

Discovering the Real Me

Teacher's Manual

The Interreligious and International Federation for World Peace is an NGO in Special Consultative Status with the Economic and Social Council of the United Nations

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Teacher's Manual

Project Directors:

Dr. Chung Hwan Kwak

Dr. Joon Ho Seuk

Editors:

Dr. Thomas G. Walsh

Executive Editor

Mr. Alan Saunders

Managing Editor

Dr. Kathy Winings

Senior Editor

Mrs. Claire Bowles

Copy Editor

Writers:

Mr. Robert Beebe

Mrs. June Saunders

Cover Designers:

Alberto Michieli

Solomon Pobanz

Layout:

Jeff Anderson

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About the Universal Peace Federation, the Interreligious and International Federation for World Peace and the International Educational Foundation

The *Discovering the Real Me* series represents a unique collaboration of an international team of educators and writers. The original versions, appearing under the titles *My World and I* (Russian) and *My Journey in Life* (English), were produced by the International Educational Foundation (IEF) and are the foundational texts for this manual, *Discovering the Real Me: Teacher's Manual and its accompanying student text*

Founded in 2000 by Dr. and Mrs. Sun Myung Moon, the Interreligious and International Federation for World Peace (IIFWP) is a global movement, led by a worldwide network of Ambassadors for Peace from all professional fields. These leaders, transcending barriers of race, religion, nationality and culture, pursue lasting peace for all humanity through lives of service to others. IIFWP sponsors a wide range of programs that include seminars, service projects, publications, sports activities and educational projects. *Discovering the Real Me: Teacher's Manual* is a central element of the IIFWP character education initiative that is being implemented in many countries around the world.

The Universal Peace Federation (Peace Federation) was founded by Dr. and Mrs. Sun Myung Moon on September 12, 2005, as a global alliance of religious, academic, and political and civic leaders, as well as organizations joined together to promote peace. This organization is animated by a vision of a unified world in which all people live together in harmony, cooperation and co-prosperity. The Peace Federation provides a mechanism for cooperative peace-building efforts among governmental, religious, cultural, educational and civil society representatives, all working together with mutual respect and a shared commitment to cooperation and good governance.

The launching of the Universal Peace Federation represents a new stage in the development of the mission and programs of IIFWP. In this respect, the launch of the Universal Peace Federation is not the establishment of a new organization. Rather, it represents the inauguration of a new mission and set of responsibilities that build on the achievements of the past. As such, the IIFWP from this point forward will be known as the Universal Peace Federation, or simply the Peace Federation.

The Universal Peace Federation and the Ambassadors for Peace work with many other organizations to achieve world peace through teaching universal principles. One of these organizations is the International Educational Foundation (IEF). IEF was founded by Dr. and Mrs. Moon in 1990 to promote moral and ethical values in education. Since that time it has published many textbooks and other educational materials in several languages for various age levels, while conducting numerous conferences for scholars and educators and training workshops for teachers throughout the world. The ideals of IEF coincide with those of the Peace Federation; therefore, cooperation on publications and their distribution is natural and desirable. *Discovering the Real Me*, both the student text and teacher's manual, is the result of the talents of many people associated both with IEF and with the Peace Federation and their dedication to educating for character.

Preface

Experience shows us that character education is most effective when it is a comprehensive, intentional effort of family, school and community working together. Character is affected by and affects all these interwoven levels of human existence. Good individuals form and are formed by good families, good families make up vibrant communities, vibrant communities comprise a healthy nation, and healthy nations create peace in the world. Hence, character education is more than an individual concern. It is a key to world peace.



The IIFWP/UPF Character Education Initiative is a multi-pronged approach that includes a school curriculum and program, family and community educational programs, as well as embedded service learning for all ages. This holistic approach is unique in character education, which primarily emphasizes the impact of schools on character. The Character Education Initiative is designed to guide and support young people to accomplish the three most essential goals in life, namely:

- 1) to grow to become a person of mature character
- 2) to build healthy relationships and a loving family
- 3) to make a positive contribution to society.

Further, while most character education programs emphasize the development of individual virtues, the IIFWUP/UPF Character Education Initiative encompasses all virtues under the rubric of its motto:

“LIVING FOR THE SAKE OF OTHERS”
or
“ALTRUISTIC LOVE”

Each component of the program is developed with that motto at the core. The key virtues that will be initially emphasized in this program are respect, responsibility, honesty, trustworthiness, compassion, integrity, gratitude, perseverance and commitment—all of which are components and expressions of altruistic love.

Our hope is that these books will benefit youth throughout the world by contributing to their character development and will assist them in making wise choices in relationship to themselves, to their families, to their communities, nations, and our shared world.

Dr. Chung Hwan Kwak
Chairman, IIFWP

Dr. Joon Ho Seuk
President, IEF

Discovering the Real Me

Teacher's Manual

Grade 9

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Section I: Introduction

Dear Educator:

As our world becomes smaller through globalization and advancing technology, parents and educators the world over share concerns about raising the younger generation. Family breakdown, sexual immorality, substance abuse, media influences, and youth's challenging of authority and tradition are just a few of the widespread concerns. Teachers in the U.S. report that students of today are less respectful toward their elders, one another, and themselves than they were just a few years ago. This makes them harder to discipline and teach.¹ As traditional religious, civic, and family values come into question in our rapidly changing world, adults sometimes feel they are swimming upstream in a culture saturated with images of violence, sexual license, and material ease.

An alliance between educators and parents for the moral good of the young is essential to combat these negative trends. Many societies have considered moral education to be part of education's mission in partnership with and in continuation of the parents' moral instruction of their children. Plato of ancient Greece said, "As soon as the child can understand what is said, mother and father exert themselves to make the child as good as possible, at each word and action teaching and showing that this is right and that wrong, this honorable and that dishonorable...At a later stage they send him to teachers and tell them to attend to his conduct far more than to his reading and writing."

In China, learning was tied to the great moral philosophy of the sage, Confucius. Students were to memorize and learn writing skills from the Confucian classics by copying such phrases as "Idleness when young regrets before long," and "Where there is a will, there is a way."

The founders of major universities in the United States—Harvard College, for example—wanted to train leaders for a more civilized and virtuous society. Two founding fathers of America, Thomas Jefferson and Benjamin Franklin, believed that education was supposed to contribute to the moral character of society—to raise up people of virtue so that freedom would always be

¹ Alcestis Oberg, "Values Education Wins Supporters," *USA Today*, April 19, 2000, p. 27A.

tempered by responsibility. They thought the schools had a large part to play in the raising of good citizens.²

It is time for educators to become involved once again in the moral development of the young. It is no longer a question of teaching relativistic "values." Relativistic here means that values are simply what a person values--what one cherishes as one's personal beliefs and which may differ from person to person. It is now a question of teaching virtues—character strengths recognized and admired the world over.

No society honors liars, cowards, cheats, or killers. Every society admires the sacrificial, the noble, the brave, the strong, the honest, the true. Likewise, no parent would object to his or her child being taught honesty, bravery, integrity and respect in school.

This book is designed to help the teacher educate for character by providing lesson plans accompanying the chapters of *Discovering the Real Me*, a character education curriculum based upon universally admired moral principles. *Discovering the Real Me* is a dynamic curriculum for which international feedback is sought and welcomed. It is hoped that each culture in which *Discovering the Real Me* is used will make its own unique contributions in knowledge, methods, story and legend.

In countries around the world, Western culture and media have had a strong influence on youth, and that is one of the reasons why young people are turning away from traditional morals and ethics in their cultures. It is with this in mind that the IIFWP educational texts have been developed. One of the goals of *Discovering the Real Me: A Student Text Book in Character Education* is to support traditional morals and ethics in different cultures while acknowledging that we live in a plural world and need to be part of that world.

The students are not the only ones who go on a journey of discovery. Teachers themselves often feel edified by teaching for character. Those who educate for character find their teaching experience more pleasant and fruitful, with fewer discipline problems. It lends their teaching new life and new purpose and helps them feel fulfilled in their teaching mission. Educating the young in how to be good human beings, in addition to teaching them academic knowledge, helps re-ignite teachers' original enthusiasm for going into the field of education. It helps them in their own moral lives, giving them inner rewards and satisfaction.

We hope this book makes your teaching task easier, more enjoyable and more meaningful. We hope that it will enable you to touch the hearts and lives of the young people you serve with messages that will enhance and improve their chances for successful and meaningful lives.

1. A Balanced Education

A museum exhibit in London displays piles of salt, potassium, carbon, etcetera, alongside a container of water. Underneath there is a caption that reads, "THIS IS A HUMAN BEING." Yes, materially speaking, these are the components of a human being. Yet most people would argue that there is something more than that to a human being.

The human mind aspires to truth, beauty, goodness, virtue and love. Finding or realizing these things gives us a deep sense of fulfillment as well as happiness and joy. Without these things, life

² *Cultivating Heart and Character: Educating for Life's Most Essential Goals*, eds. Devine, Seuk, and Wilson, (Chapel Hill, North Carolina: Character Development Publishing, 2000) p. 14.

is ashen indeed.

At the same time, we have material desires and needs coming from our physical selves—the part of us that is indeed salt, potassium, carbon, water, etcetera. We like to eat tasty food. We want to be physically healthy. We seek shelter to protect us from the elements and provide us with a comfortable place to live. We value money and the things that it can buy. We seek a mate. Fulfilling these physically-based desires brings us physical happiness.

Throughout human history people have pursued both the physical and spiritual aspects of happiness. Through science we have come to understand the nature of our physical universe more and more, leading to technological advances that have enhanced the quality of our material life. Religion and philosophy have given us a deeper understanding of the internal or spiritual aspect of life, addressing fundamental questions such as the meaning of life, the way of goodness, the existence and nature of God, human relationships, etcetera. They have helped to improve the quality of our inner lives. Science on the one hand and religion and philosophy on the other have both been involved in the pursuit of human knowledge.

Although both paths to knowledge are important, the internal or spiritual aspect is more important. It is helpful to compare the relationship between these two aspects of knowledge to the relationship between the mind and body. The inner, or spiritual, aspect of life resembles the mind, and scientific, practical knowledge is analogous to the body. Just as the mind should guide and govern the body, so too morality and ethics need to guide and control the proper use of the knowledge and skills we gain from education.

In the 20th century, education throughout the world came to take on more of a scientific and technical character. In the process, the more traditional conception of education, which stressed the development of a person's character in preparation for life, became more and more marginalized. Daniel Goleman, researcher and author of the ground-breaking book *Emotional Intelligence*, wrote, "Our schools and our culture fixate on academic abilities, ignoring emotional intelligence, a set of traits—some might call it character—that also matters immensely for our personal destiny."³

Our tendency has been to focus on developing our populations' knowledge, skills and creative talents while neglecting the more fundamental dimensions of educating people to become good people. The result of this overemphasis has been the education of people with high levels of professional abilities who do not possess moral standards commensurate with their influence and responsibility. Thus, we have computer specialists using their knowledge to create viruses whose sole purpose is to destroy the workings of thousands of computers, or creative artists who use their talents to propagate sex and violence.

The challenge for education in the 21st century is to correct the current imbalance. To neglect doing so is actually dangerous. As our power to control and manipulate our physical universe grows, the need to channel that power through morality grows too. Historian Arnold Toynbee put it like this: "The greater our material power, the greater our need for spiritual insight and virtue to use our power for good and not for evil... We have never been adequate spiritually for handling our material power; and today the morality gap is... greater than it has ever been in any previous age."⁴

It is not a far stretch to realize that technical knowledge, without the guidance of morality, is dangerous. Knowledge of how to make nuclear weapons in the hands of immoral killers would be

³ Daniel Goleman, *Emotional Intelligence* (New York: Bantam, 1995) p. 36.

⁴ Arnold Toynbee, *Civilization on Trial* (Oxford: Oxford University Press, 1948).

a disaster for humanity. Medical expertise in the hands of torturers refines their methods to a horrific degree.

One headmaster, having experienced the Nazi concentration camps during the Second World War, summed up this point in a letter he wrote to his new teachers each year:

My eyes saw what no man should witness: gas chambers built by learned engineers, children poisoned by learned physicians, infants killed by trained nurses, women and babies shot and burned by high school and college graduates. So, I am suspicious of education. ... My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, arithmetic are important only if they serve to make our children more human.

Whether the knowledge and skills imparted by conventional education are used for the benefit or the detriment of society depends primarily on the heart and character of the educated person. Therefore, character education is not only desirable; it is absolutely necessary.

Heart—the core of character

When we say that someone has a good character, we are saying the person has a good heart, because the heart is at the core of human character. The deepest motivation for all moral striving arises from the heart. In particular, the heart is the source of the fundamental impulse for relatedness. It is what motivates a person to yearn for the joy of loving and being loved, the satisfaction of valuing and being valued. Love and relatedness describe a human need no less strong than the need for food or shelter. Indeed, people often are willing to give up both of these for the sake of love.

Love in its true sense is inherently moral. It requires altruistic action: giving, serving, and sacrificing one's self for the sake of one's beloved. Love is also inherently ethical because it can be realized only in a relationship with another human being.

As a plant must be cultivated with love and care in order to become a healthy and beautiful plant, so too a child's heart must be cultivated with love and care if he is to grow to a healthy maturity. The beginning point of education lies with the cultivation of the child's heart by providing him with lots of experiences of love. This enhances the child's feeling of security and worth, making a solid foundation for subsequent growth and development. Because the heart is the core of human character, the ability to give and receive love is the ultimate manifestation of true maturity, over and above knowledge.

Along with heart, the development of a strong conscience is also an important aspect of building good character. Whereas the heart is the source of love, we may view the conscience as an internal compass guiding one's love in the direction of goodness. The moral example of others stimulates both the heart and conscience to live up to the highest standards of behavior. Parents, teachers, and other mentors serve as important role models for the developing child to follow.

Cultivation of heart takes place primarily in the family, but the school can support this type of education as well when the teacher creates a family atmosphere conducive to the cultivation of the hearts of the children in the class. The teacher also stands as a moral example and mentor, a figure trusted by his or her students, who can support the development of their hearts and consciences.

The school can provide a supportive atmosphere for this type of education by creating a moral community where students, teachers and school administrators are working together in harmony and with mutual respect. By employing cooperative learning techniques in the classroom, teachers can help their students learn how to cooperate and work together to solve common problems. The school also should seek to instill in each student a sense of shared responsibility for creating a moral culture. They should understand that each person's actions and attitudes influence others for either good or bad.

The Three Basic Goals of Life and Education

This curriculum is developed around the idea that there are Three Basic Goals of Life and Education that systems of education need to be aware of and address if they are to educate responsibly. Bearing these goals in mind shapes education to fulfill its deepest purpose: to produce well-rounded, capable, and benevolent people who are a boon to society and to themselves.

We would say that developing a mature heart and character is the first basic goal of life and of education. Yet it is not an end in itself. Ultimately the goal of developing heart and character is to become a person capable of altruistically loving others. True love cannot be separated from virtues such as respect, responsibility, fairness, honesty, loyalty, unselfishness and others, as these are concerned with the way to properly relate with others. We may say that virtues facilitate the flow of love in human relationships. Thus a person of virtue is a mature person capable of beneficial and loving relationships, which are further contexts for fostering human development and growth. To develop loving relationships, especially in the context of a family, then, is the second basic goal of life and education.

As people develop their knowledge, skills, and technical expertise, they have the potential to be of enormous benefit to the larger society. With their maturity and sense of social responsibility, such people can balance their natural desire for personal success with the larger purpose of serving their society. A strong conscience and a well-developed capacity to love make for a more ennobling contribution to the human community. We consider making a contribution to society to be the third basic goal of life and education.

The pursuit and fulfillment of these three life goals: 1) **Becoming a person of mature character** 2) **Establishing loving relationships and family**, and 3) **Making a contribution to society** point the way to valuable and productive lives. By designing our educational system with these three life goals in mind, we can help our young people to find true satisfaction and fulfillment in life while realizing their full potential as human beings.

The *Discovering the Real Me* curriculum and teaching manuals emphasize the development of heart and conscience within the context of attaining the three basic life goals. Educating children to be better and happier human beings is the essential goal of education, even as they learn the technical expertise needed to serve our world to the best of their abilities. *Discovering the Real Me* seeks to correct the imbalance in current education by devoting special attention to the development of the inner human being, the core of which is heart.

2. Teaching Methods

This section includes a number of recommendations of the types of methodologies for teaching the *Discovering the Real Me* material. We recognize that each teacher has his or her own teaching style and may not feel comfortable using all of our suggestions. We provide this information in order to help the teacher get started, whatever the classroom situation may be. The teacher is encouraged to use and adapt these recommendations as he or she sees fit.

Interactive methodology

The general approach recommended for teaching the course *Discovering the Real Me* is one that encourages the maximum degree of interaction between teacher and students. Because the focus of the course is on developing the students' character, the teacher must work to draw them out so that they may become agents in their own learning and development. The teacher must avoid the temptation to do all the talking while the class just listens passively. Students should be encouraged to speak up, to express their ideas, emotions and opinions. The desirable outcome is that students think and discuss in such a way that any moral conclusions they come to about right and wrong are their "own".

In guiding students to make these conclusions on their own, the teacher should keep the position of authority. To be effective, the teacher must guide students according to a clear moral framework. Otherwise, he or she runs the risk of the class coming to believe that not only does every person have the right to express his or her viewpoint (true) but that every moral viewpoint is equally valid (not true).

Group and individual projects

The teacher should assign both group and individual projects. It is suggested that the teacher continually recreate the groups throughout the course (even on a daily or weekly basis) so that cliques do not form, which are detrimental to class unity. While group projects are a good way to teach students to work together, individual projects encourage personal creativity and interest in a topic. In assigning projects, the teacher should take student interest into consideration. The teacher may even want to allow the students to choose or design some projects themselves. This way they will be much more creative and enthusiastic about their work.

Cooperative learning

Over the past one or two decades a new learning approach known as "cooperative learning" has become very popular in many Western school systems. It has come to have its own society—the International Association for the Study of Cooperation in Education. It has its own practitioner-oriented magazine—*Cooperative Learning*. Hundreds of studies have been conducted that demonstrate the effectiveness and applicability of cooperative learning on all levels.

What is cooperative learning? Essentially it is a team approach to learning, involving students working together to accomplish a shared task. Through this method students can learn social as well as scholastic skills. It is an approach that is oriented towards the student's interests and teaches them responsibility for the results of the study process.

The traditional method of education emphasizes the subject content. In cooperative learning, the study process is primary. It says to the teacher: "Take what you would normally teach, teach it through cooperative learning for at least part of the day or period, and you'll be teaching virtues and academics at the same time." Cooperative learning can be utilized in teaching almost any kind of subject, whether it is ethics, literature, math, science or sports. Here are some of the specific benefits of cooperative learning:

1. It teaches the value of cooperation

It teaches students that it's a good thing to help each other. Studies show that the opportunity to be a contributing member of a benevolent peer group promotes caring about fellow group members, developing more altruistic attitudes, and engaging in pro-social behavior.

2. It builds a sense of community in the classroom

By promoting interaction, it helps students get to know and understand each other better. One effect of this is to reduce interpersonal conflicts. Cooperative learning has been found to foster greater acceptance of classmates who are handicapped or from different ethnic or racial backgrounds.

3. It tempers the negative aspects of competition that often pervade classrooms

Oftentimes the spirit of competition, rather than cooperation, dominates the school or classroom atmosphere.

4. It improves academic achievement, self-esteem, and attitude towards school

By encouraging student participation and interaction, cooperative learning has been shown to dramatically improve academic achievement, self-esteem and overall attitude towards school among all students, but especially for chronic underachievers.

5. It teaches life skills

Cooperative learning teaches students some of life's most important skills, including learning to listen, taking the viewpoint of others, respecting others, patience, tolerance, communicating effectively, solving conflicts, and working together to achieve a common goal.

Some types of cooperative learning

1. *Learning partners.* This is the easiest and least threatening way to begin cooperative learning. It is a building block for other more complex forms of cooperation.
2. *Small group projects.* In this form students work together in small groups of 4 to 6 on a single project. Here the emphasis is on cooperative processes such as group problem solving, creativity and team research.
3. *Whole-class projects.* At times the entire class can work together on a single project. Here the project can be divided into several sub-projects, for example, dividing the research into the life of an historical figure into different categories (childhood, adult life, contribution to culture, influence on others, etc.), then combining reports.

It is important that the behavior expected of the students be made clear. Here are some suggestions that the teacher could post on the wall concerning classroom expectations:

Classroom Expectations

1. Cooperate with each other
2. Do not speak when someone else is talking
3. Do not distract each other
4. Say what you think honestly without putting others down
5. Do not leave others out
6. Support each other
7. Do not make sarcastic comments

The following describes the basic procedure for conducting cooperative learning in the classroom:

1. Place students in groups (groups will vary in size—4 to 7 is optimal)
2. Assign each member of the group a specific role. Examples of roles:
 - a. Organizer: Organizes all the information that the group comes up with in a presentable manner.
 - b. Secretary: Takes notes for the group.

- c. Team Captain: Makes sure that all the group members are fulfilling their responsibilities.
 - d. Spokesperson: Presents the group's work to the class and responds to any questions from the class.
 - e. Noise Keeper: Makes sure the volume level does not become excessive.
 - f. Timer: Makes sure the group's assignment is completed on time and that the group is using its time wisely.
3. Depending on the size of the group the roles can be combined.
 4. Clarify the task to be worked on and the time allotted for its completion.
 5. Review rules (should be posted on the wall in such a way that they are visible and readable).
For example:
 - Get into your group quickly and quietly.
 - Bring necessary materials with you.
 - Stay in your group unless asked to do otherwise.
 - Wait to begin until you know your role and the roles of others in your group, and have received all instructions.
 - Speak quietly.
 - Listen to your partner or teammates.
 - Address your partner or teammates by name.
 - Raise your hand if you have a question for the teacher.
 6. Give each group feedback concerning their work and accomplishment, including any signs of improvement.

Group discussions

Group Circle

When discussing a subject with the entire class, the use of a circle formation has proven effective in helping students to open up and share their ideas.

Guidelines for group discussions

1. Set a non-relativistic context for discussion

Adolescents, at this stage in their life, may tend to adopt the attitude that everyone is entitled to their own opinion and asking 'Who's to say what's right?' This may lead them to adopt a relativistic attitude toward morality as they go through life. Group discussion provides students with the opportunity to both affirm students' right to their own viewpoints while challenging them to consider the existence of a clear sense of ethics and morality that applies to everyone.

Challenging students' relativistic thinking requires teaching them the following general criteria that apply to any moral issue:

- Does a given action respect the rights of those it affects?
- Would I want to be treated in such a way? (test of reversibility)
- What if everyone acted that way? (test of universalizability)
- Does the action bring objective benefit to individuals and society?

2. Challenge students' thinking, concepts and assumptions

The teacher can challenge students' thinking through the questions he or she asks. Even young children can be helped to grasp objective ethical criteria if the teacher's questions are formulated

correctly. The teacher should also consider, "What questions will I pose if students take such-and-such a position?" For example, if the teacher is discussing with the class whether it is unethical to steal or shoplift, here are some questions he or she could formulate prior to the actual discussion:

- Imagine that you were the owner of a shop, how would you feel if someone stole from you?
- How does stealing affect people who don't steal?
- Is stealing wrong for someone who has enough money to buy what he or she wants and not wrong for someone who does not have enough money? If so, does that mean that stealing is only wrong depending on the person's situation?
- What would happen if every person in society stole whatever they wanted?
- If you think stealing is all right when you don't like the owner of a shop or if you think the shop is too expensive, does that mean that people have the individual right to decide when it is okay to steal?
- Is the kind of person you are affected in any way when you steal?
- What problems does stealing create for a society?

Some of these questions could be raised in an initial discussion; others could be made part of a writing assignment; still others could be posed as part of a subsequent discussion of the issue.

3. Require sincerity and careful thinking

There is nothing more frustrating for the teacher than when students do not treat an issue seriously. Discussing moral issues may challenge some students' own personal behavior, and they may "act out" because of this. The teacher must make clear before any discussion that students are expected to keep a serious attitude.

Also, the teacher should choose a format for moral reflection and discussion that helps students to think carefully and critically. There is a big difference, for example, between a loose, open-ended approach that simply invites students to voice their opinions and an approach that requires them to engage in research and/or systematic ethical analysis before taking up a position. To encourage continuing thought, the teacher can also give students some thought-provoking reading on the topic and ask them to write an essay in response.

4. Anchor discussions in a curriculum-based approach

Finally, it is best not to treat difficult issues such as cheating, stealing, sex, drinking, etc., with off-the-cuff discussions or a one-time activity. A superficial teaching approach almost always assures a superficial student response. Serious moral reflection is much more likely if a classroom discussion is anchored in a planned, intellectually rigorous, curriculum-based approach. Such an approach can take different forms, in particular:

- *Ethical discussions integrated into the general curriculum*, such as social studies (e.g., what have been the effects of prejudice and discrimination in history?), science (e.g., how does scientific fraud—scientists faking their data—undermine the enterprise of science?), or literature (e.g., what moral choices do the characters in a particular story have? How would the story change if they made one choice over another?).
- *A special curriculum unit*, spanning several weeks or months and centered on particular

virtues such as respect, honesty, compassion, courage, etc.

A curriculum-based approach gives a teacher much more quality control over discussion. Students are required to investigate, reflect, formulate, write, and discuss their positions as an outgrowth of an extended, serious inquiry.

Additional points in support of moral reflection and discussion

1. Use examples from literature to teach virtues.
2. Discuss hypothetical moral dilemmas as a way of diagnosing and developing students' moral reasoning.
3. Draw out dilemmas that students themselves may be facing.
4. Design decision-making activities that encourage conscientious reflection.
5. Use role-playing to help students take and understand a point of view different from their own.
6. Help students develop moral self-knowledge through personal ethics journals and character improvement activities.

We will discuss points 5 and 6 in the final three sections.

Role-playing

During role-playing, students assume the roles of various characters and act out a brief episode resembling real life that usually involves a problem. Those assuming a role use their own words, attitude, thoughts, and feelings in the role play. The role-playing process involves the following four basic steps:

1. A specific problem is identified. It could be, for example, a conflict between a student and his/her parents, or between two students.
2. After the problem is described, roles must be established and assigned to various students. It is recommended that the teacher seek out volunteers to play the roles.
3. The actual role-playing takes place and should be brief. The same situation may be repeated several times with different students in order to demonstrate that there are often several solutions to a single problem.
4. A de-briefing and discussion follows, focusing on the behavior itself or the actions taken, rather than on the student who played the role, emphasizing how they addressed or solved the problem that was the focus of the role play.

Role-playing allows the student, in a safe context, to come to understand and learn ways of coping with various types of difficult situations. It encourages seeing situations from different points of view and applying innovative solutions.

This technique demonstrates to students that very often conflicts are the result of misunderstandings between different parties. It shows the importance of listening carefully, of controlling one's emotions and of recognizing prejudices and biases that one might have. By the student experiencing what it is like to be in another person's shoes, it can help to foster greater empathy and mutual understanding. Role-playing has the effect of muting ridicule and put-downs which are so often a part of the school environment.

Journal writing

Journal writing (and drawing) is a tool for encouraging the student's personal growth. The exercises at the end of many of the chapters in the student textbook are designed to take students to places inside themselves that they may have rarely visited. The exercises can help them to:

- express their feelings and thoughts

- sort out the seemingly random experiences in their lives
- make more conscious choices and decisions
- define and implement desired changes
- get a clearer picture of their creative potential and how to use it
- change negative thought and behavior patterns
- discover new and different parts of themselves and learn how these parts can relate to each other harmoniously
- investigate their life purpose and find deeper meaning in their lives
- envision a better future and discover what their particular contribution to that future might be

The journal is a place where they can let their inner selves out. The pages become a mirror for seeing themselves more clearly. Starting with self-communication in private, they can then develop their ability to communicate with others. Being clear with themselves opens the way for being clearer with others.

The teacher should help students understand that, as with life, the more they put into their journal, the more they will get out of it. The teacher should encourage them not to restrict themselves to the assigned exercises but to feel free to explore and experiment on their own.

Some students may be hesitant because they think they have no talent for writing or drawing. The teacher must emphasize that no special talent or training is needed to do these exercises. The goal is not to make art or literature but to explore their inner world. They are not drawing or writing to please anyone else or to get anyone's approval. Their journal is by them and for them. While writing assignments will be checked by the teacher to make sure they have been done, sharing the contents of writing assignments will be voluntary.

To help students feel more comfortable and confident with journal writing, the teacher may want to do a sample journal exercise together with them at the beginning of the course.

Experiential Learning

This is a concept with a long history in educational theory but which has been given new impetus in recent times in reaction to the excessive emphasis on cognitive learning during the course of the 20th century. Most theories of education, even in character education, have stressed the development of a person's reasoning faculties and intellect. We, too, acknowledge the importance of learning to think logically, rationally, analytically and critically. However, as we have already stated, the development of one's heart and conscience is more important in order to deeply internalize moral and ethical values. This requires the active engagement of the student in relationships with other people and the surrounding environment, where both the mind and body can be involved.

We can understand the value of experiential learning if we consider the way a person learns to drive a car. One aspect, of course, involves studying and memorizing a driver's manual. However, this by itself is not sufficient to qualify to receive a driver's license. What is ultimately necessary is real driving experience. Only through actual experience behind the wheel of a car does a person come to really comprehend the contents of the manual.

As Kathy Winings states in her book *Building Character through Service Learning*, "When the 'experience' outside the classroom was structured meaningfully and carefully integrated with the classroom, it could become an excellent teaching tool. Learning involves more than absorbing data and information. For profound learning to take place, the student needs to not only understand the

academic aspects of the question, but also to see how this knowledge is relevant to his/her life.”⁵

Experiential learning seeks to integrate the cognitive with the active and thus lend greater meaning to both. For character education to be effective, it must take virtues out of the realm of the abstract and show what they mean in practice. Through experiencing virtues in action, the student naturally absorbs them into his or her character. Educator David Kolb states that constructive experiential learning requires four basic steps: 1) the experience itself; 2) reflection on the experience; 3) synthesis and abstract conceptualization; and 4) testing the learned concepts in other situations.⁶

What kind of experiences? The best are those which are structured to serve others. In the U.S. such programs have come to be known as “service learning” and can take any number of forms, such as:

- Big brother/big sister programs
- Tutoring younger children
- Visiting or working in a nursing home, hospital, homeless shelter or orphanage
- Doing jobs for elderly people living alone
- Providing meals for homebound senior citizens
- Food or clothing drive
- Clean-up activity: park, streets, graffiti
- Planting trees, flowers, vegetable garden
- Painting murals to beautify the neighborhood
- Letter-writing or petition campaign on some public issue
- Serving a religious, civic or service organization
- Fundraising for a worthy cause: playground equipment, computers for the school, etc.

Such activities afford students the opportunity to step beyond the boundaries of their previous experience. They experience the joy of living for the sake of others.

The reflection step is important to the student internalizing the experience. This helps to keep service from becoming simply a passing phenomenon. To stimulate reflection the teacher may encourage students to ask themselves the following questions:

- How did I feel before the activity compared to how I feel now?
- How did it help me to become a better person?
- What did I learn from the experience?
- What obstacles did I have to overcome?
- How did the activity benefit others?
- How do I feel about helping others now?

Overcoming obstacles, both internally and externally, in one’s heart, mind and body, has been shown to be essential to achieving lasting personal growth. The student needs also to experience the substantial beneficial effect of his or her action on the recipient of the service. This gives a profound stimulus to offer oneself for other altruistic activities in the future.

Through reflection the student can begin to comprehend the internal value of the experience and synthesize this with previous experiences that have shaped his or her attitudes and character. New

⁵ Kathy Winings. *Building Character through Service Learning*. Chapel Hill, NC: Character Development Publishing, 2002, p. 16.

⁶ David Kolb. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1984.

conceptualizations of living can take form in the student's mind and heart, which then can be tested in other areas of life. If the experience of planting trees and flowers in a neighborhood park has sensitized the student to the value of creating a beautiful environment, s/he may be stimulated to plant flowers in his own backyard or take better care of his own room at home. By experiencing the effect of caring for or feeding the elderly, the student can be naturally stimulated to show greater care and concern for those in need in general.

Through experiential programs such as service learning, students will be encouraged and challenged to adopt a lifestyle at variance with the self-centered and consumer-oriented one advocated by much of modern culture. Hopefully, the experiences gained through such programs will stimulate the natural goodness residing within each person and become precious memories that will feed the development of their overall character.

General recommendations

To conclude this section, we would like to offer the teacher some general recommendations for teaching character education:

1. **Act as caregiver, model, and mentor** treating students with love and respect, setting a good example, supporting pro-social behavior, and correcting hurtful actions.
2. **Create a moral community in the classroom**, helping students know each other, respect and care about each other, and feel that they are valued members in the group.
3. **Practice moral discipline**, using the creation and enforcement of rules as opportunities to foster moral reasoning, self-control, and a generalized respect for others.
4. **Create a democratic classroom environment**, involving students in decision-making and shared responsibility for making the classroom a good place to be and to learn.
5. **Teach values through the curriculum**, using academic subjects as a vehicle for examining ethical issues. (This is simultaneously a school-wide strategy when the curriculum addresses cross-grade concerns such as substance abuse prevention or sex education.)
6. **Encourage moral reflection** through reading, writing, discussion, decision-making exercises, and debate.
7. **Teach conflict resolution** so that students have the capacity and commitment to solve conflicts in fair, nonviolent ways.
8. **Foster caring beyond the classroom**, using inspiring role models and opportunities for school and community service to help students learn to care by giving care.
9. **Create a positive moral culture in the school**, developing a total school environment (through the leadership of the principal and administrative staff) that supports and amplifies the values taught in classrooms.
10. **Recruit parents and the community as partners in character education**, supporting parents as the child's first moral teachers; encouraging parents to support the school in its efforts to foster good values; and seeking the help of the community (e.g., churches, business, and the media) in reinforcing the values the school is trying to teach.

3. Course Requirements and Expectations

The best way to get what you want from your students is to inform them clearly about your expectations. In the beginning lesson, the teacher may want to say to the students something along the following lines:

This course is designed and intended for you. This means that your

participation and involvement in classroom and group activities related to the class are extremely important. This class will be what you, as students, make it. The course is designed in an interactive manner, which means that many times you will be asked to work together with your classmates in order to complete an assignment. The aim is for you to learn to work effectively with other people, as well as learning to respect the opinions of others (which may not be the same as yours). The skills that you will learn in getting along with others by working with your friends and classmates will prepare you in your relations with all kinds of people in the future. The most successful people in the world are those who know how to listen and respect others from all walks of life.

Grading

The issue of giving grades in such a course as *Discovering the Real Me* needs to be addressed by the school, keeping in mind the ultimate goal—the character development of students. The traditional form of grading students according to their cognitive knowledge can lead to the situation where students invest themselves simply for the sake of getting good grades. Obviously, such an approach would distort the very meaning of the course. It would be better if the course accepts only those students who want to participate for the sake of their own character development, without such external stimuli as formal grading. In the majority of cases, however, this will be unrealistic. Also, students—and parents—usually want some measure to know how well they have done. One possibility is to use an intermediate method—such as self-grading—either individually or by group.

Students need to know how they will be evaluated. For this kind of course, written examinations alone are not sufficient. In some cases the teacher may decide that students do not need to take written tests at all. Students should also be evaluated according to their class participation and general behavior, as well as insights and personal character changes noted. A lot of this will be self-reported.

The problem of unsatisfactory grades needs to be discussed separately. Experience indicates that grades given in moral/ethical courses should only be positive. For those students who don't study hard enough, it is recommended not to give any grade at all. Instead, they should be encouraged to invest more in the course so that in the future they can receive some positive grade.

4. Helping Students to Get to Know Each Other

Helping students to get to know each other is the first step in building a moral community. One way to do that is to give students a non-threatening task to do with one other person or a small group, such as the following:

Partners

Teachers pair their students with someone they don't already know and give them about 10 minutes to complete a sheet titled "Partners" (see the box below). After the children have completed their sheets, they are invited to come together in a circle and share their lists with the group.

This activity accomplishes several things: Partners learn about each other; each class member learns about the others through the whole-group sharing; and the activity shows that people are

both similar and different, laying the groundwork for a classroom community that values individuality and diversity as well as unity.

PARTNERS: Name <i>Ways We Are Alike</i>	Name <i>Ways We Are Different</i>

Some questions partners can ask each other:

1. What is your favorite food?
2. What are two things you like to do?
3. What's your favorite color?
4. Do you have any brothers or sisters?
5. What is your favorite subject or activity in school?
6. What is something you learned to do during the last year?

Class directory

Often teachers have found that many students don't know the names of all their classmates even by the end of the school year. Learning names and developing friendships can both be facilitated by a making a class directory.

On the first day of school individual photos are taken of all the students in the class. When developed, they are mounted on the bulletin board or in a class book. Beneath each portrait are three sentences, which the child completes:

"My name is _____"

"I like to _____ and _____"

"My phone number is _____"

Students then can contact each other based on common interests.

Teachers of older grades have adapted the class directory idea by having students interview each other, take notes, and then write biographical sketches, which the teacher then duplicates to make a directory.

The treasure bag

One community-building activity is the "treasure bag." Here, each student brings in a bag which contains five things that tells something about themselves. Together the whole class tries to guess which bag belongs to which student.

The seat lottery

Teachers of adolescents know that they tend to form exclusive cliques, which meet the need for social membership of those who are "in" but at the expense of those who are "out." Such cliques can spell death for an overall sense of community in the classroom.

One way to deal with this problem is through a "seat lottery." Every desk in the class is arranged and given a number. Each Friday afternoon before leaving each student goes to the front of the room and pulls a number from a bowl that will designate his or her seat for the next week.

The seat lottery can come to be eagerly anticipated. A new desk almost always means two new

neighbors. This way there can be more friendships in the class than before, and the social groups that do form will be more open and less antagonistic.

Good feeling/bad feeling

One way a teacher can lay the groundwork for good participation in discussions is to start the year with an exercise that helps students become comfortable with each other and gets them thinking about their responsibilities as class members. Students are asked to write "Two things that people do in a group discussion that give me a good feeling" and "Two things that people do in a group discussion that give me a bad feeling."

Gathered in groups of three, students then share their lists with each other. Next, the entire class forms a circle. Going around the circle, each person shares one of the things from their "good feeling" list. The next time around the circle, each student then shares one of the things from their "bad feeling" list. Everyone keeps a running list of what is mentioned. At the end, each student chooses one thing that they will work on to improve as a member of a group discussion.

This procedure will not eliminate all problems—follow-up is needed—but it is a good consciousness-raiser as to what makes for productive discussion. Typically, students will say it makes them feel good when someone really listens to them, and nearly always they will mention that they don't like it when somebody monopolizes a discussion while others say nothing at all.

People hunt

Another first day activity that works well with students of different ages is the "people hunt." The teacher gives the students a list of 20 items and instructs them to fill in people's names for as many items as they can by going around and talking to classmates. Sample items:

1. Is able to whistle
2. Likes doughnuts
3. Enjoys reading
4. Likes to fish
5. Is new in the school
6. Has a living great-grandmother
7. Can ride a horse
8. Is good at sports
9. Plays a musical instrument
10. Parents were born in another country

All of these "ice-breaking" activities will help students realize that the course *Discovering the Real Me* is different from their other courses and hopefully will be providing them with growth-promoting and exciting experiences for their inner development.

Section II: Lesson Plans

Introductory Lesson

As you begin this journey through *Discovering the Real Me* it is helpful for you, as the teacher, to take some time in the introductory class to inform the class of course requirements and expectations (please see Section I). Students should receive a list of any quiz or test dates, as well as a list explaining all projects to be completed during the course at this time. Review all of the basic class rules and post them on the wall.

The first day of class should be used primarily for introducing students to the idea of a course in character education or virtue-building and the requirements and expectations during the course. It might be a good time to do the "Getting to Know You" exercises from Section 1.

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

Important Note: Each chapter will take two class sessions.

At the beginning of the first class students should be asked to read the Introduction in the student text. Ask students what they think of the idea "You are the artist of your own life"? Mention that *Discovering the Real Me* is designed to help them develop a good, creative vision for their life and to show them how to make that vision come true.

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

Ask students what "virtues" are. Once students have given their ideas, write on the board:

Virtue:

A particular moral excellence
A commendable quality or trait

(From Webster's Collegiate Dictionary)

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

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

Have students reflect upon or even describe (calling on volunteers) the most virtuous persons they know.

Do they agree with the statement in the book, "The happiest people are people of virtue"?

From the array of virtues presented on the board, have students make an entry in a journal or notebook listing which of the virtues they would like to have and for which they would like to be

known. Mention that this is the beginning of forming a vision of what kind of person they would like to become.

Explain that modeling ourselves after people we look up to or admire is a way of forming a vision for our lives and for forming our character. Asking ourselves, "What would my hero (or heroine) do in this situation?" sometimes gives us the insights and the strength to handle a challenging situation well.

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

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

Chapter 1: What Kind of Person Will I Be?

Objectives

Cognitive

Students will clarify their personal ideas and beliefs about life.

Affective

Students will understand how beliefs affect the choices they make.

Behavioral

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

Class Session 1:

Explain that getting a vision of who they would like to be is aided by understanding who they are and what they believe now. Therefore, the exercises they will do related to Chapter 1 will involve a lot of self-reflection—thinking about what they believe and what they are like at this point in their lives. Assure them that none of the self-reflection exercises will be graded or shown to

anyone else, but they will be marked as to whether they do them or not. It is for their own self-understanding; nothing more.

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

Have students do the Questions for Reflection in their student books:

Questions for Reflection

1. What kind of person are you?

2. What kind of person do you want to become?

3. What do you need to do to become that kind of person?

4. Why should you be good?

5. What are the values and principles by which you live?

6. Do you think that people are basically good, or not?

7. What do you want to be doing ten years from now?

8. What are the qualities of a good person?

9. What aspects of yourself would you like to change or develop?

Assign the exercise "My Tree of Life" as homework to be turned in at the next character education class. It is recommended that you as the teacher also do this exercise at home to familiarize yourself with it and to gain insights as to what you would like to teach the students through it.

Class Session 2:

Have students bring out their completed homework assignments. Although you need not read them in detail, it is good to check to make sure they have filled in all the blanks and written something after each question.

Exercise: "My Tree of Life"

1. The soil represents your cultural and socio-economic environment. Concentrate on the areas that concern you most.

I was brought up to believe that:

work is...

money is...

religion is...

my nationality is...

my race is...

man is...

woman is...

sex is...

marriage is...

the family is...

freedom is...

the law is...

learning is...

success is...

a friend is...

2. The roots of the tree represent your insights into the fundamental questions of your existence.

I believe that:

*There is a higher power that directs our
existence*

*There is no higher power directing our
existence*

I will exist after death
evil does exist
I can know the truth
I am free
I am basically good
human beings are loving and caring
school is a joy
I believe that my life comes from...
Truth for me is...
I am living for...
Each day I am moving towards...

death ends all
evil does not exist
I cannot know the truth
I am not free
I am basically evil
human beings are selfish and hostile
school is a burden

3. The trunk of the tree represents your beliefs about the nature of a human being. Check the statement that you believe and give the reason.

- a. ☐ *I am basically good because...*
☐ *I am basically evil because...*
- b. ☐ *I am free and responsible for my actions because...*
☐ *I am not free and not responsible for my actions because...*
- c. ☐ *I am basically selfish because...*
☐ *I am basically caring and kind toward others because...*
- d. ☐ *My beliefs shape my personality because...*
☐ *My personality shapes my beliefs because...*

4. The branches of the tree represent your values. List the things that are important to you and why (for example: people, activities, character traits).

5. The tree's flowers symbolize the emotions you experience in your life. List the dominant ones that you experience towards the following:

desirable *undesirable*

myself
friends
family
school

6. The fruits of the tree represent your actions. List your characteristic ways of behaving in the following roles and activities:

desirable *undesirable*

son/daughter
brother/sister
friend
student
neighbor
athlete
work
religious faith
leisure time

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

as to the fundamental questions of their existence (tree roots), and their beliefs (soil).

Ask them to look at the flowers and fruits of their tree. The students should consider if they would like to rid themselves of any negative feelings, behaviors or emotions they have listed. Explain that to change their flowers and fruits, they have to change their branches, trunks, roots, and soil.

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

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

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

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

John's roots are: he does not believe that he is free and that he believes human beings are selfish and hostile. John's soil: John thinks that freedom is doing whatever he wants, when he wants. With these kinds of beliefs, it is no wonder that John gets in trouble sometimes. He needs to go back and correct his beliefs so that he will make better choices, not get in so much trouble anymore, and also feel better about himself.

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

Have the students examine their Tree of Life and see if they can identify how their branches, trunks, roots, and soil contribute to the negative or undesirable emotions and behaviors they feel they have. Offer your help if they need it in this analysis process.

Do they want to change these parts of their branches, trunks, roots and soil so as to have better flowers and fruits?

Next, have the students do the Reflection Exercise. (If time has run out, this could be their next homework assignment, which you merely check to see if they have done the next session.)

Reflection Exercise: "Who am I?"

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

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

Dear _____

Reaction:

Chapter 2: Do You Want to Be Happy?

Objectives

Cognitive

Students will recognize happiness as the fulfillment of desire.

Affective

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

Behavioral

Students will choose actions that will lead to greater happiness.

Class Session 1:

Ask students who want to be unhappy to raise their hands. Ask students who want to be happy to raise their hands. Point out that, obviously, most people want to be happy.

Ask students to read the Japanese haiku poem in their student books:

Chase a butterfly,
And it will flutter away,
Concentrate elsewhere,
It will land on your shoulder.

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

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

Write these examples on the board:

Hunger + eat = happiness

Thirst + drink = happiness

Miss someone + see them = happiness

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

Write these examples on the board:

Eating to excess = feeling bloated, stomach problems

Drinking alcohol to excess = drunkenness, hangover

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

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

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

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

Point out that there are also laws that govern the nonphysical aspect of life. Have students read "Altruistic Love Brings Joy—Christa's Story" as well as the two paragraphs following it in their student books. Ask them if any of them have had a similar experience—doing good for someone and then experiencing a "wave of joy" like Christa did? Point out that many people find helping others to be a "natural high."

Class Session 2:

Have students fill in and then share some of their answers in a group discussion of Questions for Discussion in their student books.

Questions for Discussion

1. What makes you happy?

2. Give some examples of physical happiness.

3. Give some examples of inner happiness.

4. Name some physical laws we must understand and live by in order to be happy.

5. Name some moral laws we must understand and live by in order to be happy.

6. Did you ever do something that brought you temporary but not lasting happiness?

7. Is it possible to be happy without being good?

8. What is the difference between happiness and pleasure?

9. What is the difference between happiness and fun?

Then have students write and turn in the Reflection Exercise: "What Makes You Happy?" in their student books:

Reflection Exercise: "What Makes You Happy?"

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Assign Chapter 3: Who Am I? to be read as homework They need not do the written exercises in Chapter 3 at this time.

Chapter 3: Who Am I?

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

Write the following items on the board or call them out. As you communicate each one, have students discern whether the desire named is a desire of the physical self or of the internal self.

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

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

Emphasize that the main point of this chapter is that all beings, including human beings, have an internal nature and a physical form. The internal nature is what guides and defines the physical or external form, just as the internal structure guides and defines the make-up of a watch or a pile of watch powder, one example given in the book, or a lump of coal as opposed to a diamond, the second example given in the book. Because it guides and determines the external or physical form, the internal nature is the more important of the two.

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

Situations for Discussion

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

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

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

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

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

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

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

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

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

To further explore the internal side of who they are, have students read, reflect upon, and complete the drawing in the Reflection Exercise: "My Inner and Outer Self":

Reflection Exercise: "My Inner and Outer Self"

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

memories, wishes, and thoughts.

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

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

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

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

Classroom Session 2:

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

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

For example:

1. Honest
2. Trusting
3. Pure-hearted
4. Thoughtful
5. Confident
6. Loyal
7. Kind
8. Unselfish
9. Hard-working
10. Persevering

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

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

Quality	Always	Usually	Sometimes	Never
1. Honest	*			
2. Trusting		*		
3. Pure Heart		*		
4. Thoughtful			*	

- | | | |
|--------------|---|---|
| 5. Confident | | * |
| 6. Loyal | * | |
| 7. Kind | * | |
| 8. Unselfish | | * |

Ask students to choose the *top six* qualities from the list that they most would like to have, whether they currently possess them or not. Before making a final decision about which qualities they most value they should consider the following questions:

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

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

Next, ask students to write in their student books answers to the Questions for Discussion. Give them some time to do this, and tell them they may refer back to the story if they wish to get the answers down more accurately.

Questions for Discussion

1. Give some examples of inner nature and outer form in human beings, animals, plants and minerals.

2. How would you describe inner nature and outer form?

3. How is inner nature reflected in the outer form of humans? Animals?

4. Give an example of how inner nature determines the value of something.

5. What makes something or someone valuable?

6. In what ways do human beings express their inner nature?

7. Is the inner nature of identical twins the same or do they have unique characteristics? Do you know of any examples?

If there is time, solicit answers from the students in a class discussion of each of these questions. Then ask them if they have ever known anyone like Eric, the "Piano Man." What did they think of the example of the repairman who used a hammer to start the engine? Though it was a funny example, is "know how" something valuable—even though it is invisible?

Assign the reading of Chapter 4 in their student books for homework.

Chapter 4: Masculinity and Femininity

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

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

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

Have students do the Exercise: "Complementary Pairs" in their student books.

Exercise: "Complementary Pairs"

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

Complementary Pairs

inside	outside
front	rear
right	left
inner	
up	
long	
east	
north	
wide	
high	
active	

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

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

Explain that there is another set of complementary opposites in the universe that is even more important than these because it has to do with the reproduction of life. Ask students to look over the small chart in their student books:

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

Students should recognize that life and matter perpetuate themselves through the relationships between these complementary opposites. Ask students to consider their parents' partnership and relationship. In what ways do the things that their mothers do balance and fill out the things that their fathers do and vice versa?

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

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

Classroom Session 2:

Have student fill out the Questions for Discussion section in their student books.

Questions for Discussion

1. What are some of the psychological and physical differences between men and women?

2. What are some of the differences between boys and girls?

3. What are some of the ways in which men and women complement each other?

4. What are some of the ways in which boys and girls complement each other?

Discuss students' answers after they have filled out their sheets and have them debate ones that seem stereotypical or untrue--especially to the opposite sex!

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

Reflection Exercise: "A Man's World"

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

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

Assign them Chapter 5 as reading for homework.

Chapter 5: The World of Relationships

Objectives

Cognitive

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

Affective

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

Behavioral

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

Open a discussion about the story "Stranded" in their student books. Ask students' opinions as to whether they would like to be on the island described, under the condition described, or not. Have them explain why.

Stranded

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

As you gaze towards the beach, you take out your uncle's final letter from your pocket. In the letter are the strange details of your inheritance. You know you will never lack for any possible material comfort for the rest of your life. However, there is one restriction upon your inheritance: under no circumstances are you to bring another person to this island. The servants do not speak your language and have been instructed to have no personal interaction with you whatsoever. You are forbidden to make contact with the outside world.

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

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

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

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

It would be good to write these three ideas on the board.

Point 1) Positions should be recognized in a relationship.

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

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

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

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

In the Mouth of a Shark

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

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

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

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

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

Now have students do the Practical applications of relationships principles in their student books. What is the right answer? They may circle the right answer.

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

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

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

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

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

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

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

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

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

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

B. Accept her correction; she's been around longer than you and knows how people should behave.

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

Classroom Session 2:

Reflection Exercise: “Everything in Relationship”

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Emphasize that relationships do not just happen by themselves. Even if they seem to--for instance,

they become friends with someone for no apparent reason, they just enjoy one another's company, they just get along well, etcetera, ask them to understand that these principles are at work, whether they are aware of them or not.

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

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

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

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

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

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

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

These are the lyrics:

I Am a Rock

By Paul Simon

A winter's day
In a deep and dark December;
I am alone,
Gazing from my window to the streets below
On a freshly fallen silent shroud of snow.
I am a rock,
I am an island.
I've built walls,
A fortress deep and mighty,
That none may penetrate.
I have no need of friendship; friendship causes pain.
It's laughter and it's loving I disdain.
I am a rock,
I am an island.

Don't talk of love,
But I've heard the words before;
It's sleeping in my memory.
I won't disturb the slumber of feelings that have died.
If I never loved I never would have cried.
I am a rock,
I am an island.

I have my books
And my poetry to protect me;
I am shielded in my armor,
Hiding in my room, safe within my womb.
I touch no one and no one touches me.
I am a rock,
I am an island.

And a rock feels no pain;
And an island never cries.

Source: www.lyricsfreak.com/s/simon-and-garfunkel/124809.html, accessed September 28, 2005.
This song was most recently released in 2004 by Columbia/Legacy on the CD *The Paul Simon Song Book*.

One option is to pass the poem around the room and have each student read just one line out loud. Then ask, "Does this 'rock' really feel no pain? Is this 'island' really crying inside?" Point out that this person has clearly experienced a lot of pain in relationships and has chosen to stay back from the pain of caring about people: "If I never loved I never would have cried."

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

Assign the reading of Chapter 6 in their student books as homework.

Chapter 6: My Purpose in Life

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

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

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

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

Have them reflect on questions relating to the purpose of life by filling out the Questions for Discussion in their student books:

Questions for Discussion

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

2. Does everything have a purpose?

3. Who determines the purpose of something?

4. In what way are you creating yourself and the world around you?

5. Do we all have the same purpose or different purposes?

6. In which way are our purposes the same and in which way are they different?

7. In which ways does a person create the kind of person he is and will become?

8. How much are we responsible for developing ourselves and how much does the environment influence us?

9. Can you think of somebody who grew up in difficult circumstances yet still achieved great things? What did he or she do to develop a positive personality?

10. Is there a connection between maturity and the ability to love?

Once they have finished, have student volunteers share their answers for discussion, questions and comment among the students.

Classroom Session 2:

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

From the chapter, have the students pick out the three basic life goals. They should be able to share that the goals are:

- 1) to grow up and become a person of mature character
- 2) to marry and have a loving family

3) to make a worthwhile and lasting contribution to society.

The goals are written out in bold in their student texts.

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

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

"Almost everybody in the world gets married--you know what I mean? In our town there aren't hardly any exceptions. Most everybody in the world climbs into their graves married."

Our Town, a play by Thornton Wilder

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

Guide the students to reflect on this question: Do they find these kinds of hopes in their own hearts—to be mature, to have loving relationships in a family, and to make a lasting contribution to society? Ask them to do the Reflection Exercise: "Fulfilling Your Purpose in Life" in their student books. (The teacher may want to fill this out him- or herself.)

Reflection Exercise: "Fulfilling Your Purpose in Life"

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

PART II: Becoming a Person of Good Character

Introduction to Part II

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

Once they have done that, mention that Chapter 7, the first chapter of Part II, will deal with the process of growth. They are in the process of growing up, physically, mentally, and emotionally, and this chapter will explain some parts of that process. Chapters 8 and 9 will deal with the concept of “heart” and the conscience.

You can ask students if they understand the difference between heart as the literal physical entity that beats, and the concept of “heart” that means something much deeper —something that has to do with the mind and emotions of a person.

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

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

Chapter 7: The Process of Growth

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

Students should have read Chapter 7 in their student books prior to this session.

Point out that Chapter 7 tells us that growth in human beings takes place in stages, just as it does in natural things like trees. Ask students to refer to their student books to name the three main stages of growth:

- Formation
- Growth
- Completion

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

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

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

Some key points to stress during this lesson include:

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

Have students re-read and then comment upon "Living for the Sake of Others—Maria's Story." Encourage students to share their experiences of taking on extra responsibilities in their own families. Ask them how they felt? Was it a good experience? Did they feel more "grown-up"?

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

Ask if students think they should have more freedom in their lives. Discuss what freedom is to them. Freedom is something most adolescents want more of. Students should understand that the purpose of freedom is so that we can make the right choices, to take on more responsibility in order to give more love to others, like Maria. Freedom allows us to choose to love and give. Being kind to others means nothing if it is not done freely. So part of the reason they should want to be free is in order to give to others more.

Have students do Questions 1-8 in their student books, referring back to the text if they need to.

Questions for Discussion

1. Explain the 3 stages of growth.

2. Why do things take time to grow and develop?

3. What is the difference between internal growth and physical growth?

4. For human beings, what are the basic characteristics of the formation stage of growth?

5. What are the basic characteristics of the growth stage for humans?

6. What are the basic characteristics of the completion stage for humans?

7. What is the relationship between freedom and love?

8. Name some qualities of a person who is internally mature.

Solicit voluntary answers to these questions in a discussion.

Classroom Session 2:

Have students re-read about "Taking Ted." Ask the girls if they would like a fiancé or husband like Ted. Would the boys like a female version of Ted for a girlfriend or wife? Have students first write, then discuss, the Questions for Discussion about "Taking Ted."

Questions for Discussion

1. How does Ted's selfishness limit him? Does he think of anyone except himself?

2. Can people be internally mature if they cannot act for the sake of others?

3. Do you think Ted's friends would want to be friends with him for long? Why or why not?

4. What kind of friends do most people want: those who want you to serve them, or those who try to serve you?

5. How does the Golden Rule (treat others as you would like to be treated) apply to internal growth?

After you have solicited answers to these questions from the class and discussed the answers, ask students to do the Writing Exercise in their student books.

Writing Exercise

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

When they are finished, have student volunteers submit their essays to be read aloud. Try to select essays that show Ted becoming mature and learning to care for others and ones that have Ted stay the same, only growing older, to read aloud in class.

Lastly, have students do the Reflection Exercise. Have them answer the questions about it in their journals.

Reflection Exercise

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

Assign the reading of Chapter 8 as homework.

Chapter 8: Human Nature

Objectives

Cognitive

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

Affective

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

Behavioral

The students will act to cultivate their hearts.

Classroom Session 1:

Direct students' attention to the chart in their student books to compare animal qualities with human qualities. Ask: Does a monkey ever ask the questions, "Who am I? What am I? Where am I going? What is to become of me?" In fact, does a monkey ever read a chapter like this on "Monkey Nature"? No! We can conclude that it is doubtful that monkeys reflect upon themselves. Humans, however, do.

The teacher may go down the list of comparisons between humans and monkeys and either give examples or comments on the points given in the chart, or the teacher may solicit examples and comments from students.

Animal qualities	Human qualities
Has no sense of self	Capable of self-reflection
Has only a biological clock	Has a sense of time and history
Capable only of concrete thought	Capable of abstract reasoning
Speaks only one "language"	Capable of learning other languages
Inhabits only its own niche	Lives in almost any kind of environment
Has no moral sense	Has a moral sense
Behavior is guided by inborn instinct	Capable of learning skills, is creative
Is rarely monogamous	Is usually monogamous
Creates no economy	Engages in trade
Has brief childhood, little sense of "family"	Has long childhood, strong sense of family

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

Try to find examples of differences between animals and human beings that are interesting and that challenge the students to look at the life of a human being more deeply. Ultimately, as the teacher, you will want to focus on the key difference of the human mind. The students will need to recognize that their minds are more than their physical brains, because of their characteristics of intellect, emotion, and will.

Each of these three characteristics should be explored at length in the classroom.

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

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

Cave Art Gallery – Mind over Body

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

We do not know why primitive humankind drew on cave walls. Surely most of their time was taken up with physical survival. Yet anthropologist Margaret Conkey said, "What's on the wall is probably more about what was on their minds for some cultural or social reason than about what was in their stomachs." Even 17,000 0years ago, people took time away from physical survival to express their minds artistically—and the power of their art can speak eloquently to our minds today.

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

The last characteristic, "will," can be presented by discussing students' goals and dreams and their attitude to achieve them. Ask students to find examples in history of tremendous will and will power and discuss what obstacles these individuals may have experienced on their journey toward fulfilling their dreams.

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

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

Have students do the Exercise: "Two Settlements" in their student books.

Exercise: "Two Settlements"

Consider this statement before doing the exercise that follows:

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

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

Classroom Session 2:

It would be fun to have student volunteers read their essays on "Two Settlements" aloud or to allow you or others to read them aloud.

Now have students do the Questions for Discussion in their student books and have students volunteer their answers.

Questions for Discussion

1. In what ways are humans and animals different?

2. In what ways are they the same?

3. In what ways does a person have the ability to make choices that an animal doesn't?

4. How are the mind and body different?

5. How do the mind and body interact?

6. How does the interaction between the mind and body determine our character?

7. Choose 3 people and describe them in terms of their intellect, emotion and will.

8. Do you agree that the heart is more important than intellect, emotion and will? Why or why not?

9. How are heart and character related?

10. In what way do our actions shape our heart and character?

Explain that, because we are different from animals, we are very much in charge of our own destinies--what or who we become. Have students do the Reflection Exercise in their student books.

Reflection Exercise

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

Assign the reading of Chapter 9: Conscience as homework for the next session.

Chapter 9: Conscience

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

On the blackboard write the word *conscience*. Ask students to volunteer definitions.

A dictionary definition of conscience, which you might want to write on the board, is:

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

Ask students if they have ever experienced their conscience strongly. Have they ever experienced it as a nuisance that wouldn't leave them alone? Have they ever been annoyed with their consciences, as Bill and Mark Twain were in the stories in their student books? On the other hand, have they ever had an experience where they followed their conscience and felt a lot of peace and gratitude afterward, glad that they had? Have they ever experienced a guilty conscience and then gotten relief when they took steps to do something to make up for whatever they had done wrong?

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

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

Talk with the class about what they think happens when we ignore our conscience time and time again. Discuss with them situations where they did not listen to their conscience on a regular basis. Have them share what happened to them. Ask if it was harder the first time to ignore or disobey their conscience or after doing it several times.

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

The ultimate goal of this section is for students to recognize that each one of us is responsible to listen to our conscience and to keep it healthy. Discuss with the class all the different ways that they can make their consciences healthy. List them on the board. Since it is important to also act on what our conscience says is right to do, discuss with the students as to what ways they were encouraged to do the right thing during the last few weeks. Have them describe the situation fully for better understanding. If it is appropriate for your class, ask them what would be the most difficult thing they could imagine their conscience asking them to do.

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

Exercise: “A Matter of Conscience”

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

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

After the students have debated, have them write down their own answers to the Questions for Discussion in their student books.

Questions for Discussion

1. What do you feel Lara would do if she followed her conscience?

2. What would she do if she did not follow her conscience?

3. What considerations does Lara have to make?

4. What if you were in her position? How do you think you would react?

5. If a person's actions do not directly hurt another person, but are still dishonest, is the action any more acceptable?

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

More questions to consider as a class:

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

In pairs ask students to discuss and share with the class their responses to the following questions:

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

Classroom Session 2:

Inner Conflict

Procedure

1. Ask students the question: *How many of you have ever had a "debate with yourself"? Raise your hand if you have.* Inform them that most people have had such debates: it is called an inner conflict. In these situations one part of ourselves wants to do what we know to be right while another part wants to do what we know is not right.
2. The part of us that wants to do what is right is our conscience. We are all familiar with that "voice in our head" telling us to do something, or not to do something. Our consciences also make us feel guilty after we have done something wrong.
3. Ask for three volunteers. First they will read the *Sample Script*. Then, the volunteers will act out the three parts in the script. One student plays the role of the person in conflict. The other two represent the two voices: one, the good unselfish voice; the other the bad selfish voice.
4. After the script has been acted out, ask the class the following questions:
 - *In what ways does your "good" voice encourage you to do what you know is right?*
 - *In what ways does your "bad" voice encourage you to do things which you know are wrong?*
5. In groups of three have students choose one of the situations from *What Do I Do?* (Or, better yet, they can create their own).
6. One by one ask each group to act out their situation (either from *What Do I Do?* or from their own creation), followed each time by a reflective discussion.
7. You may tell students that in many difficult situations there is no clear right or wrong answer. In some situations the most important factor is the ability of the person experiencing an inner conflict to act in harmony with his/her conscience.

Resource 1: Sample Script

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

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

Tatiana: "Peter, wake-up! You have to get yourself up to the apartment!" (Peter does not move

and is obviously going to need someone to carry him).

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

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

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

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

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

Good Voice: "I cannot believe you would even consider leaving Peter out here until the morning just to save yourself! How would you feel if he did that to you? He is your brother! You should treat him the way you want him to treat you even if he doesn't! Don't be so selfish! Go get your father right away!!"

Resource 2: What Do I Do?

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

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

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

After the role-playing, have students do the Questions for Discussion in their student books. The Reflection Exercise is then a more personal reflection on a time when they experienced obedience or disobedience to their conscience in more detail.

Questions for Discussion

1. What is conscience?

2. Can you think of a situation when you violated your conscience?

3. Can you think of a situation when you followed your conscience?

4. In each of these situations, how did you feel afterwards?

5. How did these experiences affect the development of your character?

6. What is guilt?

7. Did you ever feel guilty about something you did? Why?

8. Is there something that you once thought was okay and now believe it to be wrong?

9. Is there something that you once thought was wrong and now believe it to be okay?

10. What happens if you simply ignore your conscience?

Reflection Exercise

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

Assign the reading of Chapter 10: Honesty as homework for the next classroom session.

Chapter 10: Honesty

Objectives

Cognitive

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

Affective

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

Behavioral

Students will be more honest.

Classroom Session 1:

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

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

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

Break students into pairs and have them discuss situation A., B., C., or D. from the Exercise: "What's Wrong Here?"

Exercise: "What's Wrong Here?"

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

1. What is the problem with this situation?
2. How would you feel if you were in this situation?
3. What would you do?

A. You are promised a job with a certain employer. When you show up for the first day's work, he says he never promised you and has hired his own son instead.

B. After having lunch at a café, the person at the cash register gives you too much change.

C. You need your mother's signature on your progress report to turn in the next day or you'll get in trouble. You forgot to show it to her. You can imitate her handwriting pretty well, though.

D. Kevin said he'd pay you back the money you lent him by Friday. School's almost out for the weekend, and he hasn't given you the money.

After giving students time to discuss these issues, have a representative from each student pair share with the class which situation they chose to discuss, what the problem was, how they would feel about it if they were in the situation and what they would do.

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

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

Classroom Session 2:

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

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

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

Talk with your class about the meaning of gossiping. Have the class determine if gossiping is a form of dishonesty or not. The students should explain why gossiping is dishonest. Divide the students into small groups of two or three students and ask them to discuss the last time that they either spoke unkindly about someone behind his or her back or heard someone speak about someone else behind their back. Ask the students why they did not speak directly with the person

involved.

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

Have students do the Questions for Discussion in their student workbooks and have students volunteer their answers.

Questions for Discussion

1. What does honesty have to do with personal relationships?

2. What does it mean to be honest with yourself?

3. What does self-deception mean?

4. What would it be like to live in a society where no one was honest with each other?

5. How does it feel to be lied to?

6. If someone you know lies to you and then asks for your forgiveness, can you easily trust that person, or does it take time to rebuild trust?

7. How does lying affect your character?

8. What does it mean to “rationalize” something? Why do people do this?

Then discuss the Reflection Exercise: "Judy and the Lie." How do students feel about Judy? How do they feel about Nancy? What would they do if they were Judy? What would they do if they were Nancy? How do they think Judy feels about herself? How do they think Nancy feels about herself? Have students reflect upon the Questions for Reflection after "Judy and the Lie."

Reflection Exercise: "Judy and the Lie"

Read and reflect on the following story:

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

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

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

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

Ask students to consider the Questions for Reflection on their own, writing in their own answers.

If there is still time left in class, you can try the following situations on the students. *Imagine yourself in the following situations. Mark the following statements as being either acceptable or unacceptable.*

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

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

1. A friend has invited you to come over for a visit. You do not want to go, but for no particular reason. Would you say, "I'd really like to come see you today, but I have a terrible headache"?
2. A good friend asks if he can borrow some expensive athletic shoes from you. You do not want to lend your shoes to anyone. You tell him your foot is much smaller than his, and that they would never fit.
3. The phone rings, and the person on the other end of the line is someone with whom you do not wish to talk. Do you tell your mother to tell him you are not home?
4. Your best friend gets her hair cut in a style that you think looks terrible. Do you tell your friend

- that you like her haircut in order to not hurt her feelings?
6. You find an envelope with \$100 in it. The envelope has a name and nearby address on it. Do you return the money to its original owner?
 7. You copy an English composition from your friend who attends a different school. You receive an "A" on the composition, but your teacher is very surprised at your improvement and asks in private whether you received unauthorized help. Do you tell her you wrote the whole thing yourself?
 8. You promise to go out with one of your friends on Friday night. A few hours before you are to meet, someone else calls you and invites you to see a play that you have really wanted to see. Do you call your other friend and tell him that you are not feeling well so you can go to the play?

Assign the reading of Chapter 11: "Why We Don't Want to Change" as homework for the next session.

Chapter 11: Why We Don't Want to Change

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

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

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

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

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

Ways that we resist change

Things we say to ourselves:

It wouldn't do any good anyway.
My situation is different.
It will work itself out eventually.
It's better just to leave things as they are and not cause a big problem.
It's not the right time.
If things were different, perhaps it would work out.
I don't have time.
They should change first.
My parents won't let me.
I'm really all right. There's nothing wrong with me.
It takes too much effort.
What if I fail?
They might reject me.
What would my friends think of me?
I'm not good enough.
I might lose my friends.

Things we do:

Changing the subject
Leaving the room
Being late
Getting "sick"
Doing unnecessary work
Procrastinating
Not paying attention
Cutting off a relationship
Looking away when someone is talking to us

Concepts about ourselves:

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

Fear is also a big obstacle to change. Have students read over **Exercise: "A Case of Fear"** in their student books.

Exercise: "A Case of Fear"

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

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

Questions for Discussion

1. Do you think the person speaking in the story was honest with himself?

2. What was he afraid of?

3. If you were his friend, what would you have said to him?

4. Do you think he was afraid of many other things in his life and this was just one way his fear showed?

5. How do you think he could have gotten over his fear?

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-
6. He seems to be speaking from some time later, perhaps 10 or 20 years. What kind of person do you think he became? What do you think he accomplished?

Classroom Session 2:

As it says in the text, success and triumph are the rewards of challenging ourselves to change, even in the face of fear or great odds. Discuss with the students stories from their culture that are about someone who had to endure tremendous obstacles just to survive. What do the students feel about such people?

Talk about the story of Helen Keller. Mention that many people have found the story of Helen Keller to be inspiring, because she achieved so much against such great odds. Have students look over and comment on the story of Helen Keller. Have any of them seen the movie or play *The Miracle Worker*? If possible, it would be a great movie to show in class, or a movie about a local person who was/is famous for overcoming tremendous challenges and obstacles in life. Ask them to imagine themselves deaf, blind and mute just for a few minutes. How would their lives change? What kind of fears would they experience? Would they feel lost, uncertain, unable to do anything? Another way to conduct this part of the lesson is to have half of the class wear blindfolds and ear plugs for a period of time. The other half of the class should select one of their classmates and walk up to them and try to help them without saying a word. Trade places after a period of time. After the exercise has concluded, ask the class to reflect on what it was like to not see or hear and then have someone that they don't know come up to them to help them. Explore the dimensions of this experiential exercise.

Have students fill out the Questions for Discussion in their student books. Break students into same sex pairs and have them discuss their answers to the Questions for Discussion honestly with one another.

Questions for Discussion

1. What are some of the reasons why a person might be afraid of trying something challenging?

2. Which of these reasons are real and which are imaginary?

3. Define courage and cowardice.

4. What do courage and cowardice have to do with personal growth?

5. Does being courageous mean not having any fear?

6. Can you think of any examples of people demonstrating courage?

7. Are there ways in which you might be resisting change in your life?

8. If you could overcome your fears, in what ways would you benefit?

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

Reflection Exercise: "Love Overcomes Fear"

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

Assign the reading of Chapter 12: Good and Bad for homework for the next session.

Chapter 12: Good and Bad

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

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

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

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

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

examples of how pleasing others might be bad in some cases.

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

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

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

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

It would be good to discuss, as a class, the Questions for Reflection in their student books. This should be a very fruitful discussion. Students are already no doubt thinking about these things, as they are able to see that there is evil in the world.

Questions for Reflection

1. Are there such things as absolute good and absolute evil?

2. Please define good and evil.

3. In deciding good and evil, what should be the determining factor: the action itself, motivation or consequences?

4. What kinds of things do you think would be considered good in any culture?

5. What kinds of things do you think would be considered evil in any culture?

6. Since it seems that evil has always existed, is evil a natural part of human existence and there is nothing we can do about it? Why or why not?

7. Is it possible to have good without evil?

Classroom Session 2:

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

Direct students' attention to the Exercise: "The Main Motivation." Have them reread each little story and then lead the class in a discussion of the Questions for Discussion.

Exercise: "The Main Motivation"

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

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

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

Questions for Discussion

1. Can you identify the motivation behind these students' actions?

2. Does it happen that sometimes what appears to be good behavior is actually not so good?

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

This last point should be particularly interesting. After the discussion, have students write this Reflection Exercise in their journal or notebook: an essay on what a world without evil would be like. Have students volunteer to share their essays with the class.

Reflection Exercise

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

Assign as homework the reading of Chapter 13: Freedom and Responsibility

Chapter 13: Freedom and Responsibility

Objectives

Cognitive

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

Affective

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

Behavioral

Students will use freedom to make good choices.

Classroom Session 1:

Ask students if they would like more freedom in their lives. Allow them to dream out loud for a few minutes about, "If I were free, I would..."

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

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

Ask students if human beings are completely free. Conduct an exercise where the class imagines what it would be like to have a completely free society where everyone can do whatever they like when they like. Have the class describe what might happen in such a society. Discuss the difference between responsible freedom and license. Freedom and responsibility go hand in hand.

That is why Viktor Frankl once proposed that the United States build a Statue of Responsibility to go with its famous Statue of Liberty. Ask students if they think this would be a good idea.

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

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

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

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

1. Doing whatever I want, whenever I want.
2. Getting drunk and being wild when I feel like it.
3. Following my conscience, and doing what I think is right.
4. Sleeping all day.
5. Saying no when someone tries to tempt me to smoke or drink.
6. Controlling other people.
7. Screaming and yelling when I am angry.
8. Apologizing when I do something wrong.
9. Stealing something that I want when I cannot afford to buy the item.
10. Controlling my sexual desire when I feel attracted to someone.
11. Thinking about eating my favorite cake during an important math test.
12. Being independent from the forceful will of another.

Have students consider one way in which they wish their parents would allow them more freedom. Then have them consider what kind of responsibility they can show and promise to live up to in order to get their parents to trust them with the new freedom. Break them into groups of three or four and have them discuss these options with one another, giving one another feedback as to how they think the parents will react.

Classroom Session 2

Lead students in filling out and then discussing together the Questions for Discussion in their student books.

Questions for Discussion

1. Have you ever made a decision that was entirely your own? Describe it.

2. Is freedom necessary to live a good life in a good society?

3. How free are you? What are the chief restraints on your freedom?

4. What is the difference between freedom and anarchy? Freedom and license?

5. Are there any freedoms that you are willing to die for? If so, what are they?

6. At what point do people become responsible for their actions?

Have students do this exercise:

Exercise: “Freedom and Responsibility”

1. Comment on the following statement: “As we get older we naturally desire more freedom. With that freedom comes greater responsibility. However, many people want freedom without the responsibility.”

2. Now make three columns in your notebook. In the first column write the decisions you were able to make as a small child. In the second column write the decisions you are presently able to make. Finally, in the third column, write decisions which you plan to be able to make as an independent adult.

3. To be truly free means to be completely responsible for your life. You determine the outcome of your life--no one else. If someone else takes responsibility for you, to that degree you are not free. Discuss the following statement with another student and prepare a response to the class:

“Freedom and responsibility are tied together. A truly free person makes his own decisions and accepts the results of those decisions, whether good or bad. A person who is not free allows someone else to make the decisions that will shape his life and is bound by those decisions.”

Have students write this reflection exercise in their journals or notebooks. Ask for volunteers to share their thoughts.

Reflection Exercise: “Inner Freedom”

Imagine that you are unjustly accused of a serious crime and put into prison. You have no one

to talk to and your freedom is restricted to your cell. How could you make yourself free within the space of your own mind?

Assign reading Chapter 14: Self-Control as homework.

Chapter 14: Self-Control

Objectives

Cognitive

Students will understand the benefits of self-control.

Affective

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

Behavioral

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

Classroom Session 1:

Ask students if they think self-control is a sign of maturity or not. Ask them for examples of:

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

Ask them to give examples from both young children's lack of self-control and lack of self-control in teenagers or adults that they have witnessed.

Do they admire people who are self-controlled or do they prefer people who frequently "lose it"?

Mention that things like self-control may, once again, seem like limits on their freedom. Explain that self-control actually promotes freedom. The text gives an example of a pianist freely and joyfully performing. Discuss other examples. Discuss with the students the situation of athletes such as an Olympic gold medalist or someone training for a special award or event. Ask the students to consider whether or not these individuals are free to play as much as other people, and why or why not. Ask the students to consider in what ways these individuals are "free."

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

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

Putting Down and Sitting Down

Have everyone stand up next to their desks. Explain that you are going to be reading some sentences out loud. If the sentence is true for the student, he or she should sit down. After everyone has had time to react to the sentence, all students will rise again to react to the next sentence. Tell students to be quiet and respectful of one another during this time.

Sentences:

1. Sit down if anyone has laughed at you and made you feel embarrassed, hurt, or humiliated in the last month.
2. Sit down if you were ever called by a nickname you were embarrassed by.
3. Sit down if you've ever been called a bad name.
4. Sit down if you have heard other people laughed at or called a bad name.
5. Sit down if anyone has ever put you down because of your weight.
6. Sit down if anyone has ever put you down because you wear glasses.
7. Sit down if anyone has ever put you down because you talk differently than they do.
8. Sit down if anyone has ever said you were stupid.
9. Sit down if anyone has ever cursed you.
10. Sit down if anyone has ever said you were no good.
11. Sit down if anyone has ever said they wished you were dead.
12. Sit down if anyone has put you down because of where you were born.
13. Sit down if anyone has put you down because of your skin color.
14. Sit down if anyone has put you down because you didn't have money.
15. Sit down if you ever told a friend a secret and that friend told others.
16. Sit down if you have ever had mean gossip about you repeated to you that really hurt you.
17. Sit down if anyone has ever made you feel bad by teasing you about things to do with puberty.
18. Sit down if anyone has ever made you feel bad by teasing you about the shape of your body.
19. Sit down if anyone has ever said your future would be bad.
20. Sit down if you have ever heard someone teased and put down and felt sorry for them.

Unfortunately, most of the students will probably sit down for most of these sentences. Remark on how often someone's lack of self-control of their mouth causes wounds in people's hearts and minds. Tell everyone you are sorry that these things have happened to them, that they have happened to nearly everyone, and it is a good reason to learn to control ourselves so that we can live in a world where at least some people are controlling their words. Discuss practical things that they can do to help them practice more self-control in these areas.

Classroom Session 2:

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

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

Have students do the Reflection Exercise in their student books.

Reflection Exercise

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

Have students fill out the Questions for Discussion. Pair them with members of the same sex and have them discuss their answers.

Questions for Discussion

1. What types of things do you find difficult to control in yourself?

2. How does this affect your state of happiness? Your character? Accomplishing your goals?

3. What can you do to gain more control over your desires?

4. What are you willing to sacrifice for the sake of a long-term gain?

5. Are there things more difficult to control in yourself than five years ago? Why?

6. Are there things easier to control in yourself than five years ago? Why?

Next have students give themselves this test on self-control. They can probably guess the right answers and compare their honest answers to what would be best.

Exercise: "Self-control"

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

1. Do you take on 2 or 3 jobs at the same time?
 - a) seldom
 - b) often
 - c) never
2. After receiving your paycheck, would you buy expensive things that you really want knowing that later it will be difficult to make ends meet?
 - a) never
 - b) always
 - c) sometimes
3. If you see clothes that you really like, would the price stop you from buying them?
 - a) sometimes
 - b) never
 - c) always
4. If some household device (such as a coffee maker) breaks down, would you prefer to buy a new one or repair the old one?
 - a) prefer buy to buy a new one
 - b) depends on the price of the repair
 - c) try to repair it myself
5. If there is a hole in your stocking or sock, what would you do?
 - a) mend it
 - b) throw it away together with the second one
 - c) keep the second one, for it may come in handy
6. Do you turn off the light in a room when you leave it?
 - a) rarely
 - b) sometimes
 - c) always
7. Do you use the telephone only when it is necessary, or more freely?
 - a) only when necessary
 - b) I like to talk on the phone
 - c) it depends
8. Are you able to do several things well at the same time?
 - a) yes
 - b) no

- c) it depends
9. If there are a lot of old newspapers in the home, what would you do?
- a) throw them away
 - b) recycle them
 - c) leave them
10. Do you buy more bread than you need?
- a) yes
 - b) sometimes
 - c) never
11. Do you eat everything on your plate or do you leave a bit sometimes?
- a) leave food sometimes
 - b) never leave anything
 - c) always leave some
12. Do you take care of your clothes and shoes?
- a) yes
 - b) no
 - c) not always
13. Are you careful with other people's things?
- a) no
 - b) yes
 - c) even more careful than with my own things

Assign Chapter 14: The Teenage Years to be read as homework for the next session.

Chapter 15: The Teenage Years

Objectives

Cognitive

The students will understand that this is a time of rapid changes on the physical, emotional, and intellectual levels.

The students will develop a new comprehension of love as being closely related to virtues.

Affective

The students will value themselves and take care of themselves during this special developmental time.

The students will want to develop the virtues that will make for true and lasting love in their futures.

Behavioral

The students will treat others who are also in adolescence with respect.

The students will abstain from premature sexual relationships.

Classroom Session 1:

Explain that this chapter is about changes. Discuss with them in what ways have they changed since they were children. Talk about being teenagers in today's world. What are some of their challenges? What are the advantages of being a teenager today? What are the challenges of being a teenager today?

Explain that they should take good care of themselves in every way, getting plenty of rest, eating nutritious food, scheduling in recreational time, getting exercise and fresh air, and practicing cleanliness and good health. Mention that their bodies are going through many, many changes. As was noted in a previous chapter, the physical heart doubles in size during puberty! It takes the brain and body a lot of energy and effort to produce big changes like that. Urge them to be kind to themselves and one another during this hard-working time.

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

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

Have students take some time to answer the Questions for Discussion. Tell them that their answers are for their eyes only.

Questions for Discussion

1. Is a teenager an adult, still a child, both, or neither? Support your viewpoint.

2. What are some of the changes--physically, emotionally, mentally, etc.--that you have been experiencing for the past year?

3. How are you different today from five years ago? Two years ago? One year ago?

4. How has your relationship with your parents changed over this time period?

5. What new interests have you developed over the past year?

6. Do you think your parents have the right to set limits on your activities? How do you feel about these limits?

7. Who do you feel closer to--your parents or your friends? Who do you feel understands you better? Who do you feel cares for you more?

8. What are your ideals and dreams for the future? Are they realistic?

9. What is the difference between love, attraction and infatuation? Have you experienced these things? In what context?

10. How are your priorities changing as you develop into an adult?

Have student volunteers role-play the following situations. Have the class vote on whether the role-players handled the situations positively or negatively.

Exercise: "Role Play"

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

Classroom Session 2:

"Love"

1. As an introduction write the word "LOVE" on the blackboard in capital letters. Ask each student to give one word that he/she connects with love. Write their answers on the board. After compiling this list, try to write a short definition of love as a class. This is no easy task. Explain that the definition should apply to *all* kinds of love, not only the attraction between male and female.

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

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

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

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

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

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

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

On the blackboard write the following headings: *Child's Love, Sibling's Love, Spouse's Love, Parent's Love*. Break the class into four groups and assign each group one of the headings. Ask the groups to come up with a list of at least five items which describe their heading. Before they begin, go to each group and say the following:

To the group describing child's love:

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

Some possible descriptions:

Respectful
Appreciative
Affectionate
Admiring
Responsive

To the group describing sibling's love:

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

Some possible descriptions:

Reciprocal

Harmonious
Trusting
Loyal
Pure
Sharing

To the group describing spouse's love:

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

Some possible descriptions:

Commitment
Monogamous
Fidelity
Unity
Devotion

To the group describing parent's love:

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

Some possible descriptions:

Unconditional
Unchanging
Investing
Affectionate
Patient
Sacrificial

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

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

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

Now have students do the Reflection Exercise in their student books. If there is not enough time to do it in class, assign it as homework to be checked the next class session. Assign the reading of

Chapter 16 as homework too.

Reflection Exercise

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

Chapter 16: Peer Pressure: Smoking, Drinking and Drugs

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

Talk about peer pressure. Ask the students to describe it with one word or with short phrases. Have the students compare the descriptions and then select, as a class, the best descriptors for peer pressure. Then divide the students into small groups. They should select a recorder. The groups should then brainstorm and list examples of bad peer pressure that they have either experienced, seen, or thought about. On a second piece of paper, the groups should list examples of good peer pressure, trying to be as specific as possible.

Ask the groups to share their lists with the class. Post them on the walls. Then talk about peer pressure as a class. Mention that, as the text points out, peer pressure can be a good or a bad thing.

Have students write the answers to the Questions for Discussion and then go over them in class, asking for students to volunteer their answers.

Questions for Discussion

1. What is peer pressure?

2. Give some examples of both good and bad peer pressure.

3. Why do you think people sometimes try to pressure others to do the wrong thing?

4. What can you do if your friends try to get you to do something you don't feel is right?

5. What do you have in common with your friends?

6. What is the basis of your friendships?

7. Why do you think people smoke, drink or use drugs?

8. How do they get started doing these things?

9. In what way could you exert positive influence on others to do good?

10. How do you feel about someone who stands up for what he believes, even in the face of opposition?

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

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

Exercise: "What Should I Do?"

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

think you really *would* do. You do not have to show your responses to anyone, so do not worry about other people reading them.

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

- a. Decide that you think the hat is really out of style, that you don't like it anyhow and you start to wear your old hat again.
- b. You still like the hat, but you don't wear it in front of your friends anymore, only around your parents and other adults.
- c. You really like the hat, and you don't really care what your friends say. Too bad if they don't like the hat! You keep wearing it to school and when you go to visit your friends.
- d.

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

- a. You laugh along with everyone else. You do not feel good about it, but you do not want the others to think you like him.
- b. You don't laugh at the jokes, but you don't say anything against the jokes the others are making.
- c. You don't laugh, in fact, you tell the others to quit picking on Larry.
- d.

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

- a. Forget the test. Your friend is right; it doesn't really matter. You go to the party with your friend.
- b. You go to the party, but the thought of not doing well on the test is really nagging you. You leave early, even though your friends act like you're an idiot when you do.
- c. You don't go to the party, and do well on the test on Monday.
- d.

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

- a. No way are you going to say what you really think. You give an opinion that is acceptable and similar to the rest of the class.
 - b. You straddle the fence, giving part of your real opinion but mixing it with the general viewpoint of the class so it doesn't appear that you agree with Bob.
 - c. You give your real opinion. You don't make the other classmates ideas look stupid, but you clearly state how you feel, even though it is the same opinion Bob has.
 - d.
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5. One day you go over to a friend's house where a bunch of your buddies are hanging out. Your friend's parents aren't home, and your friends begin to drink. They are passing around a bottle of beer, and there's plenty more of it when this one's finished. You don't want to drink it; you don't even like beer. You feel really uncomfortable because everyone else is doing it. You whisper to your best friend that you don't want any, but he just laughs and says, "Give it a try; don't be a baby." What do you do?

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

Talk with the students about the meaning of a, b, c, and d responses. Have the students return to their original small groups from the beginning of this lesson and develop a plan for how they can change to become a good or better person. They should be encouraged to support each other in creating a good plan and in following through with that plan.

Ask students to do the Reflection Exercise about the friend with alcohol. Have volunteers give their suggestions to the whole class.

Reflection Exercise

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

Classroom Session 2:

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

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

Discuss with the class what they can do after using these responses. Guide the class to recognize the value of physically getting out of the situation as quickly as they can. Create a list that can be posted on the wall as a reminder for the students.

After the brainstorming, break the students into groups of three or four. Each group is to write a short drama in which one of the actors is being pressured by the rest of the group to do something that they know to be wrong. Each group should select one or two of the suggested methods listed that the person being pressured will use in order to do the right thing and not fall to the pressure of the group. Have each group present their play to the class. Make sure they include physically exiting the situation.

Discuss the dramas and draw some conclusions from among the students as to what are effective responses to peer pressure.

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

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

Smoking

1. ___ 25% of all cancer deaths are attributed to tobacco use. (True)
2. ___ Smoking as few as 1-4 cigarettes a day doubles the risk of heart disease. (True)
3. ___ Lung cancer caused by smoking is the number one cancer killer among men. (True)
4. ___ The substances which make up a cigarette are not good for you, but they are not poisonous. (False)
5. ___ Most people addicted to cigarettes begin to smoke during their teen years. (True)
6. ___ Secondary smoke (the smoke a non-smoking person inhales when with those who are smoking) is not harmful. (False)
7. ___ One-third of all American hospital beds are occupied by people with tobacco-related diseases. (True)
8. ___ 50% of all heart disease deaths in women are a result of smoking. (True)
9. ___ One cigarette a day is not harmful for a healthy person. (False)
10. ___ Among women, lung cancer caused by smoking kills more than breast cancer. (True)

Drinking

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

Drugs

1. ___ Most drugs do not cause serious health problems if used in moderation. (False)
2. ___ People on drugs sometimes commit violent criminal offenses and do not remember the event later. (True)
3. ___ Marijuana is associated with a loss of enthusiasm or interest in activities which the user once

- enjoyed. (True)
4. ___ Cocaine can cause death after just one use. (True)
 5. ___ There are many unknown poisonous substances in every marijuana cigarette. (True)
 6. ___ After the use of certain drugs, like heroin, the user needs to use more of that substance to obtain the same effect. (True)
 7. ___ You cannot get AIDS from an infected drug needle. (False)
 8. ___ Drugs prescribed by a doctor can be harmful and cause serious health problems when taken for too long or improperly. (True)
 9. ___ Continued use of crack (cocaine) destroys your ability to experience pleasure. (True)
 10. ___ Marijuana has over 450 chemicals, some of which alter one's thinking and affect different parts of the body. (True)
 11. ___ Some drugs, like heroin, cocaine, and opium, create a craving for them in the body so that getting and taking the drug feels like an actual survival need. (True)

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

Assign the reading of Chapter 17 as homework.

Chapter 17: The Value of Life

Objectives

Cognitive

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

Affective

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

Behavioral

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

Classroom Session 1:

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

Have students do the Questions for Discussion in their student books and then have volunteers give their answers to the questions aloud. They should get the answers to 2-5 directly from their books.

Questions for Discussion

1. What determines the value of a human being?

2. Explain the meaning of "unique value."

3. Explain the meaning of "cosmic value."

4. Explain the meaning of "divine and eternal value."

5. What is our responsibility in treating others?

6. How would the world be different if everyone recognized these values in themselves and others?

7. Why do you think it is difficult for people to recognize their value or the value of others?

8. What is the connection between value and love?

Exercise: “Reason Versus Heart”

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

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

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

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

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

Reflection Exercise

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

Classroom Session 2:

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

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

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

Divide the class into those who thought solution 1 was best and those who thought solution 2 was best. Have students debate and defend their position. After the discussion and debate, ask if anyone has changed their opinion and would like to change positions.

Ask students if they have any ideas about other possible solutions to the problem in the lifeboat.

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

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

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

Divide students into three or four small discussion groups. Tell them to imagine that there are fourteen passengers in the boat. The boat can hold ten and stay afloat. More than ten, and all will die in the icy waters. Four passengers must go overboard. You are provided with the following

names and information, but no more than that. As a group, decide which four you think should be put overboard in order to save the others.

- Lily, the elderly woman with terminal cancer.
- Fatima, the young woman who is pregnant.
- Christopher, a nineteen year old medical student who hopes to serve humanity by becoming a doctor.
- Lonnie, a middle-aged businessman with a wife and five children.
- Shazeera, a 25 year old who dances in strip clubs and practices prostitution.
- Marlin, a salesman who has no wife or children.
- Farris, a priest who has no wife or children.
- Clement, a young man who loves to drink, gamble, have sex with anyone he can, and who sells drugs on the side.
- Marlene, a middle-aged mother of two teen-agers.
- Garner, a fifteen-year-old boy who is struggling in school and in life.
- Bridey, a spoiled five-year-old girl who has been pestering people the whole boat trip.
- Laurel, a young mother who has five children she abuses in secret.
- Isaac, a former prison guard and interrogator of a political prison where they routinely tortured prisoners.
- Peter, a child who has a withered arm, a speech impediment, brain damage, and asthma.

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

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

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

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

Christopher failed medical school and became a drug addict.

Lonnie lived a normal life.

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

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

Father Farris was indicted for sexually abusing children.

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

Marlene raised two decent children who lived normal lives.

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

Bridey committed suicide when she was thirteen.

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

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

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

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

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

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

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

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

