your family possess and that you are truly thankful for.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Why is it so important to fully appreciate yourself as you are?

_____
_____
_____

3. Learning to like yourself and to appreciate your uniqueness begins at a young age. What resources in your community give children opportunities to feel good about themselves as they move toward adolescence?

_____
_____

4. Pretend that you are a second-grade teacher. You've noticed that some of your students do not like themselves very much. On separate paper, create two activities that will help students learn to accept themselves just as they are. Explain how you will get across the idea that we are all works in progress.

It is now the end of the school year. You have decided to write a letter to each of your second graders, letting them know how special each one is. Write a sample letter on separate paper.

# TAKING HEALTHY RISKS

Throughout your life, you'll struggle with things that you like and don't like about yourself. Part of feeling good about yourself is liking yourself right now, even though there are things you'd like to change.

Taking healthy risks is one way to feel good about yourself. Healthy risks come in all shapes and sizes. You can take healthy intellectual, emotional, social, and physical risks.

For example, Marvin's dad signed up for an adult literacy class at a local community college. It was a huge risk that took great effort and dedication on his part. Now he has a good job and feels proud of himself every day for taking that first big step.

1. What kinds of healthy risks did your parents or grandparents take in their lives? What do you think they learned about themselves as a result?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Can you imagine taking any of the same risks your parents or grandparents took? Why?

\_\_\_\_\_

\_\_\_\_\_

3. Name three healthy risks you have taken personally. Put a star by the one that was your greatest risk.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What kinds of healthy risks *could* you take this year? Put a star by the risk that would be the most challenging for you.

- Intellectual

\_\_\_\_\_

- Physical

\_\_\_\_\_

- Social

\_\_\_\_\_

- Emotional

\_\_\_\_\_

- Moral

\_\_\_\_\_

## **Fear of Failure**

You may be thinking, "But what if I fail?" Remember, you don't have to face all obstacles at once. Just take small steps and make mid-course corrections as you go. Think about how you learned to ride a bicycle. No one "succeeds" or "fails" at it. You simply get better over time. How much better you get and how fast you improve depends in large part on how much you practice.

Select one item on your list. Figure out how you will take the first step. Then congratulate yourself. Your self-esteem has probably risen a couple of notches already!



## UNDERSTANDING LIFE LESSONS

Have you seen the poster “Everything I Need to Know I Learned in Kindergarten”? The author of this list believes that he learned the most important lessons for living as a five-year-old.

1. What specific lessons about living did you learn as a young child, maybe in kindergarten? List them in the first column below. When you finish, read over your list as you think of your life as a teen. In the second column, describe how each of the lessons you listed is important to remember now.

Things I Learned as a Young Child	How That Lesson Applies to Me Now
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### How Morals Are Passed Down

2. You may be a parent someday. List the morals you think are most important for your children to learn.

- |          |          |
|----------|----------|
| a. _____ | c. _____ |
| b. _____ | d. _____ |

### Moral Development Through Generations

Besides kindergarten, where and from whom do people learn important moral lessons and rules for living? Families, teachers, clergy, and coaches may play essential roles. Ask older family members where they learned important moral lessons. Have each person write a list of people or institutions on separate paper. Opposite each item, list the most important lesson learned from that person or in that place.

3. When you're done, compare lists. Which people or places appear on everyone's list? Which lessons were the same but were learned in different places? Can you think of a time that you, or someone in your family, was grateful to have those teachings to fall back on? Write your answers on separate paper.

Take the time to write a letter to someone on your list. Describe what that person taught you. Thank the person for the positive influence he or she has had on your life.

# IN YOUR OWN BACKYARD

Does your neighborhood have a “Neighborhood Watch” program? Neighborhood Watch programs train people to watch out for each other and report any suspicious activity to the police. Neighborhood Watch programs have decreased crime rates in many areas. They make neighborhoods safer and more pleasant for everyone.

There are many other kinds of neighborhood programs. In some areas, neighbors have come together to:

- clean up vacant lots
- start a tool-lending library
- collect and recycle aluminum cans
- plant a community garden
- plan social events
- start a neighborhood soccer team
- enter a neighborhood float in a city parade
- help elderly people

Find out if there is any kind of “program” in your neighborhood. If not, maybe there is an interest in starting one. The first step might be to find out the needs of people in your neighborhood. Talk to your parents or guardians. Talk to your neighbors. Don’t forget to include your own ideas! What do people see as problems? What do they think would make their neighborhood a better place? Encourage them to suggest fun as well as practical ideas. What would they put on a neighborhood “wish list”? List those ideas below.

## Neighborhood Wish List


Don’t let those good ideas go to waste. You can make a difference now, right in your own backyard. Select one idea and figure out how to make it happen. Is it something that you and your family can work on together? What about you and some friends? Use the outline below to put your plan into action.

**Neighborhood Action Plan**

- The idea
- Why it is a good idea
- Who will benefit
- Who will be involved in planning
- Who needs to approve the idea
- The first step we need to take in order to make this idea happen

◇ Unit 6  
Move Toward Independence

Family & Community Involvement

DEVELOP LIFE SKILLS

Living in a house or apartment with other people can be fun. It is also a good way to learn how to resolve differences, plan ahead, save money, and solve problems creatively. The skills, lifestyle habits, and patterns of communication you develop while living with roommates can tell you a lot about how you will later adapt to marriage. The problem-solving skills you learn can also strengthen your ability to compromise and work through problems when you have a family of your own.

**Directions:** Get together with a few friends or family members and brainstorm solutions to the problems below.

1. You are moving into an apartment with two friends. There are two bedrooms. Think of three ways you could work out who gets the private room.

---

---

---

2. The apartment has great light but no curtains. Name four kinds of coverings you could use for the windows that would look great and would save you the expense of buying curtains.

---

---

3. Your combined food budget does not leave room for eating out or buying take-out meals. Name five things you could cook in big batches and freeze ahead for quick, tasty dinners.

---

---

4. You have a small patio that gets plenty of sun. What vegetables could you grow in containers to save money and make your patio look great?

---

---

---

(Continued on next page)

Name \_\_\_\_\_

**Unit 6**

5. Your two roommates often ride with you, and you're spending a lot of money on gas. How can you work out the gas situation?

---

---

---

6. One roommate tends to do most of the cleaning. How can the three of you share the responsibilities and make it fun?

---

---

---

7. Describe three plans for having friends over without spending a fortune on snacks and beverages.

---

---

---

8. The walls are bare, and you're tired of posters. What four wall decorations that would look great and would cost little or nothing could you hang instead of posters?

---

---

---

9. You and your roommates decide it's time to pool your money and buy *one* kitchen appliance that you know will make cooking easier and more efficient. Which appliance will you buy, and why? How will you decide who will keep the appliance once you are no longer living together?

---

---

---

---

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved.

◇ Unit 6  
Move Toward Independence

Family & Community Involvement

# TRAVEL PRECAUTIONS

Many young adults save money to travel outside the United States after they graduate from high school. They may spend time in a college- or church-sponsored educational exchange program. Some people routinely travel to other countries as part of their work.

Research what you would need for travel in certain parts of the world. You might visit your local public health department or the Web site for the Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov)). This site provides information on worldwide health alerts and precautions, and vaccinations.

**Directions:** Imagine that you are going to travel to the places listed below. Access the Web site above to find any required or suggested vaccinations, along with any other precautions or suggestions noted for safe travel.

Travel Area	Required/Recommended Vaccinations	Other Precautions/ Suggestions
1. Russia		
2. Kenya		
3. Australia		
4. South America		
5. Mexico		
6. India		

### In Your Grandparents' Day

Many people in your grandparents' generation remember the polio epidemic in the late 1940s. Ask them to tell you what they remember. Did anyone they know get polio during that time? How did families try to protect themselves and their children from the epidemic? What made it possible for people in later generations not to worry so much about polio?

SPENDING AND SAVING

As you get older and live on your own, you will have many financial decisions to make. Distinguishing between wants and needs is a good first step in figuring out *what* to spend your money on and *how* to purchase the item.

<b>List three things that you really NEED right now:</b>
<b>Now list three things you WANT:</b>

**Buying on Credit**

Many credit card companies target young people. Credit cards tempt many teens to live beyond their means and buy things they can't afford. Pretend that you want to buy a new computer. You decide to put \$2,500 on a credit card with a 19 percent interest rate. You charge only an additional \$25 per month on the card and faithfully make your \$52 minimum payment each month. How long do you think it will take you to pay off this debt?

The answer will — and should — shock you. If you are twenty-five years old at the time you buy the computer, in forty years — when you are sixty-five years old — you will have paid a whopping \$24,960 in interest and you will still have a balance due of \$2,500. Before you go into debt for any reason, do yourself a big favor. Consider how important the item is to you, the best way to pay for it, the “costs” of your decision (including the costs of owning and maintaining the item), and how long it will take you to pay for the item if you buy it on credit.

(Continued on next page)

## Pay Yourself First

It is important to develop a habit of saving money each month. Keeping track of where you spend money over a week or two will give you useful information about how you might begin to save money. Once you have developed a habit of saving, you will see how fast your money adds up. You can plan when you'll have enough saved to buy certain items — without paying any interest charges.

## Savings Tip

In some banks and credit unions, it is possible to set up several separate savings accounts. Roberto needs to save money for his mother's and brother's birthdays in two months. His car is due for a tune-up in four months. He also wants to save money for a trip after he graduates in ten months. He has a budget that includes saving \$100 each month.

1. What are some possible problems Roberto could have if he puts all his savings into one account?

---



---

2. If Roberto had three separate savings accounts, labeled Birthdays, Car, and Trip, how might he decide how much to put in each account per month?

---



---

3. What could Roberto do after both birthdays have passed?

---



---

### Make a Savings Plan

Imagine opening three separate savings accounts of your own. What will you label each one? How much money do you want to save in each one and by what date? Make a chart on a separate piece of paper. How can you reasonably save as much as possible toward each goal?

 **Unit 6**  
Move Toward Independence

**Family & Community Involvement**

**THE COST OF MAINTAINING YOUR PURCHASES**

Perhaps you, like many people, assume that your expenses are over once you pay for an item (a car, for instance). In most cases, that's far from the truth. Most items cost money and/or time to maintain and repair. If you estimate these costs *before* you make a purchase, you can work them into a realistic budget. Using your hard-earned money to buy a car that you can't afford to drive or repair is a waste of money!

What are the costs of car ownership? If you now own a car or borrow your parents' car, use that car to answer these questions. If you plan to buy a car in the future, keep that car in mind as you list the monthly amount you will need for the following:

- Insurance (divide a 6-month insurance premium by 6) \_\_\_\_\_
- License fees (divide a yearly cost by 12) \_\_\_\_\_
- Maintenance and repairs \_\_\_\_\_
- Gas and oil \_\_\_\_\_

**Directions:** In the chart below, list six items that take special care or upkeep. Include a child and a pet as two of the items in the list. List some of the necessary "costs of ownership" in terms of time and money.

Items That Take Special Care or Upkeep	Cost of Ownership

**Planning Ahead**

Why is saving  $\frac{1}{6}$  of your car insurance premium *each month* a good money management strategy? Look at the items in your chart. List some other items with "costs of ownership" that would benefit from this kind of planning.



◇ Unit 6  
Move Toward Independence

Family & Community Involvement

## CAREER EXPLORATION

Picture yourself having the job of your dreams. Perhaps you already know the number of years of education or training that are needed to fulfill your ambition. Still, there are things you can do now to help you move toward your goal.

### Volunteer

When you volunteer, you often have opportunities to acquire skills and gain knowledge about careers that interest you. Milo wants to be a graphic designer. He offered his services on a volunteer basis to the top design team in town. He is gaining knowledge and skill by working with these highly creative professionals. Little by little, they are giving Milo more responsibility to see how he handles the challenge. They have even offered him a part-time job starting in the summer.

Cheri has wanted to be a veterinarian for as long as she can remember. She offered to volunteer at a local veterinary clinic. She started out scheduling appointments, cleaning cages, and ordering supplies. Last week she assisted during a surgery. During her time at the clinic, Cheri has had a very hard time seeing animals in pain. Even though she likes many aspects of the job, her firsthand experience has helped her evaluate her career choice more realistically.

Kim wants to be an archaeologist. Last summer she joined an Earthwatch expedition as a volunteer. She worked alongside archaeologists, graduate students, and other Earthwatch volunteers on a dig in Spain. The work was physically demanding but very exciting. It was the first time Kim had been able to test her goal. Her experiences on the expedition increased her desire to become an archaeologist.

### Start a Career File

Begin a file on a career that interests you. In the file you might include:

- Magazine or journal articles.
- Newspaper articles.
- Information from the Internet.
- Lists of people in your area with this type of job or career.
- Information on needed education and training, including colleges, universities, or trade schools (including education and training costs).
- Personal characteristics needed to succeed in the career.
- Include the name of one person who works in this career field in your local area. Then call that person for an appointment to ask questions about the career.
- You may also want to ask about volunteer positions. (Don't forget to write a thank-you note the day after the appointment to show that you appreciate the time and information you were given.)

Unit 7  
Extend Your Relationships

Family & Community Involvement

HOME ALONE

Some people don't enjoy doing things by themselves. That's too bad, because you are the only person you can count on to stick by you no matter what! It's time to take your friendship with yourself more seriously.

The next time your friends are busy and the rest of your family is gone, don't just turn on the TV. Think of something different to do — all by yourself. Being able to have a good time alone makes it easier to say no to something you may not really want to do.

What did your parents or guardians do when they had time alone? People from past generations were much more comfortable entertaining themselves than teens are today. And many of them didn't have TV to fall back on! Talk with them about what they did, and list those ideas below. Perhaps you can use these ideas the next time you're alone.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now it's your turn. See if you can think of *at least* three things you could do alone for each category listed below. Try to come up with some things you've never done before.

- 1. Enjoying nature \_\_\_\_\_  
\_\_\_\_\_
- 2. Reading \_\_\_\_\_  
\_\_\_\_\_
- 3. Organizing \_\_\_\_\_  
\_\_\_\_\_
- 4. Art \_\_\_\_\_  
\_\_\_\_\_
- 5. Envisioning the future \_\_\_\_\_  
\_\_\_\_\_
- 6. Exercise \_\_\_\_\_  
\_\_\_\_\_
- 7. Go somewhere \_\_\_\_\_  
\_\_\_\_\_
- 8. A new hobby \_\_\_\_\_  
\_\_\_\_\_
- 9. Writing \_\_\_\_\_  
\_\_\_\_\_
- 10. Music \_\_\_\_\_  
\_\_\_\_\_

**Add to the List**  
Put the list on the refrigerator for a week, and invite other family members to add more ideas. Then choose one idea to do the very next time you're home alone.

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved.

◇ Unit 7  
Extend Your Relationships

Family & Community Involvement

SHOWING RESPECT

In friendships, dating relationships, and marriage, respect means honoring each other and appreciating each other's individuality. You respect another person when you take a sincere interest in the other person's activities and listen to his or her ideas and opinions.

**Directions:** Pretend you are collecting information for your new novel or screenplay. Find a place where you can observe people of different ages interacting with others. It might be a shopping mall, restaurant, laundromat, playground, or grocery store. Look for examples of respect and disrespect among people of all ages. You may want to observe in different locations on two or three occasions. Take careful notes in order to answer the questions below.

1. What specific actions did you see that demonstrated respect between people?

---

---

---

2. What specific actions did you see that demonstrated disrespectful behavior?

---

---

---

3. Describe any behavior you observed that you would describe as abusive.

---

---

---

**Mid-Course Corrections**

Use your skills to observe yourself at home, at school, and with friends over the next several days. What examples of respectful and disrespectful behavior can you identify in yourself? Write one new goal that you have as a result of your observations.

## DIFFERENT VIEWS OF BEAUTY

A girl recently returned from a photographic exhibition on women and told her friend, "It was a wonderful exhibit! It showed women of all ages and sizes as they really are. It felt good to know that the artists and the spectators saw beauty in real people for a change."

1. Do you think society's emphasis on a prescribed definition of beauty makes people feel insecure about what they have to offer in marriage? What do magazine covers communicate about the importance of physical attractiveness in securing and maintaining a relationship? Are these suggestions accurate?

---

---

---

2. Considering today's digital imaging techniques and surgical procedures, do you think advertising images portray "real" people? Why?

---

---

3. Suppose you are just beginning to date. You look for a date that resembles the attractive people in television ads, and you're irritated that they don't seem to exist in your school. At the same time, you secretly worry that you might not look like the people in television ads, either. Since the media has distorted the concept of what is desirable in both men and women, how might this affect your selection of a lifelong partner?

---

---

4. What can you do in your school community to counter media messages and to raise awareness of the limitations of good looks in ensuring happiness?

---

---

As a class project, create a collage of student art, photography, poetry, short stories, and song lyrics that explore the theme of inner beauty.

◇ Unit 8  
Forming Your Own Family

**Family & Community Involvement**

**BUILDING RELATIONSHIPS**

A band of California Native Americans called the Cahuilla had a special custom as their early villages developed. Each time a Cahuilla married a person from another tribe, his or her people became like family to the villagers. In this way, the Cahuilla people avoided war and developed harmonious social relationships, trading partnerships, and cultural exchanges with all the surrounding tribes.

When you marry, you will marry not only an individual but also a family. Since no two families are exactly alike, you may be the one who can bridge the gap between two classes, cultures, religions, races, political persuasions, or general perspectives. Read the following examples, and put yourself in the married person's place.

1. Cassie and Carlyle came from two different worlds. She was born into an upper-class urban family. He came from a small-town farm family. The families did not share the same religious or cultural views. The parents reluctantly supported Cassie and Carlyle's marriage, but every holiday was a battle of wills because each family wanted the couple to celebrate with them. When Cassie and Carlyle were expecting their first baby, they asked both families to a picnic to celebrate. At the picnic, the tensions between the two families hurt Cassie. Finally, she tapped a fork on a glass to get everyone's attention. They all looked at her, curious about what she would say. What she said resulted in a new family tradition that strengthened her child's extended family. What do you think she said?

---

---

---

2. Akin's father, a Nigerian diplomat, wanted Akin to marry someone of high status in the international community. Instead, he planned to marry Denise, an American student whose family had never left the Midwest. Akin wrote his father several letters inviting him to the wedding, but his father did not respond. Finally, Denise wrote to her future father-in-law so he could see that she was a good match for Akin and that she intended to respect him as a father-in-law. What should Denise's letter say?

---

---

You may be a person who has a talent for bringing people of differing viewpoints together. If so, you might consider a profession that requires skills in helping individuals or groups find common ground. Make a list of professions that help people build bridges between opposing viewpoints. Choose one that interests you, and find out more about it.

Unit 8  
Forming Your Own Family

Family & Community Involvement

CREATIVE COMPROMISES

When people marry, they become part of a team. Each partner must balance his or her needs and wants against those of the spouse. Job-related responsibilities can pose special challenges to relationships.

**Directions:** Read about each of these married couples. On the lines provided, tell what each person might do to support a successful marriage, and come up with a creative compromise to resolve the problem.

1. Sally, a school teacher, brings stacks of papers home to correct. She also spends many hours writing lesson plans. Her husband, Roger, complains about being neglected. This is Sally's second year of teaching.

Sally: \_\_\_\_\_

\_\_\_\_\_

Roger: \_\_\_\_\_

\_\_\_\_\_

Creative compromise: \_\_\_\_\_

\_\_\_\_\_

2. Paul is trying to make a go of his own small restaurant. He works sixteen-hour days, except for Mondays when the restaurant is closed. When he is at home, he falls asleep on the sofa. His wife, Tia, is tired of being home alone with their two small children.

Paul: \_\_\_\_\_

\_\_\_\_\_

Tia: \_\_\_\_\_

\_\_\_\_\_

Creative compromise: \_\_\_\_\_

\_\_\_\_\_

Find the names of at least two organizations in your area that could help married couples reach solutions to problems through compromise when needed. What kinds of work-related issues do they encounter most often? What kinds of compromises do they see as the most effective?

◇ Unit 8  
Forming Your Own Family

Family & Community Involvement

LEARNING ABOUT PARENTING

There are so many things to learn and think about when you are expecting a baby. Most communities offer a variety of parenting-related services to help prospective parents plan for a birth and become successful parents. Some may offer experiences that increase comfort levels and help provide confidence in dealing with older children’s expectations. Some may offer support groups for new parents.

**Directions:** Talk to your grandparents or other older adults. Ask them what help was available to them. Then compare their answers with the resources that are now available in your community.

- 1. Where could someone in your community go to learn about becoming a parent? List those places or organizations.

---

---

- 2. Some communities have groups where parents and their babies come together. The couples in these groups, as well as the children, often remain friends for life. What kinds of support do you think such a group might offer new parents?

---

---

- 3. Where in your community could a person get help with substance abuse before or during a pregnancy? What services do these groups offer?

---

---

- 4. What community resources are available to people who have problems taking care of their children? What types of volunteers are needed by these groups?

---

---

Choose a place in your community where you could volunteer to gain experience in working with children. Consider putting in some volunteer time to better understand children.

Unit 8  
Forming Your Own Family

**Family & Community Involvement**

**POSITIVE PARENTING**

Many teens learn positive parenting skills by observing the examples set by their own parents. You can also find other good role models.

1. List ten nurturing environments in your community where parents and children can interact.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Create a visual tribute to good parenting. Compile scenes of young children as they are being loved, supported, and encouraged by parents and other adults. You could include such settings as schools, parks, play areas, malls, and child care environments. You could even include quotations that emphasize the importance of nurturing children.

3. What activities and emotions do you want to portray in your visual tribute to parenting?

_____
_____
_____
_____

**Create a Calendar**  
Find a community group in your area that brings together parents and children. Work with the group to take photos showing parents and children together in different settings to help publicize the group's mission. Be sure to acquire permission from each person photographed. Use the photos and positive quotations about children and child rearing to create a calendar for the community group to sell as a fund-raiser.