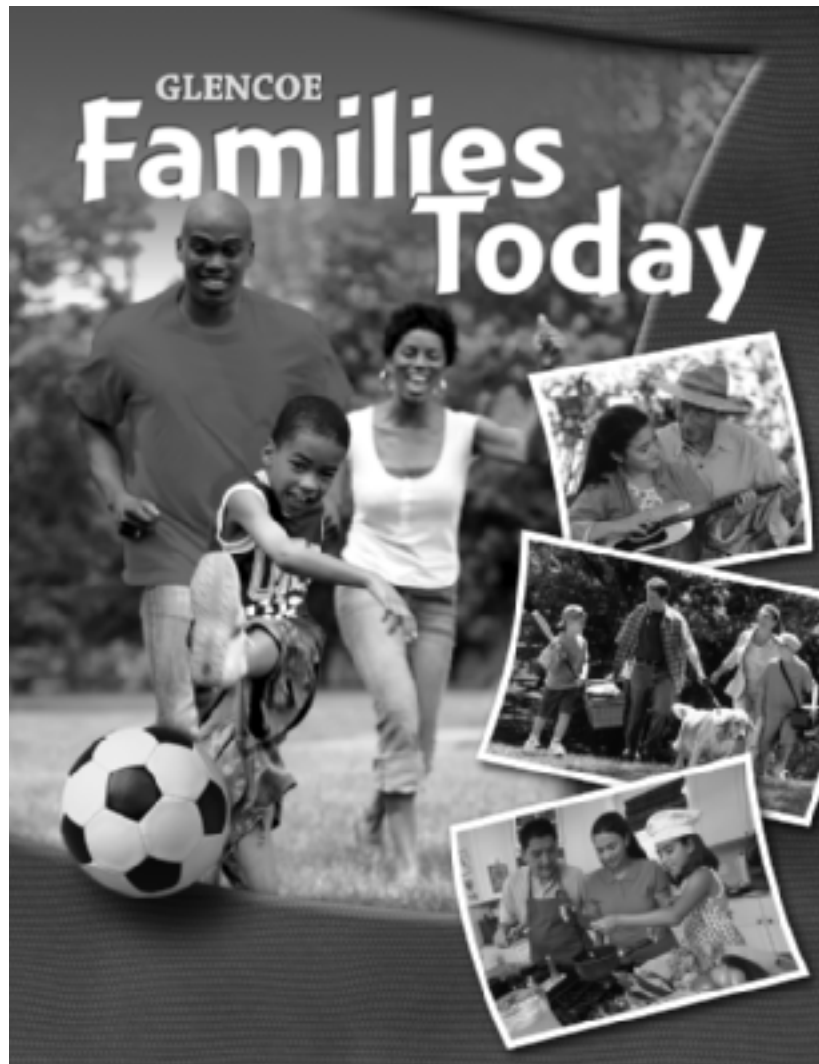


# Relationship Skills



**Glencoe**

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



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◇ Chapter 1  
Families, Society, and You

Relationship Skills

**FIND FAMILY STRENGTHS**

Some people look at their family and see only what is wrong with it. No family is perfect, but all families have their strengths. A family's strengths are measured not by its ability to meet the physical needs of its members, but by its efforts to meet their emotional needs.

**Directions:** What do you consider your family's three most important strengths? Write your responses in the first section of the chart below. Then survey five people from different families and write their responses in the chart also. Include adults as well as younger children in your survey. Examine how their lists compare with yours. Then answer the questions on the next page.

My Family's Strengths
1.
2.
3.

Survey # 3: Family Strengths
1.
2.
3.

Survey # 1: Family Strengths
1.
2.
3.

Survey # 4: Family Strengths
1.
2.
3.

Survey # 2: Family Strengths
1.
2.
3.

Survey # 5: Family Strengths
1.
2.
3.

(Continued on next page)

### Thinking About Family Strengths

1. What common themes do you see from your survey?

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2. Do the lists vary by the age of the respondent? If so, how? Why might this be?

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3. What three strengths do you want your future family to have? Why?

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4. Select one of these strengths, and discuss how you might help bring it about.

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◇ Chapter 2  
Families Make a Difference

Relationship Skills

SHOWING YOU CARE

A popular advertising slogan for a greeting card company was, "When you care enough to send the very best." Sending cards, however, is only one way of showing that you care for someone. Among family members, especially, signs of caring can be as varied and individualized as each person.

**Directions:** Read the list below. Think about how you show your feelings for the people who are special to you. Put a check mark in the blank beside each way that you would be likely to show you care. Then answer the questions that follow.

HOW DO YOU SHOW YOU CARE?	
<input type="checkbox"/> Giving a hug	<input type="checkbox"/> Winking
<input type="checkbox"/> Giving money	<input type="checkbox"/> Giving a pat on the back
<input type="checkbox"/> Teasing	<input type="checkbox"/> Ruffling the hair
<input type="checkbox"/> Making a special dessert or food item	<input type="checkbox"/> Putting an arm around the shoulder
<input type="checkbox"/> Giving a pinch	<input type="checkbox"/> Playing a practical joke
<input type="checkbox"/> Sharing a funny story	<input type="checkbox"/> Offering advice
<input type="checkbox"/> Giving help without being asked	<input type="checkbox"/> Using words to express your feelings
<input type="checkbox"/> Holding hands	<input type="checkbox"/> Tickling
<input type="checkbox"/> Giving a kiss	<input type="checkbox"/> Giving flowers
<input type="checkbox"/> Doing a favor	<input type="checkbox"/> Sending a card
<input type="checkbox"/> Touching the person	<input type="checkbox"/> Writing a letter
<input type="checkbox"/> Giving a special smile or look	<input type="checkbox"/> Writing and sharing a poem
<input type="checkbox"/> Giving a gift	<input type="checkbox"/> Sparring playfully
<input type="checkbox"/> Giving a slap on the back	<input type="checkbox"/> Calling on the phone

(Continued on next page)

### Thinking About the Signs

1. Are there other ways that you show people you care? If so, what are they?

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2. Do you think males and females tend to show caring feelings in the same or different ways? Explain your answer.

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3. Saying "I love you" or "I care about you" is a very direct way to express deep feelings for another person. Sometimes such statements are difficult for people to say. Why do you think this is true?

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4. What might happen when two people in a family have very different ways of showing that they care for each other?

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5. Often family members use indirect methods to show they care. For example, a parent might set a curfew for teens or offer constructive criticism. How do these actions show caring?

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6. When family members do not show their love for each other in conventional ways, does this necessarily mean they do not love each other? Explain your answer.

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7. Identify two ways from the list on the previous page that you would like to use more often to show others that you care. Explain how you will go about doing so and why.

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◇ Chapter 3  
Family Characteristics

Relationship Skills

**FAMILY ATMOSPHERE**

Each family has a personality all its own. Think about your family’s personality — the atmosphere in your home, the relationships between family members, your family’s values and goals. If there were a motto that could best describe your family, what would it be?

**Directions:** Create a motto for your family by using or revising a familiar sentence or phrase or by designing a new one. You might get ideas from familiar sayings, famous quotations, commercials, song titles and lyrics, or bumper stickers. At the bottom of this page, use the motto you create to design a bumper sticker that fits your family’s personality. Here are a few examples to get you started:

**We Are Family**

*Magic Happens at Home*

*Practice Peace at Home*

**Practice Makes Perfect**

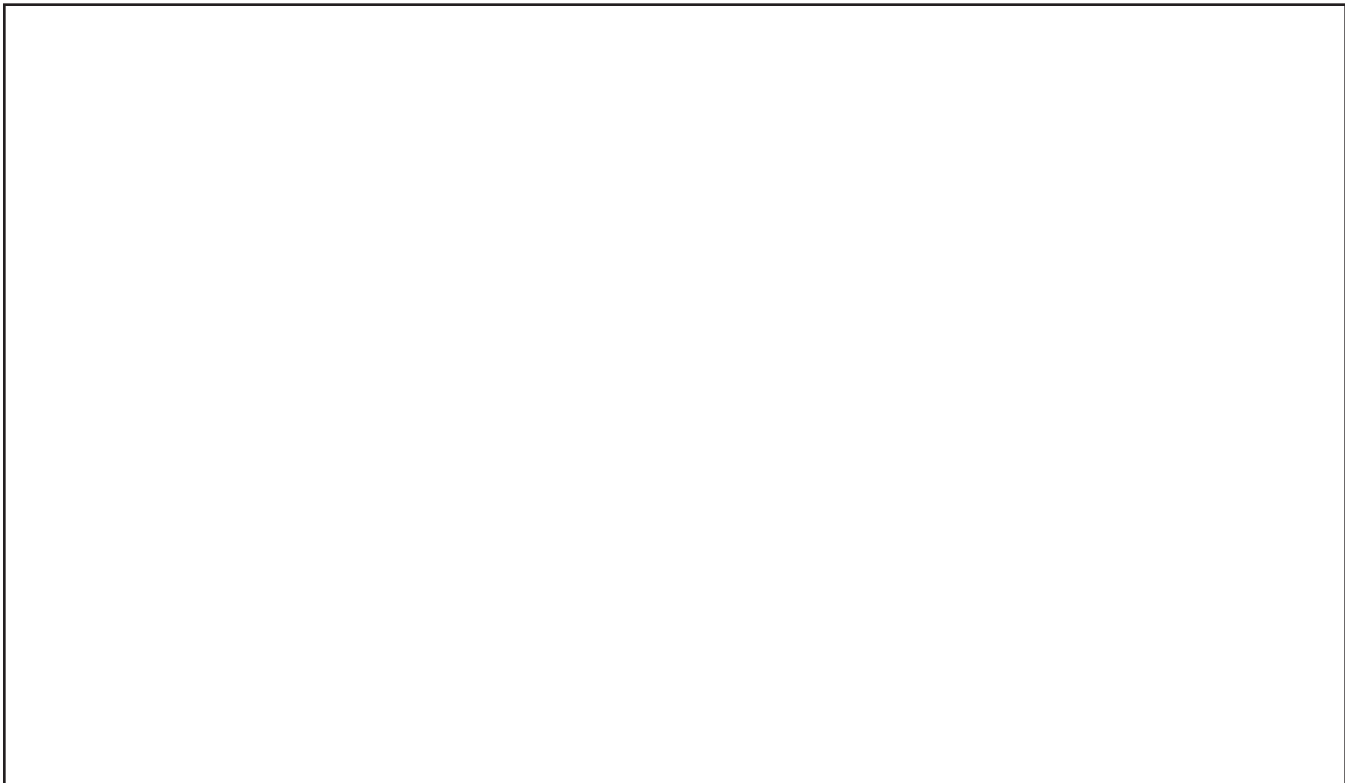
*We Can Work It Out*

**All for One and One for All**

**You’ve Got a Friend**

*Practice Kindness*

*We Are the World*





### Analyzing Your Family's Personality

1. Why does this motto fit your family?

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2. What factors have contributed to your family's personality?

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3. What slogan would you like to describe your future family? Why?

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4. What are some important steps that you can take to help create the motto you want your future family to have?

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◇ Chapter 4  
Families in a Changing World

**CELEBRATE TRADITION**

Traditions are customs that are repeated over time and often passed from one generation to another. In families, traditions bring people together, creating bonds and cultural links to the past. Traditions help families define themselves. Family members learn how they are united by certain qualities and common interests.

A tradition may be something as simple as always having a special dessert for dinner to celebrate good report cards or making homemade gifts for family members on their birthday. More elaborate cultural traditions might mark the celebration of special holidays. These might include certain foods, music, clothing, ceremonies, and activities.

**Directions:** What traditions are you familiar with? Think about the traditions that are followed in your own family. Ask older family members what traditions they used to follow. Talk with others to learn about different traditions. Then complete the chart below by listing and describing five family traditions that you find interesting. Complete this activity by answering the questions on the next page.

FAMILY TRADITIONS		
	Occasion	Tradition
1.		
2.		
3.		
4.		
5.		

(Continued on next page)

### Thinking About Traditions

1. Of the traditions you listed, which is your favorite and why? \_\_\_\_\_

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2. Describe a tradition that is a part of your family's cultural background. What makes it a cultural tradition?

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3. Review the functions of the family that are described in Chapter 1. Choose one of the traditions from your list on the previous page and explain how it might help a family fulfill two of these functions.

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4. What factors might cause traditions to change over time? \_\_\_\_\_

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5. Society is more mobile today than it was in the past. Do you think this makes tradition more or less important to today's families? Explain your answer.

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6. Think of a tradition you would like to begin. It could be something to do within your present family or the family you may have in the future. Describe your idea.

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◇ Chapter 5  
Roles and Relationships

**VITAL RELATIONSHIPS**

Relationships are a vital part of all our lives. Positive relationships are those that perform the important functions of meeting our emotional needs, enriching our lives, and helping us accomplish things.

**Directions:** In the first column of the chart below, list ten people with whom you have relationships (e.g., family members, friends, casual acquaintances). Then fill in the columns to tell how each of these people meets the important relationship functions in your life.

<b>POSITIVE RELATIONSHIPS</b>			
<b>Person/ Relationship:</b>	<b>Helps Meet My Emotional Needs By:</b>	<b>Enriches My Life By:</b>	<b>Helps Me Accomplish Things Like:</b>

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(Continued on next page)

### Thinking About Relationships

**Directions:** As you answer these questions, think about the people whom you listed in the chart on the previous page.

1. How do you meet the emotional needs of people you are close to?

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2. How do you enrich the lives of the people on your list?

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3. What types of things do you do to help people on your list with their accomplishments?

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4. With which person on your list do you have the most rapport? Explain.

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5. With which person on your list do you share the most interests? Explain.

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◇ Chapter 6  
Effective Communication Skills

Relationship Skills

## CONSTRUCTIVE COMMUNICATION

It has been said that good communication occurs when the other person does what you want. Actually, good communication is more than that. Have you ever considered the emotional effect your message may have on others? Messages can be *constructive*, giving the receivers positive feelings about themselves and the sender. Messages can also be *destructive*. This gives the receivers negative, or even antagonistic, feelings about the communication. How someone *feels* about a message often determines the success or failure of the communication process.

**Directions:** To explore the effects of destructive and constructive communication, try the activity below with a partner. Then answer the questions that follow.

### The Communication Activity



Begin by telling your partner about an idea you have that you think would improve your school. While you are talking, your partner is to make destructive comments to you. These comments should be negative and sarcastic.



They should belittle you and your ideas. Some examples are: "Oh, that's impossible; it would never work," and "That's a dumb idea." After two or three minutes, have your partner tell you about an idea. You make the same kinds of destructive remarks.

Next, spend a few minutes telling your partner about something that you would like to do that you have never had the opportunity to do. Your partner is to make constructive comments, such as, "That sounds like fun," and "Tell me more." Switch again. Have your partner describe an activity while you make constructive remarks.

(Continued on next page)

### Thinking About What Happened

1. Give two examples of the destructive remarks you and your partner made. \_\_\_\_\_

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2. List two constructive remarks you and your partner made. \_\_\_\_\_

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3. How did you feel about yourself, your message, and your partner when you heard the destructive remarks?

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4. How did you feel about yourself, your message, and your partner when you heard the constructive remarks?

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5. Compare the effects of the destructive remarks and the constructive remarks on the conversation.

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6. What might cause a person to make destructive remarks in a conversation? \_\_\_\_\_

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◇ Chapter 7  
Conflict Prevention

**HOW DO YOU HANDLE CONFLICT?**

Even the best relationships may occasionally experience conflict. How you handle conflict will determine the effect it has on your relationships. Constructive conflict can improve relationships; destructive conflict can destroy them. The first step in learning to handle conflict more constructively is to become aware of your conflict style.

**Directions:** Fill out the chart below by describing three conflicts you recently experienced. Then use the chart to answer the questions that follow.

<b>DISCOVERING YOUR STYLE</b>			
	<b>Conflict #1</b>	<b>Conflict #2</b>	<b>Conflict #3</b>
<b>People and Viewpoints Involved</b>			
<b>How I Handled the Conflict</b>			
<b>Things That Worked</b>			
<b>Things I Would Change</b>			

(Continued on next page)



**Thinking About Your Style**

1. First, rate your conflict-resolution skills. Place a check mark in the column that best describes your use of each skill.

In handling conflicts, how often do you . . .	Never	Seldom	Often	Always
Listen	_____	_____	_____	_____
Look for other points of view	_____	_____	_____	_____
Use I-messages	_____	_____	_____	_____
Stick to the point	_____	_____	_____	_____
Use good timing	_____	_____	_____	_____
Show respect	_____	_____	_____	_____
Avoid physical confrontation	_____	_____	_____	_____
Control emotions	_____	_____	_____	_____
Negotiate	_____	_____	_____	_____
Compromise	_____	_____	_____	_____
Walk away when necessary	_____	_____	_____	_____

2. Does your conflict style seem constructive or destructive? Explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What can you do to improve your conflict style? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What are some benefits of developing a constructive conflict style? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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◇ Chapter 8  
Build Family Relationships

Relationship Skills

**COMPARING LIVES ACROSS GENERATIONS**

Is it hard to imagine your parent or guardian as a teenager? Getting to know your parents or guardians better strengthens one of the most important and influential relationships you will have in your lifetime. Interview your parent(s) or guardian(s) to find out what his/her life was like as a teenager. Compare his/her experiences to your own by filling in the chart below. Then answer the questions on the next page.

Topic	My Parent Remembers	My Experience Today
1. Family Meals		
2. Traditions		
3. Chores		
4. Rules of the House		
5. Discipline		
6. Spending Time Together		
7. Biggest Concern		
8. Dreams and Aspirations		

(Continued on next page)

### Learning About Your Parent

1. What are the similarities between the two lists?

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2. What are the major differences between the two lists?

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3. What main factors have contributed to these differences?

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4. What insight into your parent's/guardian's life has this exercise given you?

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5. Give a specific example of how you can use this insight to strengthen your relationship with your parent/guardian.

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◇ Chapter 9  
Working with Others

Relationship Skills

ACTING AS THE LEADER

Employers expect more from their employees than technical skills. An ideal employee should demonstrate loyalty, integrity, initiative, and good communication skills. However, even if a worker possesses these qualities, he or she may not demonstrate them in the right proportion. As an employer, you might ask: When do a worker's shortcomings become reason enough to fire that person? This can sometimes be a difficult decision.

**Directions:** In a group with two or three other students, study the employee descriptions below. If you, as a group, were each employee's supervisor, how would you answer the questions that follow?

Meet Your Employees



**Keisha** You have hired Keisha to work in the computer repair and maintenance department of an electronics store. She said that she had recently graduated from a two-year technical school with a degree in computer repair. She is able to repair a broken computer quickly and efficiently, but only after you or another technician first discover the problem. She obviously was taught only to repair computer problems, not to diagnose them.

1. What are Keisha's shortcomings? How might they hurt your business? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Would you fire Keisha? If yes, why? If no, why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Continued on next page)



**Damon** Damon has worked as a painter in your auto body shop for four months. His basic skills are excellent, and he cooperates well with his fellow employees. One night, you overhear him telling a friend that he would never bring his own car to the shop because the other workers do such careless work.

3. What effect might Damon's attitude have on his fellow employees? \_\_\_\_\_

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4. Suppose you decide to talk to Damon about this problem. What would you say to him?

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5. Suppose you discovered that what Damon said was true. How would you respond?

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**Matt** You have just hired Matt to work as a waiter in your family restaurant. Matt is hard-working and dependable. He is never late, and he does his job well. He gets along well with the other workers, and his appearance is always neat and clean. However, one day some customers complain to you that Matt made offensive comments to them. One of the other waiters has also told you that Matt sometimes offends the customers with inappropriate and unprofessional behavior.

6. Matt appears to be good at his job, and the other workers seem to like him. Why do you think he would act inappropriately around customers?

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7. If you talked to Matt about the complaints, what would you say to him? \_\_\_\_\_

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8. Suppose you continue to hear complaints about Matt's behavior even after you have spoken to him. Would you fire him? Explain.

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◇ Chapter 10  
Solve Problems in Your Life

Relationship Skills

MAKE ETHICAL DECISIONS

Some of the problems we encounter in life raise serious ethical questions, forcing us to consider our own value systems in making important decisions. Ethical questions are usually complicated and do not have simple right or wrong answers. Instead, we must examine what we have grown up believing to be right. Often we are then able to recognize the best thing to do.

**Directions:** Carefully consider each of the following dilemmas. Then write what you would do and explain why.

1. You witness your best friend taking money from the cash register at the store where you both work. You do not say anything to him. The next day the store manager asks you why 100 dollars is missing from the cash register.

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2. You are pulling out of a parking lot late one night and accidentally scrape the side of the car next to you. No one sees what happens. You know that the damage is minor and will not be covered by your insurance. You also realize that your car insurance will go up if the company is notified.

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3. You have met the person of your dreams and soon find yourself in a wonderful relationship. However, within a few weeks you learn that your partner has only six months to live. Your friends advise you to get out of the relationship.

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(Continued on next page)

Name \_\_\_\_\_

**Chapter 10**

4. You are rushing to a sporting event in the next town when you drive past a large dairy farm and notice a young calf is caught in a barbed-wire fence near the road.

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5. You and a friend have just finished eating dinner in a nice restaurant. As you are getting ready to pay the bill, you realize that the waiter has not charged you for one of the entrees.

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6. You are in a grocery store and see a young mother being physically abusive toward her three-year-old son. The little boy is obviously frightened and confused.

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7. You observe your next-door neighbor walking her dog past your yard. The dog relieves itself by your front walk, but the neighbor does not clean up the mess. Your town has an ordinance stating that dog owners must clean up after their dogs.

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8. You have just made a new friend who invites you over for dinner. As you sit down at the table, you realize that you forgot to mention that you are a vegetarian. Just then your friend's mother brings out a large bowl of beef stew.

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◇ Chapter 11  
The Impact of Technology

**THE SPECIAL LANGUAGE OF E-MAIL**

Many teenagers talk with their friends across town and across the country by sending e-mail messages. What makes these messages so unique? Think about how you and your friends express yourselves when writing e-mail messages to each other. In many cases this type of communication is very different from the way you write in school or in the workplace. It is also very different from the way people communicated 50 or 100 years ago.

**Directions:** Listed below in the left-hand column are some general topics of conversation. In the right-hand column, use the special language of electronic mail to create a brief message on each topic.

Conversation Topic	E-mail Message
1. Expressing your sadness about something	
2. Canceling plans to visit a friend for the weekend	
3. Planning a surprise birthday party	
4. Sharing wonderful news	

**Directions:** Now, try your “hand” at a handwritten note! In the space below, write a short note to your relatives, thanking them for a birthday present.


(Continued on next page)



### Comparing Communication

1. How do the e-mail messages you just wrote differ from the note you wrote to your relatives?

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2. Why do you think this style of e-mail writing has developed?

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3. How did people keep in touch with close friends or relatives 100 years ago?

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4. How did people communicate in the workplace 100 years ago?

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5. What are some benefits of modern-day communication?

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6. In what ways is e-mail communication a great equalizer?

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7. What written or verbal communication skills, if any, do you think are in danger of being lost in the twenty-first century?

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◇ Chapter 12  
Balance Work and Family Life

# WORKING TOGETHER

Ever since you were quite young, you’ve been expected to work collaboratively with others. Do you remember working side by side with other four-year-olds to build a sand castle or paint a mural? Even at these early stages of life, you learned some important skills about working with others — skills that you drew on as you matured and that will continue to serve you well as you enter adulthood and the world of work.

**Directions:** Think back on your many experiences in working with people. These might include being part of a musical group, a sports team, or a school club. List ten of these experiences in the left-hand column below. In the right-hand column, identify the most important skills you think someone in that setting should have in order to work well with other people.

Experiences Working in a Group	Important Skills

(Continued on next page)

### Assessing Your Teamwork Skills

1. Of all the experiences you listed, which was your most positive? Why?

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2. Name a group working experience that did not go well. Explain why and suggest what could have helped.

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3. What are the best skills that you bring to a group?

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4. What is the hardest part for you about working with a group of people? Explain.

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5. Name the three most important skills necessary for working well in any group.

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6. Describe the kind of group you work best in and explain why.

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◇ Chapter 13  
The Challenge of Change

Relationship Skills

RELAX AND RELATE

Stress management can play a vital role in your relationships with others. You can't be your best for family, friends, and others who rely on you if you are suffering from too much stress.

When it comes to dealing with stress, the mind and the body are closely linked. Emotional stress can cause physical complaints, such as headaches, body aches, and even ulcers. On the other hand, learning to relax your body in times of stress can help ease the mental tension. A relaxation response can be learned by practicing exercises designed to help you overcome physical and emotional stress.

**Directions:** Try the relaxation exercises described below. Choose a time when you can be alone in quiet, familiar surroundings. Try to spend at least five minutes on each exercise. (If you are concerned about a time schedule, use a small timer set at five-minute intervals. Remember that worrying about time only makes you more tense.) Block all other concerns from your mind and concentrate only on each exercise. After trying the exercises at least three times, answer the questions at the end of this activity.

**The Stress Relievers**



**Rub-a-Dub-Dub** Close your eyes. Imagine you are in a huge bathtub filled with soothing, warm water. You are sprawled in the water, enjoying the heat. The hot water gradually eases the tensions in your body.



**A Day at the Beach** Close your eyes. Imagine you are lying in the soft, warm sand of a quiet beach. The sun is shining brightly. The waves are lapping gently on the shore. Imagine someone is gradually covering you with a blanket of warm sand. First, sand is poured over your legs. Then your stomach, chest, and arms are covered. Imagine lying in the sun covered with the warm sand.



**A Breath of Fresh Air** Stand or sit up straight. Inhale deeply as you count slowly to four. Take in as much air as you can. Hold your breath for a slow count of four. Exhale, again counting slowly to four. Try to push all the air out of your lungs. With your lungs as empty as possible, slowly count once more to four. Repeat.



**Present Tense** Lie flat on the floor. Tense all the muscles in your left foot. Then relax them as completely as possible. Tense and relax the muscles of your left leg. Repeat with your right foot and leg. Continue with the muscles in each part of your body — arms, stomach, back, neck, and face. Then relax your entire body. Lie still and relaxed for a count of twenty. Repeat.

(Continued on next page)

### Evaluating the Results

1. Which of the exercises did you find most relaxing? Why? \_\_\_\_\_

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2. Which exercise did you find least effective? Why? \_\_\_\_\_

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3. Why do you think you are encouraged to try these exercises alone? How might the experience be different if you practiced them with a friend?

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4. Describe two instances from your experience when poor stress management contributed to negative feelings or actions between people.

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5. For the two instances you described in the last question, explain how they might have been better resolved if stress had been managed more effectively.

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◇ Chapter 14  
Divorce and Remarriage

**THE BLENDED FAMILY**

When two families blend into one, they must be willing to face the unique challenges that unfold. Family members must take on different roles, children must adjust to new rules and responsibilities, and everyone must learn to share the same space. Those families who make the effort and are patient about building new relationships are likely to be rewarded by the experience. But life in any blended family has its ups and downs.

**Directions:** Select two blended families that you know. Interview one or more members of each family about the advantages and disadvantages of living in a blended family. Complete the second and third columns of the chart below with this information. Then answer the questions that follow.

Blended Family	Advantages	Disadvantages
Interview #1	1.	1.
	2.	2.
	3.	3.
Interview #2	1.	1.
	2.	2.
	3.	3.

**Looking at Blended Families**

1. What advantages did both of the blended families say they experienced?

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(Continued on next page)

Name \_\_\_\_\_

**Chapter 14**

2. What disadvantages were most commonly mentioned?

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3. Select one disadvantage, and discuss what family members could do to overcome this.

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4. What special skills might members of a blended family develop?

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5. What do you think is the most important requirement for building a happily blended family? Explain.

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◇ Chapter 15  
Relate to Older Adults

Relationship Skills

**RETIREMENT AND RELATIONSHIPS**

Retirement is a major change that affects every aspect of a person's life — income, interests, self-image, daily routine. All these combine to impact on relationships. To assess this impact, conduct the interviews described below and answer the questions that follow.

**The Interview**

Interview four people who have retired. Try to include both women and men. Record their answers to the following questions:

- What relationships have you lost through retirement?
- What new relationships have you begun since retiring?
- How do these newer relationships differ from the older ones in how or where they were begun?
- Why are some relationships maintained and others not?
- Of those older relationships that you have maintained, how have they changed?
- On the whole, do you think retirement has increased or decreased your enjoyment of your relationships with others? Why?

**Assessing the Impact**

1. From your interviews, which types of relationships are likely to end upon retirement?  
\_\_\_\_\_
2. What types of relationships often begin after retirement? \_\_\_\_\_  
\_\_\_\_\_
3. How do these newer relationships differ in purpose from the older ones? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think the difference in purpose makes them more or less enjoyable? Explain.  
\_\_\_\_\_  
\_\_\_\_\_

(Continued on next page)



Name \_\_\_\_\_

**Chapter 15**

5. What factors seem to help determine whether a relationship continues into retirement?

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6. Of those relationships that have continued, how have they changed, and why? \_\_\_\_\_

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7. Have these continuing relationships changed for the better or the worse? Explain.

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8. Generally, does retirement seem to have a positive or negative impact on relationships? Explain.

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9. What personality traits do you think help a person cope with the impact of retirement on relationships?  
How do they help?

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10. Retirement often causes a person's roles to change. Identify two of these roles and explain how they can change.

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11. How can role changes affect a person's relationships with others? \_\_\_\_\_

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◇ Chapter 16  
Coping with Crisis

Relationship Skills

FAMILY CRISES

Family crises occur when family members feel they cannot cope with new and challenging circumstances. What is a crisis for one family, however, may not be for another family. In general, three factors determine whether a particular situation becomes a family crisis: the hardships of the situation itself, the presence or absence of family resources to cope with the hardships, and the family's attitude toward the event.

**Directions:** Described below are potential crisis situations. Read each one and decide how it is a crisis for the family involved, based on the three factors listed above. Explain your answer on the lines following each description. Then answer the questions at the end of this activity.

**Identifying the Crisis**

**Family #1:** *Estella, age nineteen, is unmarried and works part-time at a minimum-wage job. Until recently, she lived with her parents and 12-year-old brother in the family home. However, when she told her parents that she was pregnant, they were very upset and told her they didn't have the room or the money needed for another child. In anger, they told her to leave and not come back. They also told her brother not to have any more contact with her.*

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**Family #2:** *Gail and Charles have been married 14 years and have three school-age children. Charles drives a delivery truck. Gail works part-time as a restaurant hostess. Recently, Gail's widowed, seventy-eight-year-old father has begun having trouble taking care of himself. The couple have agreed that he should move in with them. They have some extra space, and his pension and Social Security payments will help cover expenses. Gail's father, however, is very much opposed to the idea. Also, one of the children is concerned about the proposed living arrangement.*

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**Family #3:** *Eileen and Brent have been married eight years. They have a secure, stable relationship and run a small but prosperous business. Three months ago, Brent's younger brother came to live with them. He is an alcoholic who is supposed to be in recovery but who has trouble staying sober. He is also supposed to work off his room and board by helping with the business, but his drinking often interferes with the work. Eileen and Brent are losing customers because of him. Brent is beginning to resent his brother even though he feels a sense of responsibility. Eileen is beginning to resent them both.*

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(Continued on next page)

### Analyzing Crises

1. Give some examples of family resources that help families avoid crises.

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2. What resources are available to families after a crisis occurs? \_\_\_\_\_

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3. Which of the three factors do you think is most important in determining whether a situation becomes a family crisis? Explain your answer. \_\_\_\_\_

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4. It has been said that crises bring out the best — and worst — in people. What factors do you think help determine whether a crisis draws a family together or drives it apart?

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5. For each of the situations described on the previous page, some action needs to be taken to deal with the problem. What would you recommend for each family?

**Family # 1:** \_\_\_\_\_

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**Family #2:** \_\_\_\_\_

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**Family #3:** \_\_\_\_\_

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◇ Chapter 17  
A Closer Look at You

Relationship Skills

YOUR ATTITUDE COUNTS

The old adage “Behind every cloud is a silver lining” is an example of a positive attitude. A person’s attitude often influences his or her degree of success and enjoyment in life. A positive attitude can further the achievement of personal goals and enhance feelings of self-worth. A negative attitude can interfere with the accomplishment of these objectives.

**Directions:** Carefully read the scenarios below. Imagine how you would react to each one, and then answer the questions that follow.

Suppose you are looking for a part-time job. At a shopping center near your home, you notice a video store with a “Help Wanted” sign in the window and decide to apply for the job. The job application asks you to list your previous experience working in a retail establishment. You have no previous experience in retail, although you have held a part-time job before.

1. How could a positive attitude affect the outcome of this situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How could a negative attitude affect the outcome of this situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What would you say if a friend in this situation asked for your advice? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The social event of the year is approaching. The friend you had planned to go with has called to tell you that he or she will not be able to attend. Most of your other friends already have dates, and you have already bought a new outfit.

4. What choices could you make with a positive attitude? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Continued on next page)

Name \_\_\_\_\_

**Chapter 17**

5. What choices could you make with a negative attitude? \_\_\_\_\_

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6. How might your self-esteem affect the choices you make in this situation? \_\_\_\_\_

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Imagine that you and your best friend are auditioning for the same role in the school play. Everyone says that your friend is sure to get the part. He or she is an accomplished actor and also happens to “look the part.”

7. How might this situation encourage a negative attitude? \_\_\_\_\_

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8. What steps could you take to adopt a positive attitude? \_\_\_\_\_

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9. Suppose your friend *does* get the part. How could a positive attitude help in this situation?

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Your family has just moved to a new community, and it is your first day of school. You notice that the students are well dressed and drive expensive cars to school. You also notice that they are cliquish.

10. How could you adopt a positive attitude in this situation? \_\_\_\_\_

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11. What might happen if you adopt a negative attitude in this situation? \_\_\_\_\_

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12. How might your self-esteem affect the choices you make in this situation? \_\_\_\_\_

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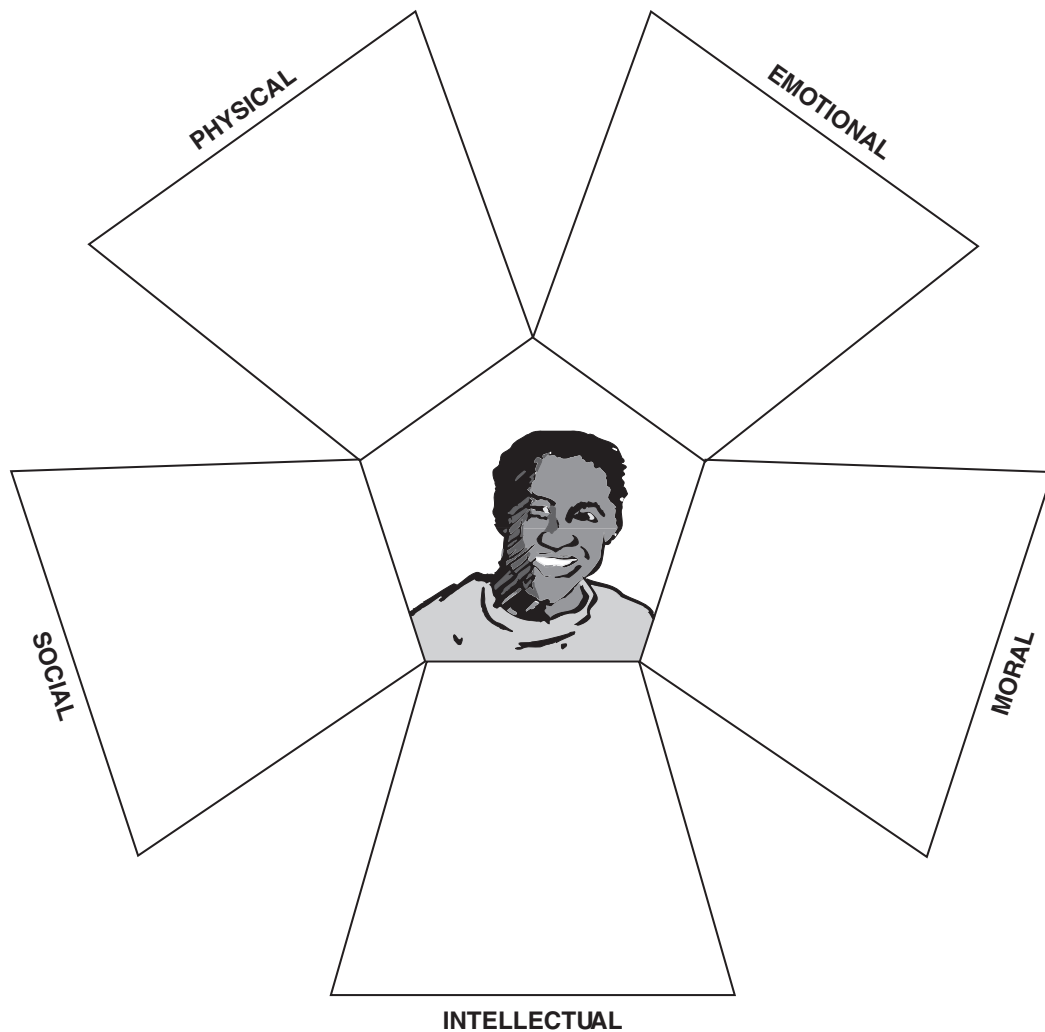
◇ Chapter 18  
Development Lasts a Lifetime

Relationship Skills

OPPORTUNITIES FOR DEVELOPMENT

**Directions:** Every community provides opportunities for growth and development. In groups of two or three, make a list of all the classes, events, activities, and other opportunities for learning and development found in your community. Use telephone books, newspapers, and community bulletin boards to decide what type or types of growth are encouraged by each opportunity. Write the name of at least one opportunity in the appropriate box or boxes below. Then answer the questions on the next page.

Surrounded by Opportunities



(Continued on next page)

### Exploring Growth Opportunities

1. Review the chart you have completed. Did you find more opportunities for one category than for the others? If so, why do you think that happened?

\_\_\_\_\_

2. List one opportunity offered to each of the following age groups:

a. Children: \_\_\_\_\_

b. Teens: \_\_\_\_\_

c. Adults: \_\_\_\_\_

d. Older adults: \_\_\_\_\_

3. Review your answers above. Do you think there are enough varied opportunities for each age group? What kinds of opportunities should be added? For whom?

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

4. Which of the opportunities you discovered are free or low cost? \_\_\_\_\_

\_\_\_\_\_

5. What might prevent a person from taking advantage of the opportunities a community offers?

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

6. Can an individual be a source for growth and development for others? Explain and give an example.

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

7. Describe two ways individuals in your group provide opportunities for others to grow and develop?

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

8. Choose one opportunity that appeals to you personally. Explain why it interests you.

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

◇ Chapter 19  
Character Development

**EXPLORING YOUR VALUES**

Values are usually not taught directly. Rather, they are learned by watching and imitating the behavior of others. This means that they can become part of your philosophy of life without your realizing it. In this society, family, peers, and the media are three powerful sources for learning values.

**Directions:** Complete the chart below by identifying three values that you believe each group promotes. You can discover these values by asking yourself: What does each one want me to do, think, or be? What does each one want me to believe is important? Also list two possible advantages and two disadvantages of accepting the values of each group. Then study your responses to answer the questions that follow.

VALUE SOURCES			
	Family	Peers	Media
<b>Values</b>	• • •	• • •	• • •
<b>Advantages</b>	1. 2.	1. 2.	1. 2.
<b>Disadvantages</b>	1. 2.	1. 2.	1. 2.

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### Thinking About Value Sources

1. Does the promotion of values by more than one source make you more apt to accept these values? Why or why not?

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2. What are each group's possible motives for teaching certain values? In other words, why do they want you to believe something is important?

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3. Can you affect the values of family, peers, and the media? Explain. \_\_\_\_\_

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4. Identify four values that you accept and the source of each one. \_\_\_\_\_

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5. In question 4, did you identify any sources other than family, peers, or the media? If so, what were they?

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6. Why is it important to recognize the sources of your values? \_\_\_\_\_

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7. What criteria can you use to judge the merit of a particular value? \_\_\_\_\_

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8. Examine your own use of value sources. Do you use the criteria described in question 7 to analyze values? What value sources are most challenging for you to handle? Why? What can you do to strengthen your own value system?

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◇ Chapter 20  
Support Your Community

Relationship Skills

GET INVOLVED!

**Directions:** Volunteer work is much more fun and meaningful when it involves something that you enjoy or value. Working in groups of two or three, try to find two volunteer activities in your community that would fulfill each of the interests listed in the chart below. Use the library, a telephone book, a community newspaper, and any other resource you think would be helpful. If you cannot find organized volunteer activities, suggest ideas for volunteering that you can do on your own. Then individually complete the chart and answer the questions that follow.

<b>VOLUNTEERING IDEAS</b>	
<b>Interest</b>	<b>Volunteer Activities</b>
Animals	1. 2.
Music	1. 2.
Helping homeless people	1. 2.
Working with children	1. 2.
The environment	1. 2.
Law and politics	1. 2.
Helping people with disabilities	1. 2.
Carpentry	1. 2.
Sewing and needle crafts	1. 2.
Sports	1. 2.

(Continued on next page)

### Thinking About Volunteer Opportunities

1. Did you have difficulty finding opportunities for any of the interests on the list? If so, which ones? Why do you think this might be so?

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2. As you searched for volunteer opportunities, which sources were most helpful to you?

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3. Suppose you were interested in doing volunteer work in an area for which no volunteer organization existed. How might you go about starting a group?

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4. Besides interests, what personality traits help determine whether a person would be successful in a particular volunteer activity?

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5. What might be some benefits of doing volunteer work in an area with which you are unfamiliar?

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6. How might a person involved in volunteer work persuade his or her friends to join the organization?

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7. What do you think is the most effective way for volunteer groups to publicize themselves and draw new members? (Remember that most volunteer groups operate on a limited budget.)

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8. Identify two groups for which you might enjoy doing volunteer work and explain why.

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◇ Chapter 21  
On Your Own

Relationship Skills

**PLANNING YOUR FUTURE**

The future can seem rather frightening to young people just striking out on their own. Employment, housing, transportation, and finances are among the many things young people worry about when moving away from home. Having well-defined goals and a plan of action can help relieve some of the stress of starting an independent life.

**Directions:** The chart below contains several categories that young people living independently need to consider. Each category lists several options. Check the appropriate lines, keeping in mind your goals and dreams for the future.

WHEN I GRADUATE FROM HIGH SCHOOL, I WANT TO . . .		
Goals	Housing	Transportation
<input type="checkbox"/> Go to college. <input type="checkbox"/> Learn a skilled trade. <input type="checkbox"/> Get a job. <input type="checkbox"/> Enter the military. <input type="checkbox"/> Other _____	<input type="checkbox"/> Get apartment alone. <input type="checkbox"/> Get apartment with friend. <input type="checkbox"/> Live with parents. <input type="checkbox"/> Live in dormitory. <input type="checkbox"/> Other _____	<input type="checkbox"/> Buy a new car. <input type="checkbox"/> Buy a used car. <input type="checkbox"/> Use public transportation. <input type="checkbox"/> Ride a bicycle. <input type="checkbox"/> Other _____
Finances	Health	Relationships
<input type="checkbox"/> Buy lots of nice things. <input type="checkbox"/> Start a savings account. <input type="checkbox"/> Invest for the future. <input type="checkbox"/> Worry about it later. <input type="checkbox"/> Other _____	<input type="checkbox"/> Get medical insurance. <input type="checkbox"/> Buy junk food. <input type="checkbox"/> Buy healthy food. <input type="checkbox"/> Exercise regularly. <input type="checkbox"/> Exercise occasionally. <input type="checkbox"/> Other _____	<input type="checkbox"/> Socialize with people at work or school. <input type="checkbox"/> Meet people by volunteering. <input type="checkbox"/> Spend time alone. <input type="checkbox"/> Engage in outside activities. <input type="checkbox"/> Other _____

(Continued on next page)

### Thinking More Deeply

1. Identify your career goals, and outline projected dates by which each accomplishment will lead you toward those goals.

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2. List some ways that you plan to control your spending.

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3. What are the most important considerations in deciding what your living arrangements will be?

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4. List some specific steps you will take to keep yourself healthy.

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5. List three relationships, other than those with family members, that you will nurture for the rest of your life. Explain why each is important to you.

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# TEACHING BY EXAMPLE

To lead a happy and successful life, you must achieve and maintain good health. Your own degree of wellness is influenced by the food choices you make, whether or not you use harmful substances, and how well you deal with stress — all habits that also influence those around you.

**Directions:** Read the situations described below. On the lines provided, identify those elements that either encourage or discourage wellness, and explain how they do so. Then answer the questions that follow.

## Identifying Wellness Habits



**Situation #1:** *Veronica is a nineteen-year-old college freshman. She works summers at a large stock brokerage firm. Most of the employees there are usually very busy and under stress. They work long hours. Often they do not stop for lunch; they buy a snack from a vending machine instead. Veronica feels she must keep up with them. As a result, she has little time for friends, family, and outside interests.*

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**Situation #2:** *Byron is fifteen. He is an excellent athlete and practices healthful habits to maintain his physical ability. Byron's parents are divorced and have joint custody. Byron's father is overweight and smokes. His doctor has told him to quit smoking and lose weight, but he has done neither. When Byron lives with his father, he keeps up his regular exercise program. He often does the grocery shopping and cooking and prepares lean meats and grain products for their dinner.*

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**Situation #3:** *Levon is one of the most popular students in his senior class. His even temper and flexible attitude make him easy to get along with. His ability to laugh at himself and cope with difficulty inspires his friends to do the same. He is not easily angered or frustrated and always seems to see things in perspective.*

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(Continued on next page)



**Situation #4:** *Seth and Della are fourteen-year-old twins. Their family lives on and operates a produce farm. The family members share the responsibilities of running the farm. Whenever possible, they do the work by hand instead of by machine. The family's diet is based on the crops they grow: corn and soybeans, plus fresh fruits and vegetables from their garden.*

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### Looking at Wellness Influences

1. How can being aware of your influence on others make you more conscious of your wellness habits?

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2. At what point do you think a person becomes responsible for his or her own wellness?

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3. Identify three factors besides family and friends that influence wellness habits. \_\_\_\_\_

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4. Name four resources available for improving wellness habits. \_\_\_\_\_

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5. List three things you can do to encourage wellness among your family members and friends.

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◇ Chapter 23  
Manage Your Money

Relationship Skills

FINANCIAL PLANNING

Managing money involves a series of personal choices. Financial decisions have consequences — sometimes serious consequences — on many aspects of life, including relationships.

**Directions:** Read the following descriptions of people who must make financial decisions, and answer the questions after each one.

	<p><b>Jay</b> Jay just won \$100 in a writing contest. He would like to use the money to buy his father a special birthday present. He would also like to enroll in a journalism class at the community college, which would be very helpful for his future career. He cannot afford both.</p>
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1. What do you think would motivate Jay to spend the money on his father? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What would cause him to spend the money on the journalism class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you think Jay should explain his situation to his father? Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think the situation would be different if the present were for Jay's girlfriend? His younger brother? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What do you think Jay could do to satisfy both of his conflicting desires? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Continued on next page)





**Jasmine** Jasmine owes \$300 on her credit cards. She does not have the money. She is considering two options. She can try to borrow the money from some of her friends or sell a diamond pendant that a favorite aunt gave her for graduation.

6. How do you think Jasmine's friends would respond to her problem? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Do you think it would be wise for them to loan Jasmine the money? Explain? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How do you think Jasmine's aunt would feel if she found out why Jasmine had sold the pendant?  
\_\_\_\_\_  
\_\_\_\_\_
9. Suppose Jasmine knew that her aunt would never know that she sold the pendant. Should this be a factor in her decision?  
\_\_\_\_\_  
\_\_\_\_\_
10. Do you think Jasmine is abusing her relationships, or is she simply relying on her resources to solve a problem? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Do you think Jasmine has any other options? If so, what are they? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## YOUR PURCHASES AFFECT OTHERS

Being a consumer makes you part of a network of relationships with other individuals, all connected by the product or service you buy. You may never even meet some of these people, but your buying decisions affect them nonetheless. Often, the connections are obvious, such as the relationship between you and a salesperson. Other times they are less evident. For example, a decision to buy a car affects many people, from the steelworkers who produce the materials for building automobiles to the owner of the dealership you buy from.

**Directions:** For each decision described below, list two individuals who are affected by it — one whom you meet personally, the other with whom you have no personal contact. Also explain how they are affected. Then answer the questions that follow.

WHO'S INVOLVED?		
Decision	Individuals	Effects
Exchanging one pair of shoes for another of a different brand	1.  2.	1.  2.
Buying a head of cauliflower	1.  2.	1.  2.
Having an old suit or dress altered rather than buying a new one	1.  2.	1.  2.

(Continued on next page)

**Thinking About the Effects**

- 1. From the chart on the previous page, identify those relationships involving personal contact. Name three responsibilities you have to people you meet personally in a consumer transaction.

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- 2. Name three responsibilities that people who deal personally with consumers have to their customers.

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- 3. Identify those individuals in your chart with whom you have no personal contact. Do you have any responsibilities to those you do not meet? Explain.

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- 4. What responsibilities do "behind the scenes" workers have to consumers? \_\_\_\_\_

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- 5. Why is it too easy for some "behind the scenes" workers to not take their responsibilities to consumers seriously?

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- 6. When a person makes a buying decision, how much consideration should be given to the decision's effect on others? Should it be one of the most important factors? One of the least important? Explain.

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- 7. What are some difficulties with trying to predict what effect a consumer decision will have on others?

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◇ Chapter 25  
Think About Your Career

CAREER COUNSELOR

Career counseling is a challenging field. It requires not only a knowledge of job markets and job preparation but also an understanding of what each client wants from a job and from life. Good career counselors see the specific, individual needs of each person who comes to them and try to direct people to the jobs or careers that will best fill these needs.

**Directions:** Work in a group with two or three classmates. Imagine you are a career counselor faced with the cases described below. Read each case carefully. As a group, decide what things are important to each person in a job situation. Consider each person's talents, goals, and resources. You may wish to consult outside sources, such as the *Directory of Occupational Titles*. On the lines provided, identify one job or career that your group thinks would suit that person best. Also give reasons for your selection.

	<p><b>Darnell</b> Darnell is eighteen years old. He is an above average student whose grades and test scores show a definite strength in math and science. He has an enthusiastic, outgoing personality and excellent communication skills. He describes an ideal job as one that will allow him to use his skills and interests to make a real difference, to make people's lives better. Darnell also plans on having a family, however. The job must provide a sufficient income to care for them, as well as allow him to spend regular time with them.</p>
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**Job or Career:** \_\_\_\_\_

**Reasons:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Continued on next page)



**Kerry** At age twenty, Kerry is a student at a community college. She earns high grades in her art classes and enjoys painting. She has never been successful in local art shows, however, and doesn't feel she has the talent to make a living at it. Still, Kerry would like a career that allows her to use her knowledge and appreciation of color, proportion, and what makes a pleasing appearance. She is a quiet, thoughtful person who does her best and is happiest when working independently.

**Job or Career:** \_\_\_\_\_

**Reasons:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



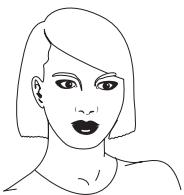
**Dante** Dante is eighteen. He is a talented athlete who has already been accepted to a four-year university on a baseball scholarship. In fact, he plans on becoming a professional baseball player, yet he also knows he should plan on a second career for when his playing days are over. Outside of baseball, Dante has no strong interests. He mentions, however, that he was twice named team captain, and last summer he coached a local softball team to the city championship.

**Job or Career:** \_\_\_\_\_

**Reasons:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Regina** Regina, age nineteen, is a college freshman. She excels in English and literature courses, but she also enjoys music. In fact, Regina is an accomplished pianist. Her religious beliefs play a significant role in her life. To Regina, satisfaction in serving others is more important in a job or career than a large salary or other material benefits.

**Job or Career:** \_\_\_\_\_

**Reasons:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

◇ Chapter 26  
Relationship Decisions

**Relationship Skills**

**MAIN REASONS FOR ATTRACTION**

The road to genuine, mature love often begins with simple attraction. However, everyone has his or her own opinion about what is attractive in a person. One person might find a certain quality attractive while another would not. Often it is the less obvious qualities that help form a strong foundation on which to build a relationship.

**Directions:** Below is a list of fourteen qualities that someone might find attractive in another person. Number each quality in the order of the importance it has for you, with 1 being the most important and 14 being the least important. Then, compare responses with your classmates and answer the questions that follow.

QUALITIES OF ATTRACTION	
_____ Ambition	_____ Kindness
_____ Athletic Ability	_____ Modesty
_____ Beauty	_____ Popularity
_____ Generosity	_____ Sense of Humor
_____ Genuineness	_____ Sense of Morality
_____ Honesty	_____ Spontaneity
_____ Intelligence	_____ Wealth

**Analyzing the Results**

1. Which quality did you rank as the most important? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Continued on next page)

Name \_\_\_\_\_

**Chapter 26**

2. Which quality did you rank as the least important? Why? \_\_\_\_\_

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3. Compare your list with those of your classmates. Which qualities were generally considered among the three most important to most students?

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4. Which qualities were generally considered among the three least important to most students?

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5. Why do you think some qualities would be considered important by some students and not by others?

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6. Of all the qualities listed, which ones would you want a person to value the most in you? Why?

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7. Considering what you learned from the class discussion, would you change the order of your own list? Explain.

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◇ Chapter 27  
Responsible Behavior

Relationship Skills



PHYSICAL INTIMACY

Many people think of physical intimacy as an expression between people who share a sexual relationship. Physical intimacy, however, can express different kinds of closeness. A handshake with a business partner, a slap on the back from a teammate, a kiss between mother and daughter — all are examples of nonsexual physical intimacy.

**Directions:** Try the following activity and answer the questions below.

Up Close and Personal

Form a circle with at least five other classmates. Stand about two feet apart. After about thirty seconds, take one step forward, so that you are about one foot apart. Wait thirty seconds. Continue until you and your classmates are shoulder-to-shoulder. At each stage of this exercise, watch your classmates' reactions and think about your own feelings as the circle grows smaller.

**Thinking About What Happened**

1. How did you feel when you were standing in the largest circle? \_\_\_\_\_  
\_\_\_\_\_
2. How did your classmates act in the largest circle? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Did your feelings change as you stood closer together? If so, how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How did your classmates react as the circle grew smaller? \_\_\_\_\_  
\_\_\_\_\_

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5. Did you feel uncomfortable at any point? If so, when? \_\_\_\_\_

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6. Would you have felt differently if everyone in the circle were a member of your family or one of your closest friends? Explain.

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7. How would you have felt if all the circle members were complete strangers to you and to each other?

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8. Identify two factors (other than familiarity) that influence a person's comfort with physical closeness. Explain the effect of each factor.

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9. Movies and television shows tend to focus on sexual physical intimacy. How do you think this affects society's reaction to nonsexual physical intimacy?

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10. Think of other times when people are placed in close contact with one another, such as waiting in line or riding in an elevator. What reactions have you noticed in those situations? How do they compare to those you saw in this activity?

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11. Do you think reaction to physical contact is learned or inborn? Explain. \_\_\_\_\_

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12. From this activity, what conclusions can you draw about people and physical intimacy? About your own reactions to closeness with others?

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◇ Chapter 28  
Readiness for Marriage

**Relationship Skills**

**MATTERS OF THE HEART**

You have learned that the theories of attraction (homogamy, complementary needs, social exchange, propinquity, and ideal mate) are used to help explain what draws individuals together. Predicting *when* a certain theory is going to apply is more difficult. Harder still is knowing what to do when conflicting theories seem to be at work at the same time in the same person.

**Directions:** Read the situation below. Then, using your knowledge of the theories of attraction, answer the questions that follow.

?    ?    ?    **The Girl Next Door**    ?    ?    ?

Carlos and Maria have been next-door neighbors since they were seven years old. They have attended the same schools and over the years have become the best of friends. Carlos believes that their common backgrounds, experiences, and memories have allowed them to understand and care for each other deeply. Recently, however, Carlos met Juanita at a school dance. Juanita has very little in common with Maria. She is strong-willed and ambitious and has a sense of humor that lets her laugh through the tough times. Carlos is torn. He cares for Maria, who offers stability and familiarity, but Juanita excites him with her self-confidence and dreams for the future.

1. Which theories explain Carlos' attraction to Maria? To Juanita? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. How might Carlos benefit from continuing his relationship with Maria? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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3. What might he gain by pursuing a relationship with Juanita? \_\_\_\_\_

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4. What might Carlos lose by ending his relationship with Maria? \_\_\_\_\_

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5. What might he lose by ending his relationship with Juanita? \_\_\_\_\_

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6. Should Carlos give up one of the relationships? Explain your answer. \_\_\_\_\_

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7. What do you predict might happen if Carlos decides to date both Maria and Juanita?

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8. Can theories of mate selection also be used to explain friendships and other long-lasting personal relationships? Explain.

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9. If you were attracted to more than one person for different reasons, what would you do?

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◇ Chapter 29  
Choosing Marriage

Relationship Skills

UNDERSTAND COMPROMISE

Compromise in a marriage often begins with planning the wedding. Each partner may have a clear idea about what he or she wants, but these ideas may not be compatible. However, knowing the reasons behind the other person's wishes can help the two parties realize that their ideas are not as different as they thought.

**Directions:** Read the scenario below. Then, using your knowledge of relationship skills, answer the questions that follow.

**Finding Common Ground**

Robert and Joanna have been engaged for six months and are planning their wedding. However, Joanna's idea of what the wedding should be like is quite different from Robert's. Joanna wants a small, simple wedding outside in the public gardens where her parents were married. She wants to invite only close family and friends, and she thinks that she and Robert should write and recite their own wedding vows.

Robert, on the other hand, wants a big wedding. He comes from a large blended family and wants to invite his parents, siblings, and extended family members from both sides. He wants the ceremony to take place in the large cathedral that he and his family attend, and he thinks that he and Joanna should recite traditional vows.

Robert and Joanna's families are sharing the expense of the wedding equally. Neither feels right forcing his or her wishes on the other. Some of their ideas are so different, however, that they wonder if they can ever find a solution.

1. Why do you think it is important to Robert that the ceremony take place in his church?

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

2. Why might Joanna want to get married in the public gardens? \_\_\_\_\_

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

(Continued on next page)

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3. Are there any similarities in the basic desires of each partner regarding the location of the ceremony? Explain.

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4. Why might Joanna object to Robert's expanded guest list? \_\_\_\_\_

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5. What might be Robert's reasons for inviting the additional guests? \_\_\_\_\_

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6. What similarities do you see in each person's attitude toward the guest list? \_\_\_\_\_

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7. Why do you think Robert wants to recite traditional vows? \_\_\_\_\_

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8. Why do you think Joanna would prefer they write their own vows? \_\_\_\_\_

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9. Would the feelings that the couple express be different if they wrote their own vows instead of reciting traditional vows? Explain.

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10. On a separate sheet of paper, write a compromise plan for Robert and Joanna's wedding, including the wedding site, the guest list, and the recital of vows.

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◇ Chapter 30  
Build a Strong Marriage

PRACTICE MARRIAGE QUALITIES

You have learned that the qualities of a strong marriage include *realistic expectations, commitment, acceptance, flexibility, and thoughtfulness*. Practicing these qualities is especially important, and most difficult, when problems arise.

**Directions:** Read each of the following situations and the quality named after each one. On the lines provided, give an example of how that quality could be practiced to help overcome the difficulty described.

**Applying the Qualities**

- A. Damon, who prepares most of his family’s meals, has been placed on a special diet by his doctor. He must now eat different food from what his family is accustomed to. **(Flexibility)**

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

- B. Rick has been looking forward to the Super Bowl for weeks. He has invited several friends over to his house to watch it with him. His wife, Karen, however, has scheduled a meeting of her PTA committee in their home for the same time. **(Thoughtfulness)**

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

- C. Tawanda is upset because her husband, Dwayne, must attend an out-of-town conference on her birthday. She has not told him why she is upset because she thinks that he should know without being told. **(Realistic Expectations)**

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

- D. Sally and Leroy have their own natural foods store, but business has been slow. Their income has dropped, the bills are adding up, and they may have to declare bankruptcy. **(Commitment)**

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

(Continued on next page)

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- E. Chang and Ling are a close, committed couple, but their social habits are very different. Chang enjoys going out with friends. Ling would rather stay home and read or watch a movie on television.  
**(Acceptance)**

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### Thinking About Strong Marriages

1. When a problem arises in a marriage, who is responsible for solving it? Explain your answer.

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2. What do you think is the most important quality to have in order to deal with problems in a marriage? Why?

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3. Give two examples of how the qualities of a strong marriage can be practiced in other relationships.

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4. Of the qualities listed, which one do you believe would be the easiest for you to develop in a marriage? Which would be the most difficult? Explain both of your choices.

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◇ Chapter 31  
The Parenting Question

IMAGES OF CHILD REARING

Attitudes about child rearing come from many different sources — family and friends, television, movies, and advertisements, to name a few. Those attitudes presented in the media, however, may not be very realistic.

**Directions:** Choose six current television shows, movies, books, or advertisements that show images of child rearing. Try to include at least one example from each of these groups. Write down the details of the images presented — the children’s ages and personalities, the family situations, the problems and solutions connected with raising children, the resources of the parents or guardians. Use this information to answer the questions that follow.

Analyzing the Images

- 1. In general, do you think the children’s personalities were appropriate for their ages? Explain.

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- 2. In general, how realistic were the family situations presented? Did their problems or lifestyles resemble your own or those of families you know?

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- 3. Did the problems shown seem serious or trivial to you? Give two examples.

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4. Were the families' responses to their problems appropriate? Explain.

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5. Of the parents' or guardians' resources shown, which do you think are available to most adults in real life?

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6. Do you find that media messages generally encourage or discourage having children? Explain.

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7. Based on what you have seen, identify two ways in which media images of child rearing can be a positive influence on parenting.

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8. Identify two ways in which media images can be damaging to parenting.

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◇ Chapter 32  
Skillful Parenting

Relationship Skills

CONSISTENT PARENTING

Consistency is important to parenting. If two parents teach opposing values or if one or both parents send mixed messages, it is difficult for a child to learn appropriate behavior.

**Directions:** Read the situations described below. Then, on each set of lines, identify the inconsistency and give a possible positive resolution. Then answer the questions that follow.

**Identifying Inconsistencies**

**Family #1:** *Kayla and George's ten-year-old son, David, has always had trouble in math class. One day he is caught cheating on a math test. Kayla talks to David about cheating and grounds him for a week. George feels sorry for David and lets him play at a friend's house after only two days of restriction.*

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**Family #2:** *Diana's five-year-old daughter, Sarah, has a temper tantrum because Diana will not let her have a cookie before dinner. Diana ignores the tantrum, and eventually Sarah stops. The next day, Diana takes Sarah to a department store. At the store Sarah has another tantrum when Diana will not buy her a toy she wants. Diana, embarrassed by the noise, buys Sarah the toy to keep her quiet.*

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**Family #3:** *Rhonda tells her son that it is always important to be considerate and thoughtful of others. However, when they stop at the bank, she parks in a space clearly marked for special-needs drivers. She tells her son, "It's okay. We won't be here long."*

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**Family #4:** Miguel and Rose prepare nutritious meals for their children and schedule regular medical and dental checkups for them. However, Miguel never wears his seat belt when he drives, and Rose smokes two packs of cigarettes a day.

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**Family #5:** Dean and Liu are very careful about which television shows they allow their children to watch. However, when they go out to dinner one night, they tell the babysitter that the children may watch any television show they want as long as they are in bed by eight o'clock.

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### Thinking About the Effects

1. How might parental inconsistency affect a child's understanding of values? \_\_\_\_\_

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2. How can inconsistency between two parents be used to show who has more power in the relationship?

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3. How can one parent use inconsistency to demonstrate power over a child? \_\_\_\_\_

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4. Explain why parental consistency is important to a child's well-being. \_\_\_\_\_

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5. As a parent, what would you do to achieve a consistent approach to parenting with your spouse?

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