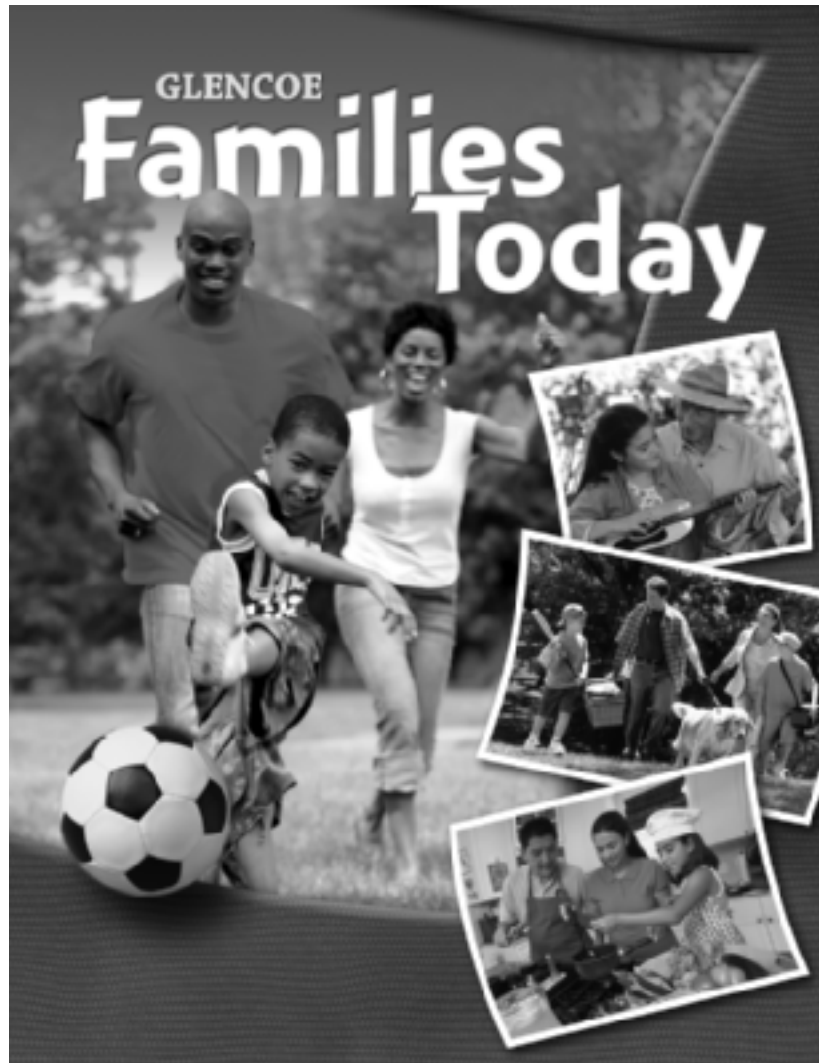


# Enrichment Activities



**Glencoe**

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



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◇ Chapter 1  
Families, Society, and You

Enrichment Activities

## COMMUNITY SUPPORT FOR FAMILIES

Strong families that meet the needs of their members are an important key to building and maintaining a healthy society. Yet families today often need help in fulfilling their responsibilities. Fortunately, the community can provide many support services for families.

**Directions:** Investigate organizations or groups in your community that provide support services for families. Try to find at least two organizations or groups for each function. Use a newspaper, library, telephone book, community guidebook, or any other resource you find helpful to complete the chart below. Then answer the questions that follow.

<b>FAMILY SUPPORT SERVICES</b>			
	<b>Organization/Group</b>	<b>Function Fulfilled</b>	<b>How It Helps</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

(Continued on next page)

**Analyzing Your Findings**

1. For which function did you find the most support in your community? Why do you think this is?

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2. For which function did you find the least support? Why do you think this is?

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3. Are resources easy to find in your community? What suggestions do you have for making this information more accessible to families?

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4. Do any of these organizations or groups use volunteers? If so, in what ways?

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5. If you were to volunteer, which one would you choose, and why?

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6. If you had the funding to create two *new* organizations or groups to serve families in your community, what would you create? Why?

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◇ Chapter 1  
Families, Society, and You

Enrichment Activities

## A LITERARY LOOK AT FAMILY-BUILDING SKILLS

The challenges of family life have existed as long as families have existed. Every family faces both successes and struggles. The level of success depends in part on the family-building skills a family develops. Understanding family dynamics is a good place to begin.

The importance of these skills can be analyzed in Shakespeare's *Romeo and Juliet*. In this play, two families, the Montagues and the Capulets, carry on a longtime feud. Discussions of the play often focus on the relationships between the two families, but the characters might have prevented the crisis in the story if they had practiced family-building skills.

### Family-Building Skills

- Good communication
- Making sound decisions
- Managing the family's schedules and finances
- Problem solving
- Conflict resolution
- Commitment to family first
- Valuing every family member as a contributor
- Knowing how to get outside help for problems
- Believing that change is possible

### **Romeo and Juliet Synopsis**

Romeo, the oldest son and heir to the Montague fortune, attends a party in costume at the Capulets' home. He falls in love with Juliet, the Capulets' daughter. The two meet secretly and decide to marry. They sneak away to a friar's house and ask him to perform the ceremony. A fight breaks out, and Juliet's cousin Tybalt kills Romeo's friend Mercutio. Enraged, Romeo kills Tybalt. He must escape the law and leave the city.

Meanwhile, Juliet's parents try to force her to marry someone else against her will. The friar gives her a sleeping pill that will make her appear dead. Romeo hears of her death without hearing the friar's explanation. He comes to Juliet's tomb and drinks poison. When she wakes up to find him dead, she stabs herself. Realizing that their hatred caused the tragedy, the two households finally establish a truce.

### **Focus In**

After reading the synopsis and the list of family-building skills, identify at least two skills from the list that the Montague and Capulet parents needed to develop. Then list at least two family-building skills their children (Romeo and Juliet) should have developed. Give reasons or evidence from the story for each skill you choose.

Do you think that an improvement in family-building skills could have changed the story's ending? Why or why not?

◇ Chapter 2  
Families Make a Difference

Enrichment Activities

## IDENTIFYING VALUES

Every day you are asked to make decisions. Your family values play an important role in the decisions you make now and in the future.

**Directions:** Read the situations below, and determine which values influenced the decisions that were made. In the space provided, write a sentence summarizing the values that led to each decision.

1. Deanna encouraged her son RJ to try out for the soccer team because she knew it was important to him. If he makes the team, it will make extra work for Deanna. She will have to drive him to and from practice several times a week. She will also need to set aside time to attend matches each weekend during soccer season.

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2. Meagan is a nurse. She loves her work and is good at what she does. Meagan returned to work six weeks after the birth of each of her two children. Although she and her husband, Shaun, could have lived on his salary, Meagan wanted to go back to work. It brought her great satisfaction, which she believed helped her be a better mother.

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3. When Rufus was offered a promotion, it meant moving to another state. He discussed it with his wife, Lillie, and their two teenagers. Rufus explained that he would earn more money, which would benefit the entire family. Besides, with college coming up, they could use the extra income. Neither of the children wanted to move. Lillie thought that the move was necessary financially. She also felt that Rufus might not get another chance at a promotion. They decided to move.

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4. Juanita is a bright student. Her parents think that she should attend a private college far away, where they believe she will get the best education. Juanita, however, wants to attend a small college closer to home. She doesn't want to disappoint her parents, but she also doesn't want the stress of attending a large college far away. Juanita decides to respectfully tell her parents that she does not want to go away to college. In the end, they respect her decision and agree to support her financially, regardless of where she chooses to go to college.

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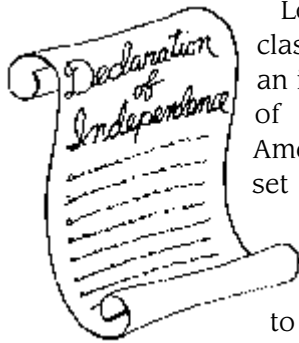
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◇ Chapter 2  
Families Make a Difference

Enrichment Activities

## THE PURSUIT OF HAPPINESS



Look at the faces of your classmates. Each one reflects an individual with a unique set of values as well as an American sharing a common set of values on which this country was founded. Many of these values draw people from other countries to the United States today.

What are these values? Where do they come from?

In 1776, the Declaration of Independence set forth certain rights: life, liberty, and the pursuit of happiness. Fifteen years later, the Bill of Rights guaranteed ten others, including freedom of religion, of speech, and of the press. It also ensured the right not to be deprived of life, liberty, or property without due cause.

The first American settlers were looking for a place to practice their religion without persecution. This belief in *individualism* remains in America today. For teens it means you can wear your hair as you like and listen to your own kind of music. You can choose whether to go to college or to get a job.

Individualism requires tolerance for the differences of others. When one group fights another group because they do not agree with their religious or cultural beliefs, or because they have a different skin color, they are showing intolerance for others' right to be individuals. They show disrespect for one of the main reasons this country was founded.

The final words of the Pledge of Allegiance — "with *liberty* and *justice* for all" — are reminders that freedom and fairness also are American values. Liberty means living free from too much control by government and others. Justice means that you are presumed innocent until proven guilty. It requires that you receive a fair, speedy trial with adequate legal representation.

When the Declaration of Independence and the Bill of Rights were written, it was assumed that Americans would value their *civic duty* — their right and obligation to participate in a self-ruling government that includes such activities as voting and running for political office. People in many other countries are deprived of this right. They cannot understand why less than one-half of all eligible voters bothered to cast a ballot in the last United States presidential election. Each time Americans recite, "I pledge allegiance to the flag of the United States of America," they are renewing their promise to be loyal participants in the workings of the government.

Individualism and tolerance, liberty, justice, and civic duty — these values connect the communities of America. They should serve as powerful influences in decisions about careers, citizenship, and how you treat others. They must be kept alive if the values of the American founders are to be passed on to future generations.

### Focus In

Take a survey of students and adults in your school and community.

1. How many are registered to vote?
2. How many voted in the last presidential election?
3. If they didn't vote, what would it take for them to vote in the next election?
4. What is the process for registering to vote?

Volunteer to help register young adult voters in your school or community. Start the next century out right. Remember to vote! Be like 92-year-old Roy, who proudly says, "I never missed voting in an election in my entire life."

◇ Chapter 3  
Family Characteristics

Enrichment Activities

## CREATIVE IDEAS TO BENEFIT EVERYONE

Because of the changes in the structure of the family in the past fifty years, creators of new products and services have to appeal to a much more diverse marketplace. Imagine being an inventor, designer, business owner, architect, or community planner in the twenty-first century. What product or service could you create that would be appealing to a variety of family units? Begin by thinking about today's common products and whom they are designed to benefit. Then stretch your creative imagination to envision fun, learning, comfort, and ease with products that will serve many different family units.

For example, what if neighborhoods were designed so that smaller homes for single people were built beside larger homes for big families? This way, people of different ages and lifestyles could live in the same neighborhood! Children who didn't live near their own grandparents could have substitute grandparents. Single people would still be able to talk and play with children. Shared community buildings could give everyone a place to socialize, make art or music together, and borrow items like garden tools or bicycles.

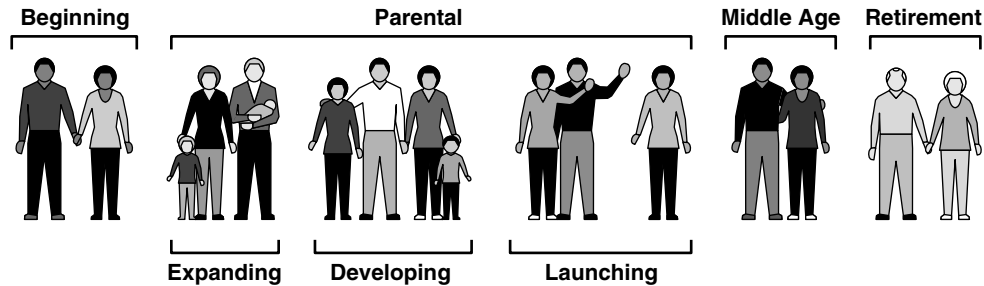
**Directions:** Complete the chart below by describing a creative idea in each category and identifying whom it serves.

Category	My Creative Idea	Who Is Served?
Parks		
Transportation		
Child Care		
Schools		
Grocery Stores		
Restaurants		
Banks		
Fitness Centers		
Can you think of a new idea that doesn't fit into any of the above categories? Describe it here. <hr/> <hr/> <hr/>		

Chapter 3  
Family Characteristics

Enrichment Activities

# STAGES OF THE FAMILY LIFE CYCLE



What do you think of when you think of a “family”? No single image seems to fit the always-changing, always-growing definition of what makes up a family in society today.

The idea of the family life cycle is a way of looking at families and individual family members in order to see their changing concerns and challenges during the course of their lifetimes. Over the years, many different variations of the family life cycle have been used. The simplest life cycle consisted of just two stages — the expanding stage and the contracting stage. The most complex contained twenty-four different categories.

The concept of the family life cycle was created by Evelyn M. Duvall, a human development specialist, in the early 1950s at the University of Chicago. Duvall’s original cycle included eight stages. She divided the parental stage into five child-rearing stages based on the age of the family’s oldest child.

Duvall recognized that in real life there were many overlaps and exceptions to the family life cycle. For the most part, however, her concept fit the assumptions about family life of that time: people would marry, have children, and stay together while their children repeated the cycle. Actually, this “traditional” family — the working father and stay-at-home mother with children in school — existed in large numbers only briefly, just after World War II, when women who had worked during the war gave up their jobs for marriage and a family. Even then, this pattern primarily fit only white, middle-class society.

Today fewer than one-third of all families fit this traditional family description. Although values related to families have not changed, family patterns have. The family patterns common today include childless couples, single parents, and blended families. Also, people are remaining single, grandparents are raising grandchildren, and people are living longer.

Although Duvall recognized that there would be variations to the family pattern she proposed, those variations have become the rule rather than the exception. One thing, however, seems certain: people will always need families, whatever the form, to fulfill their many physical and emotional needs.

**Focus In**

1. How many families do you know that fit the definition of a “traditional” family as defined in this article?
2. What do you think has caused the number of “traditional” families to decline?
3. How have television families changed to represent the diversity found in U.S. families? Do you think this is good, bad, or perhaps both?

Chapter 4  
Families in a Changing World

Enrichment Activities

## A PROMISING FUTURE

Did you know that there are people who are actually *paid* to think into the future? It's their job to predict what people will be wearing, driving, eating, and even thinking about in the future.

**Directions:** Pretend that you are part of a personal "Think Tank." Take a few moments to envision your life twenty years from now. Remember that your assignment is to predict a positive future for yourself. Think seriously about each of the categories below and then fill in the chart.

MY LIFE IN TWENTY YEARS	
How I continue to learn	
What I do for work	
What I do for fun	
What my family looks like	
What I wear	
Where I/we live	
What I value most	
What makes me happy	

◇ Chapter 4  
Families in a Changing World

**Enrichment Activities**

## LIFELONG LEARNING

The concept of lifelong learning is an interesting one. It certainly does *not* mean that we will all be attending school five days a week for nine months out of the year for the rest of our lives! However, it reminds us that we learn in many ways from many people and in many different places.

Being open to opportunities to learn enables you to move ahead. You, like many people, will change jobs or careers many times in your adult life. To do that, you have to know how to learn new things, where to get information, and how to find out what you need to know.

You are already a lifelong learner. You have been learning from many different people and in many different places since you were born. Open up your thinking. Make a mental note of your life from birth to the present as you answer these questions.

1. Who have been your *best* teachers so far? (Remember, don't limit yourself to high school teachers. They can be anyone you have learned something important from in your life. That includes relatives, authors, famous people, friends, coaches, clergy, etc.) After you list these important teachers, write what you learned from each that was most valuable to you.

My Best Teachers	What I Learned
a.	
b.	
c.	
d.	
e.	

2. Where are your best learning places? (Remember, there are lots of places to learn besides a school classroom. These places can include your home, the outdoors, the library, the Internet, or even the laundromat.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

3. In what ways are you a teacher as well as a learner? What do you know in your heart you can teach someone, even if you haven't yet had the opportunity? (It might be how to dribble, read music, fix a computer, or make a friend. It might be the ability to laugh at yourself or to forgive.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Focus In**  
Knowing what you know about lifelong learning, what would you say to a friend who is worried about the future?

◇ Chapter 5  
Roles and Relationships

Enrichment Activities

# CHANGING ROLES

**Directions:** Roles in a family change as people grow older. Read the following examples of role changes that happen in many families. If you can think of more examples, add them to the list. Then choose one of the situations to write about. Imagine that you are writing to a friend whose family is experiencing the change. Tell the friend what to expect and give your advice on dealing with the situation.

1. A teenager advances from a small middle school to a large high school.
  2. A stay-at-home mother becomes a full-time employee outside the home.
  3. A new baby is born and an only child becomes a big brother or sister.
  4. A sixteen-year-old gets a driver's license.
  5. A parent takes on the role of caregiver to a seriously ill family member.
  6. A divorced parent remarries and becomes a stepparent.
  7. A parent gets laid off and becomes an unemployed worker.
  8. A grandparent moves in with the family.
  9. \_\_\_\_\_
  10. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

◇ Chapter 5  
Roles and Relationships

Enrichment Activities

# DIFFERENT PEOPLE HAVE DIFFERENT PERSPECTIVES

Do you know the folktale about the three blind men and the elephant? Each of the blind men touched an elephant and then began to argue over what an elephant was like. The man who touched the elephant's ear believed that elephants were like fans. The man who touched the elephant's leg deduced that elephants were like tree trunks. The man who touched the elephant's tail thought that elephants were exactly like ropes.

In the same way, although you are one person, different people "see" different parts of you. Sometimes, it is because you *want* them to see a particular part of you. For example, you may want your coach to see you as a talented, enthusiastic player. Other times, it's because people want to see *you* a

particular way. Your parents, for example, may want to think of you as their little girl and youngest child, even though you are now a young adult. Your coach may see you as a team player, while your math teacher sees you as his best student. You may be a clown among friends but the most serious at any sign of injustice. All of these are clues to the wonderful and complex person that you are.

- What roles do you play? Are you a leader? Class clown? Best athlete? Most likely to help a friend? Smartest in the class? Most popular?
- How do different people see you in different situations?
- What parts of yourself do you carefully show to some people and not to others?

Take a moment to look at yourself through each of these people's eyes:

	How they see you	How you want them to see you
Parents or guardians		
Siblings or cousins		
Grandparents or mentors		
Teachers or administrators		
Coach		
Best friend		
Classmates		
Neighbors		

**Focus In**

1. Which roles do you feel the most comfortable playing?
2. Which roles would you like to change? Why?
3. What kinds of roles do you think you want to play as an adult? Remember, some of these

choices you can change. Others, like being a parent, once made are carved in stone.

**Project:** Get some modeling clay. Make a face or figure that represents a role you play now or that you see yourself playing in the future.

◇ Chapter 6  
Effective Communication Skills

Enrichment Activities

## WRITTEN COMMUNICATION

In the midst of so many writing assignments in school, it's easy to forget that writing is a form of communication. It's a way to communicate specific ideas to a specific audience. The audience in school is often your teacher, but real-life audiences include parents, friends, employers, people in the community, or people far away via e-mail.

Some teenagers and parents write to each other to apologize for an awkward or unpleasant conversation. One mother wrote the following note to her daughter after an angry interchange: "I'm so sorry I lost my temper last night. I was tired and took it out on you. Can we start again? I promise to be a better listener next time." A thoughtful note like this can help ease the tensions that so easily erupt between teens and their parents.

**Directions:** Read the following situations in which a form of written communication was shared. Then answer the related questions.

1. Sometimes a letter is a good follow-up to an important conversation. Chin had an interview for a part-time job. Afterward, he wrote his interviewer a letter. What might he have said in a follow-up letter?

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2. Tara's dad works nights, so sometimes she doesn't see him for several days. Tara writes to her dad in a notebook each day, sharing her thoughts or experiences. Her dad checks the notebook each night and immediately writes back. What purposes do you think these notes serve?

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3. Think of a time in your life when writing a note or letter might have been a good idea. Explain what the note might have accomplished.

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## Chapter 6 Effective Communication Skills

### Enrichment Activities

# ACTIONS SPEAK LOUDER

Are you a person who thinks your feelings don't really show? If you don't cry, no one will know you're sad. If you don't tremble, no one will know you're scared. The truth is, your body doesn't lie. Your body language speaks loudly and clearly, with or without the volume turned up.



Your body language includes your posture, facial expressions, and gestures. What you don't say says a lot. What do you think your little brother is saying when he folds his arms defiantly across his chest when it's time for bed? What are you saying when you stare at the ceiling while taking a test? Your actions can send conflicting messages to others. Here are some examples:

- You say nothing is wrong, but your eyes are darting everywhere but in the direction of the person you're talking to.
- You say you're not afraid, but your voice is shaking and you don't make eye contact.
- You tell your friends "sure, I agree," but you're frowning and staring at the floor.
- You tell your best friend you're not angry, but your voice is cold and your body is stiff.

You have a choice in every situation. When you use clear communication, everything matches. Nobody has to guess whether he or she should believe your words or your body language. The better you get at communicating your feelings, the better the chance that people will respond to you in a way that makes sense — to you and to them.

### Focus In

1. Look around you for a day. What body language do you see on the bus? At the mall? At lunch? What are the hidden messages?
2. What body language do you use? What mixed messages might your body language give? What words could you substitute to clear things up?
3. Can nonverbal clues be deliberately misleading? Explain.

**Project:** Create a character for a short story or a one-act play. In one paragraph — without using any dialogue and without "telling" the reader what is going on — describe your character only through his or her nonverbal language. Make your descriptions of the character's body language detailed enough that the reader can understand what the character is thinking and feeling.

## TIME TO CALM DOWN

Giving yourself a “time out” period to cool off and calm down during a conflict can be very useful in controlling emotions that can spin out of control. A time-out period can give you the opportunity to think rationally about the conflict.

Everyone needs to find safe ways to release angry feelings. Some people like to mow the lawn, go for a walk, listen to music, go rollerblading, write in a journal, knead bread, play a musical instrument, paint, or hit tennis balls against a wall. Each person’s strategy for handling angry feelings is different. What works well to “defuse” one person may not have the same effect on another.

**Directions:** Think about the ways that you release anger without hurting yourself or others. Some of the ideas mentioned above may work for you, or you may have other ideas. Complete the chart below by listing three strategies you now use to release anger in a healthful way. Then, list three other strategies that you would like to try. For each strategy, describe a situation in which it would work best.

Strategies for Defusing Anger	When It Works (Could Work) Best
1.	
2.	
3.	
4.	
5.	
6.	

## Chapter 7 Conflict Prevention

### Enrichment Activities

# MEDIATORS: A VOICE OF REASON

While headed for class one day, Matt realized he had forgotten his math book. He borrowed Angie's as he passed her in the hall. She told him to be sure to meet at her locker after class to return the book, because she had to have it for her class. When Angie did not show up, Matt needed to get on to his class, so he left the book in front of Angie's locker. After school, Angie confronted Matt about the book. It was gone, and Angie was angry. Voices were raised and tempers flared. Angie wanted Matt to pay for a new book, but Matt didn't feel he was responsible for the loss.

To settle their disagreement, Matt and Angie took their case to a student mediator. This is a student who has been given special training to help other students resolve conflicts peacefully. The mediator hears all sides of the dispute and helps generate possible solutions. Once an agreement has been reached, all parties involved must abide by the terms of the decision.

Danita was a student mediator at Angie and Matt's school. She sat down with them and listened while each told a side of the story. Each continued to blame the other for the loss of the book. Danita, however, did not focus on their disagreement. Instead, she encouraged them to think of ways of solving the problem. Together they came up with three possible solutions:

1. Matt could pay for a new book because his borrowing resulted in the loss.
2. Angie could buy a new book because she had not met Matt as promised.
3. Matt and Angie could each pay part of the cost.

Danita offered a fourth possibility. They could look into buying a used book, which would save some of the costs, and then split the price in half. Although this was not a perfect solution for either party, it became an acceptable one to both under the circumstances. Both had made mistakes that Danita helped them see and take responsibility for.

You can use some mediation techniques to resolve conflicts of your own. Try these ideas:

- Role play all sides of the issue. This forces you to see different points of view.
- Listen to opposing views without saying a word. Then restate in your own words what you think the other person is saying. Have all sides do this. This helps you understand other positions and helps clarify your own position to yourself.
- Try to figure out why you feel as you do about the issue. Does it conflict with your values? Do you feel you have been wronged? Are you just trying to get your way?
- Try to imagine yourself in the other person's position. Can you understand the other's thoughts and feelings? Would you feel the same if you found yourself in the other person's situation?

### Focus In

1. How could mediation skills come in handy in your life today? As an adult?
2. What kinds of problems at school would lend themselves to mediation?
3. Do you think children should be taught mediation skills? Why or why not?
4. How and when could mediation skills have helped you as a child? Give a specific example.

**Project:** Find out more about peer mediation programs and how to start one in your high school (if one isn't already in place).

◇ Chapter 8  
Build Family Relationships

Enrichment Activities

## FAMILY DECISIONS

A family is a system. Decisions made by one person affect everyone in the family. The decisions you make affect all members of your family.

**Directions:** Read each of the following situations. Explain how each person's decision might affect other family members.

1. Dana decides to take part in the school play. Rehearsals are scheduled every night just before the holidays. Dana doesn't drive and lives too far from the high school to walk. School buses are not available to transport the students.

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2. Seth is in a new band, and he volunteered his house as the place to practice several nights after school and on Sunday afternoons.

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3. There is one television in the Barton home. The two older children in the family of six watch sports every Saturday.

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4. Tired of fighting for the phone, Yim decides to use the income from her part-time job to pay for her own private phone line.

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5. For a school project, Hakeen decides to videotape his family for a week.

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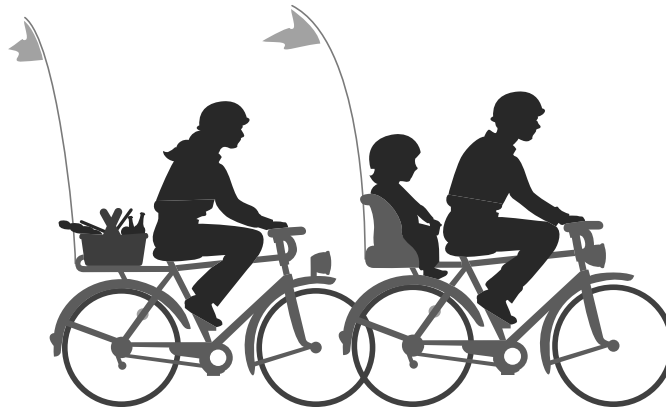
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## Chapter 8 Build Family Relationships

### Enrichment Activities

# FAMILY TIME MATTERS



Any relationship that lasts takes work. Face it. It is a fact of life. Your family is the best example of a lasting relationship, because you will be a part of your family forever. In today's fast-paced world, it often seems that everyone in a family is going in a different direction. It's important, however, to make an effort to spend time together. Special times and activities that involve the entire family bring members closer together. Here are some ideas to get you started. What new activities can you think of?

- Cooking with the whole family can be a blast! Make something exotic, like curry, or something fun, like pizza. Make it a theme night, and rent a video to go along with it.
- Go through an entire dinner with everyone changing family roles. Finally, you can pretend to be the dad — or the youngest child. Just remember the responsibilities that go with these roles!
- Play the "Guess Who I Am" game. To play, everyone in the family writes the name of a character from a book, movie, or TV, or a famous person from history on a small piece of paper. Fold the paper and put it in on a plate. Each person in the family draws a name and pins it on a family member's back so he or she can't see it. The idea is to treat each person as though he or she is that character. See who can guess whose name is on his or her back first!

- Ask older family members to tell you stories about when they were young. Ask questions about what they did for fun when they were in school, with friends, or on vacation. If possible, tape record the stories to save for your grandchildren.
- Being out in nature is a good way to have fun together. Make time to go for a long bike ride or nature walk. Some families like to go fishing together. Everyone can enjoy these simple pleasures.
- Rent a video camera and make a home movie, complete with sound effects and a script. Who knows; it could be the start of a career!
- Volunteer together in the community for a day. Whether you are serving a meal or building a house, working together with your family feels very good.

### Focus In

It's time for you to think of some fun things to do with your family. Pretend you're the expert on the subject and write down at least five fun things to do. Stick the list on the refrigerator, and then, along with your family, choose one fun thing to do this week. Keep adding to the list.

◇ Chapter 9  
Work with Others

Enrichment Activities

## TEAMWORK PAYS OFF!

You have probably had many opportunities to be a member of a team participating in sports, singing in a choir, or even completing a task in school. If your experiences were like most people's, some of the groups were successful and some were complete failures. For a team to be effective, its members must combine their skills.

**Directions:** Think about the qualities of effective teams as you answer the following questions about your experiences as a member of a team.

1. What teams have you been a member of?

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2. Think of the best team experience you have had, and explain why it was so positive.

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3. Think of the worst team experience you have had, and explain why it was so negative.

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4. What did you learn about teams from these experiences?

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5. What did you learn about yourself?

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◇ Chapter 9  
Work with Others

**Enrichment Activities**

## RECIPE FOR JOB SUCCESS

Many employers complain that students are not prepared for the work world when they leave high school. Employers are often referring to employability as well as job skills — qualities that students must have to succeed in the working world. Among these are a good attitude, dependability, and leadership. Jot down some other qualities you would add to the list. Then read the scenarios below. Pretend you are the employer as you answer the questions that follow these scenarios.

*Trudy got a part-time job at a local fast-food restaurant. She hated the early morning shift and sometimes showed up late. "Why is fifteen or twenty minutes such a big deal?" she once asked the manager. "It's slow that time of day anyhow." A friend told her about a job at another restaurant with evening hours, and Trudy just stopped going to her old job.*

How would you describe Trudy's understanding of:

- dependability \_\_\_\_\_  
\_\_\_\_\_
- attitude \_\_\_\_\_  
\_\_\_\_\_
- leadership \_\_\_\_\_  
\_\_\_\_\_

What recommendations do you have for Trudy in her next job?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Leslie liked working at the corner market after school. He always showed up for work on time and was*

*pleasant to customers. He often let his friends have candy without paying, however, and once when he was short of change, he took a little out of the cash register. After two incidents, his boss fired him, even though he liked Leslie very much. Leslie couldn't understand why his boss should be so upset over a few candy bars and some spare change.*

How would you describe Leslie's understanding of:

- dependability \_\_\_\_\_  
\_\_\_\_\_
- attitude \_\_\_\_\_  
\_\_\_\_\_
- leadership \_\_\_\_\_  
\_\_\_\_\_

What recommendations do you have for Leslie in his next job?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Focus In**

1. Write a recipe for job success that includes the qualities and skills that you think would be helpful in the workplace.
2. More teenagers are fired from their jobs than any other age group. Why do you think this is so?
3. Where and how can you practice dependability, a positive attitude, and leadership right now in your life?

## TACKLING PROCRASTINATION

Are you always waiting until the last minute to begin a project? Just before something is due, you're only getting started. You may have some great ideas for a project, but if you've procrastinated, there's no time left to act on those ideas. So you — and the people around you — never get to see what you're capable of doing. Procrastination is a self-defeating habit, but it can be changed with some effort and planning.

**Directions:** Pretend you are a world-renowned expert on skillful planning. You've been recruited to work with Erin, a serious procrastinator. Her art project on Mongolian felt making is due in three weeks. Erin's project requires four steps: researching, writing, photographing the felt-making process, and creating a felt sample. In the calendar spaces below, write the dates for the first three weeks of the current month. Then schedule a plan that will give Erin plenty of time to complete her project. Make sure you allow time for school, other homework, and leisure activities.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

### It's Your Turn

Think of a project that's coming up. Make another calendar, and create a daily plan that guarantees you plenty of time to do your best work without last-minute stress. You deserve it!



◇ Chapter 10  
Solve Problems in Your Life

Enrichment Activities

# SET GOALS FOR THE FUTURE

Did you know that most auto accidents happen within ten minutes of home? Why do you think that is so? Auto insurance companies believe it's partly because people tend to be less focused as they move into familiar territory. They begin to think about other things, like what they need to do after they get home, instead of paying close attention to their driving.

In the same way, it's easy to focus so much attention on long-term goals, like what college you're going to attend next year, that you don't focus enough on the classes you have right now. The danger is that if you neglect your current classes, it can seriously impact your long-term college plans. Think about the possible consequences of neglecting the present as you plan for the future.

## Short-Term Goals

So how do you keep your eyes on the road and still think about the future? Having short-term goals is one good way. In creating a plan for your future, your short-term goals will move you toward a long-term goal, step by step. For example, if your long-term goal is to get into the college of your choice, a logical short-term goal is to do well in the classes you have this term.

### **Focus In**

1. Search your heart and mind. Think of a situation in your life now that calls for some added focus or effort.
2. Create a short-term goal that will enable you to make the necessary mid-course correction.
3. What long-term goal will be supported by this change?

Write your goals on the lines provided at right. Now, congratulate yourself! Mid-course corrections are not easy for people of any age.

◇ Chapter 11  
The Impact of Technology

Enrichment Activities

## EVALUATING TECHNOLOGY

Technology has changed every aspect of our lives — from how we cook our food, to the ways we communicate with others, to what we do for fun. Change is happening all around us, and it's not about to stop.

**Directions:** Name one technological change that was recently developed in each area of life listed below. Then name at least one advantage and one disadvantage of each technological change.

Area of Life	New Technology	Advantages	Disadvantages
1. Medicine			
2. Workplace			
3. Household Conveniences			
4. Entertainment			
5. Communication/ Information			
6. Transportation			
7. Foods			
8. Safety and Security			

◇ Chapter 11  
The Impact of Technology

Enrichment Activities

## THE PROS AND CONS OF TELECOMMUTING

More and more people are working at home. Instead of going to an office to work, telecommuters use computers, fax machines, modems, e-mail, the Internet, and the telephone to send items such as correspondence, spreadsheets, graphic designs, and written documents to their clients, coworkers, and managers. There are over 5 million telecommuters in the United States, and this number is expected to grow to 33 million by the year 2010.

Telecommuting has many advantages and perhaps some disadvantages. Home offices also pose some brand new challenges.

**Directions:** Read the list of items below. For each item, explain any advantages or disadvantages of working at an office versus working at home, both for the worker and for his or her family.

	Job — advantage or disadvantage?	Telecommuting — advantage or disadvantage?
Parking		
Child care		
Office rental		
Home office space		
Equipment		
Interruptions		
Balancing work and family		
Working overtime		
<b>List any other advantages or disadvantages you can think of.</b>		

**Focus In**

What kinds of businesses do you think might lend themselves best to home offices? Why?

Talk to at least two people who have offices at home. What do they see as the biggest challenges of having a home office?

◇ Chapter 12  
Balance Work and Family Life

Enrichment Activities

## CREATING QUALITY TIME

**Directions:** Quality time refers to time people spend together in ways that help them know each other better. Busy schedules can make it difficult to find time for quality interactions. Read how some people built quality time into their schedules. Then plan quality family time by writing in the spaces provided.

*Margo and Kevin both have demanding jobs, working ten or more hours a day. Most evenings, they don't have much energy left for their young daughter, Kacie. However, they get up an hour early each day to play with Kacie, help her pick out clothes, and have a leisurely family breakfast. Margo and Kevin also block out the hour following Kacie's bedtime, so they may spend quality time with each other.*

*Keisha and Mark have four children, ranging in age from six to fifteen. Even with a flexible work schedule, they find it hard to give individual attention to the children. To make sure that each child has an opportunity for one-on-one quality time, Keisha and Mark plan regular weekend excursions, when one parent takes one child shopping or goes on an outing chosen by the child.*

**What are some ways you could spend quality time with one or more family members . . .**

1. in a one-on-one situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. on a weekday evening? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. in the morning before school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. on a weekend? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. on a holiday? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

◇ Chapter 12  
Balance Work and Family Life

**Enrichment Activities**

## MAKE A DECISION — STEP BY STEP

The decision-making process can be a valuable tool when you're faced with a situation in which several options seem to have equal merit. Read the following example, and use the decision-making process to help Alex with his dilemma.

*The food-canning plant where Alex's father worked was shut down just before Christmas. The company, however, offered him a job in its Millbrook plant, located 120 miles away. Alex and his dad moved from Alex's grandmother's house, where they had been living, in time for Alex to start the spring semester at a*

*new high school. Alex was happy with his new life and happy for his father, but he missed his old friends and his grandmother.*

*Just before school ended, Alex's grandmother asked him to stay with her for the summer. Alex had been looking forward to the chance to see his old friends and his hometown again. At the same time, however, he had been offered a summer job as a lifeguard at the Millbrook community pool. The job sounded like fun, and it would allow him to earn money for a used car he wanted to buy. Alex had a decision to make.*

**Directions:** Put yourself in Alex's shoes. Go through the decision-making process, step by step.

<b>STEP 1: IDENTIFY THE PROBLEM</b>	
<b>STEP 2: IDENTIFY THE OPTIONS</b>	
<b>Option A</b>	
<b>Option B</b>	
<b>Option C</b>	
<b>Option D (if needed)</b>	
(Chart continued on next page)	

(Continued on next page)

<b>STEP 3: IDENTIFY THE PROS AND CONS OF EACH OPTION</b>		
	<b>Pros</b>	<b>Cons</b>
<b>Option A</b>		
<b>Option B</b>		
<b>Option C</b>		
<b>Option D</b>		
<b>STEP 4: GATHER NEEDED INFORMATION</b>		
<b>What information or resources might help you make a decision?</b>		
<b>STEP 5: CONSIDER THE CONSEQUENCES</b>		
<b>Option A</b>		
<b>Option B</b>		
<b>Option C</b>		
<b>STEP 6: CHOOSE THE BEST OPTION</b>		

<b>Focus In</b>		
1. What might have happened if Alex had procrastinated?	2. From whom could Alex have asked advice?	3. Besides helping you make a decision, what are some benefits of using the decision-making process?

◇ Chapter 13  
The Challenge of Change

Enrichment Activities

# WORKING WHILE IN SCHOOL

Increasing numbers of teenagers are adding part-time afternoon and evening jobs to their already busy schedules. In fact, you may be one of them.

There are many reasons why teens may work. Some teens work to contribute to the family income. Others work to make money for college, to maintain a car, or to buy things. Still others work to gain experience in a field of interest to them.

1. Can you think of any other reasons why teens might want to work part-time?

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

How many hours would you realistically have available to work part-time while going to school? Here is one way to find out. Create a one-week calendar and block out time for the following:

- Class
- Homework
- Extracurricular activities
- Daily family time
- Leisure time
- Eight hours of sleep

2. Review your calendar. How much time, if any, would be available for you to work?

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

3. What was most surprising to you about your schedule?

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

## The Pitfalls of Part-Time Work for Teens

There are some pitfalls to working part-time.

- Often, there are not enough hours in the day. Because school and job hours are both set, the hours needed for homework, sleep, and relaxation may get shortchanged.
- Your grades can suffer as a result of spending too many hours at work and not enough time on assignments and homework.
- Teens, like many adults, can experience the stress of doing too much. It may be hard to recognize until you get sick or feel as if you are falling apart at the seams. When this happens, everything in your life suffers.
- Try to ensure that your part-time job provides you with more than just a paycheck, such as valuable job experience or personal enjoyment. Otherwise, the job can begin to feel like an energy drain.

(Continued on next page)

Name \_\_\_\_\_

Read Mark’s story below. Does his experience remind you of anyone you know?

4. How does Mark’s story match your experience, or that of your friends?

*“I learned the hard way about part-time jobs while being a student,” explains eighteen-year-old Mark. “I worked at a fast-food restaurant and a car wash to earn money to buy a used car. I also had to buy gas and insurance. Three months later, the car needed major work. I didn’t have the money, so I had to work even more hours. My grades went down, and I was tired all the time. Luckily, my parents helped me look for other choices. After a lot of thought, I decided to sell my car. I’m back to biking it and borrowing my folks’ car. But I also have a life. I’m working for a computer graphics firm in town, which is the kind of work I want to do. I enjoy my job, work fewer hours, have time to keep my grades up, and believe it or not, I actually have time to have fun. I wish I had figured this out earlier!”*

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Mentoring**

In some families, parents and teens reach an agreement that the kids can work a few hours a week, if it is in a job where they are working one-on-one with someone in a field in which they are interested.

5. Why do you think this might be important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Focus In</b>		
Brainstorm four different places teens could work part-time in mentoring environments that would match their own interests. Include one that would match your own skills and interests.		
<b>Teen Interest</b>	<b>Workplace</b>	<b>Mentor</b>
(example: modern dance)	(example: dance studio)	(example: dance instructor)
1.		
2.		
3.		
4.		



◇ Chapter 13  
The Challenge of Change

**Enrichment Activities**

## OUR DISASTER PLAN

Accidents can happen — so can various kinds of natural disasters. You may live in an area prone to tornadoes, earthquakes, hurricanes, or floods. If so, your family may already have a disaster plan in place. If not, this activity may help you develop a disaster plan.

**Directions:** Present your family with the following scenario:

*Your house has been destroyed by a flood, so you have no electricity, heat, or running water for a month. What items should you have stored in a safe place to survive?*

With your family's help, use the space below to create a list of items you might need. Place the items you already have in the left column. Place the items you would have to obtain in the right column.

Items We Have	Items We Need

◇ Chapter 14  
Divorce and Remarriage

Enrichment Activities

## TEENS' VIEWPOINTS ON DIVORCE

It is difficult to describe the effects of divorce. Teens who have survived a divorce have many ideas and suggestions for making the experience as easy as possible on the children involved.

**Directions:** Form a group with two or three classmates. Brainstorm a list of dos and don'ts for parents wanting to make their divorce as manageable as possible for children of different ages. Then organize your list by categories — for example, how to break the news, or expectations of teens. Fill in each category and its corresponding list of dos and don'ts below. If you need more categories, use another sheet of paper. Then use your lists to create a poster or pamphlet that will communicate your message to parents contemplating divorce.

<b>Category 1:</b>	<b>Category 2:</b>
<b>Category 3:</b>	<b>Category 4:</b>

◇ Chapter 14  
Divorce and Remarriage

**Enrichment Activities**

## DEALING WITH DIVORCE

Divorce is a traumatic event for everyone involved. Many teens of divorced parents say the worst day of their lives was the day their parents told them they were getting a divorce. For teens, a divorce comes at a time when they are already undergoing a great deal of physical and emotional change. As in other traumatic events, such as the death of a loved one, teens often experience the stages of grief when parents go through a divorce.

1. What are some of the things teens may grieve during a divorce?

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### Reactions to Divorce

As with many painful situations, teens often react with shock and disbelief when told that their parents are getting a divorce. Anger at one or both parents is common. Some teens feel they are somehow responsible for their parents' breakup. Others are embarrassed, because they feel it makes them different from their peers. They may try to hide the problem or keep it a secret. Since teens may be involved in love relationships of their own, their understanding of love may be affected. These emotional conflicts may affect a teen's self-worth, leading them to feel rejected and unloved.

Divorce can also expose teens to new pressures and difficulties not experienced by their peers. The family home may be sold, causing a sense of loss and rootlessness. Relations with extended family members can suffer as ties are cut or as families try to lay blame on one parent or the other. Holidays and traditions may be changed drastically or dropped completely. Teens may have to deal with parents who do things that the parents themselves have preached against. Even seemingly trivial decisions, such as which parent to invite to a school function, can be painful.

### Added Responsibilities

Some teens have to assume new responsibilities after the parents divorce. If finances are strained, teens may be forced to get a job to help with household expenses. Often the family roles are reversed. Teens may become the caregivers and comforters, not only of younger siblings but also of one or both parents. Many begin to feel that it is up to them to hold the family together.

### Consequences of Divorce

The physical and emotional upheaval of divorce can have serious consequences on teens. Their grades may drop, especially if they must care for younger siblings. Teen females of divorced parents are more likely to use drugs than their peers. They also tend to become sexually active at a younger age. Divorce can make some teens question the idea of marriage. Some vow never to get married at all

(Continued on next page)

## Looking for Help

Teens who are living through a family divorce may need to find support resources. Feelings need to be expressed. Talking or writing to someone close and trusted can help. Turning to a good friend, a family member, or a school counselor for a heart-to-heart talk is a good idea. Someone who has been through the divorce experience might be a particularly good resource. Communities often have useful programs and support groups for children of divorce. A hotline is another alternative. Through one of these sources or the library, pamphlets and books on coping with divorce can be located as well.

Teens need to realize that a sense of loss occurs during a divorce. Part of healing means going through the grief process, as described in Chapter 15 of the *Families Today* text. During such times it helps to keep in touch with special interests. Activities and friends allow a teen to get away from pressures at home. They can help a teen move back from the hurtful feelings of aloneness, depression, confusion, and anger that are often present. When divorce occurs, teens can be friends to parents, but they cannot solve their problems. Parental problems belong to the parents, not the teens. Teens should not have to take sides. Troubled parents make mistakes and may not think clearly during a divorce. With understanding and communication, teens and their parents can manage the difficult times.

## The Positive Side

Divorce can have some beneficial outcomes. Eighteen-year-old Elena has this to say about her parents' divorce:

*"I was very sad and scared when my parents told me they were thinking about getting a divorce. I was fifteen. It was a very hard time for everyone. But, my parents made things as easy for me as they could. They made sure I knew that I did nothing to cause their divorce. They made sure I knew that I came first with both of them. I'm proud of them for doing what they felt was right for them. Because of my parents' divorce, I developed a strong, separate relationship with each of my parents. They are still good friends, which means we celebrate special events together. It's nice to see both of them happy now."*

2. What do you think about Elena's description of her parents' divorce? What did her parents do to help her?

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3. Do you think Elena should be proud of her parents for doing what they felt was right for them? Why or why not?

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Getting through a divorce is usually difficult, but it can be done. Teens and adults need to take one day at a time. They face the reality of the situation, and they learn to make the best of today and plan for tomorrow. It may take some time, but eventually life does get better.

### **Focus In**

How can you help a friend whose parents are going through a divorce? Put your ideas in the form of a poster that contains words and illustrations.

◇ Chapter 15  
Relate to Older Adults

Enrichment Activities

## STEREOTYPES AND AGING

*The mind is the first thing to go.  
It's all downhill from here.  
You can't teach an old dog new tricks.  
At 50 I'm definitely over the hill.*

Many people have learned to identify and refrain from using most stereotypes. However, we are not as used to listening for, and self-correcting, stereotypes that refer to age. Jokes commonly contain stereotypes about aging with reference to the physical appearance or disabilities of older adults. Unfortunately, even in jest, these stereotypes are damaging. They destroy the self-image of many older adults and perpetuate our culture's negative attitude toward aging. The first step toward eliminating age stereotypes is awareness.

**Directions:** Enlist the help of family and friends in answering the following questions about age stereotypes.

1. Why do you think it is important to be aware of sayings and figures of speech about aging?

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2. Why do you think people make jokes about aging?

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3. Why do you think it might be important not to reinforce stereotypes about aging?

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4. What do you think has perpetuated negative attitudes toward aging? Explain.

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5. How do attitudes influence how people treat the elderly in our culture?

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## Chapter 15 Relate to Older Adults

### Enrichment Activities

# ADULT CARE CAREERS

With the daily news reports of job layoffs and phaseouts, it is refreshing to know that at least one area is expecting job growth in the future. The need for services for older adults is expected to increase, due to longer life spans resulting from healthier lifestyles and medical advances.

## Consumer Product Design

One such area of career expansion is consumer product design. In the past, most products were designed for the typical, able-bodied consumers. The best future designs will be both stylish and more convenient for all groups of people to use. These range from clothes that can be easily fastened to appliances that can be operated effortlessly. There is also a need for homes and vehicles that provide better access to those with disabilities. Also all types of computer-assisted devices will be in greater demand. Developing these products will require people with a variety of creative talents and technical skills.

## Health Care Workers

The demand for doctors and nurses who specialize in the needs of older adults, as well as researchers to continue working on cures for diseases and conditions that affect older people, will increase. Doctors' offices, rehabilitation centers, nursing homes, and hospitals will all need health care workers to meet future demands.

## Assisted Living Careers

Finally, many jobs will be related to the living arrangements available to older adults. Some elderly people will live independently. Others will live in group homes. Still others will need long-term care facilities. All arrangements will result in a need for

entry-level jobs to assist with tasks such as house-keeping, maintenance, transportation, meal preparation, and recreation. Many will need health and personal care service workers as well.

How can you know if an elder-care career is for you? Ask yourself:

- Am I genuinely interested in older adults and their needs?
- Am I patient with others who may be slow and need assistance?
- Can I appreciate the differences among people?
- Do I have a high energy level and a good sense of humor?
- Am I a good listener?
- Is my outlook on life generally positive?
- Am I sensitive to the needs of others?

Answering "yes" to these questions may mean that you are the right person to pursue a career in adult care. It is a field that offers not only opportunities for advancement, but also the increased self-worth that comes from helping others.

### Focus In

Visit a nursing home or other long-term living or assisted-care facility in your community. Then use what you have learned and observed to design a new concept for "assisted living" that you think would appeal to older adults. Include sketches as well as written descriptions. What makes the environment you designed different from those you saw?

◇ Chapter 16  
Coping with Crisis

Enrichment Activities

## PERSONAL COPING STRATEGIES

Everyone will be faced with at least one major crisis in his or her lifetime. Most people will face several. These might include the loss of a loved one, a divorce, or a house fire. Each person handles crises in different ways. Some run away from the situation, others turn inward to find strength, still others busy themselves with everyday tasks to avoid facing the inevitable.

**Directions:** Think of a time when you had to face a major crisis. How did you react? Evaluate your coping mechanisms by answering the questions below.

1. What major crisis did you have to face?

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2. Describe your initial reaction.

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3. Explain the subsequent stages of your reaction to the crisis.

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4. What did you learn about yourself from this experience?

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5. People sometimes learn coping strategies from others. An individual's personality also plays a major role in determining his or her coping strategies. Why do you think you have adopted the coping strategies you have?

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Chapter 16  
Coping with Crisis

Enrichment Activities

## A NOTE OF CONDOLENCE

One of the kindest things you can do when a friend or relative is grieving over the loss of a loved one is to write a letter or note of condolence. Even if you send food, flowers, or make a donation to charity, writing a note remains a special gesture, because it shows personal caring. These notes are often saved and read over and over again by the grieving person.

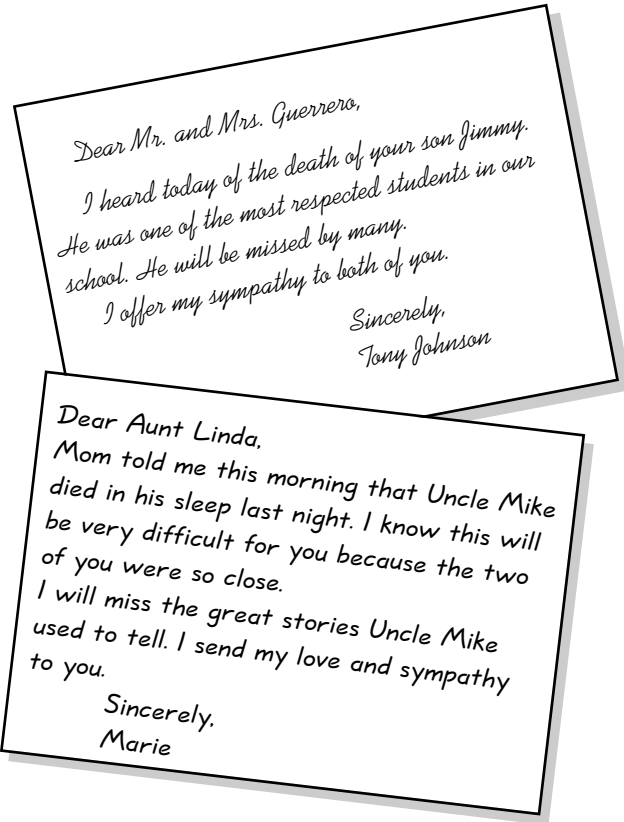
Writing a note of condolence is not always easy. Many people think it is “bringing up” a sad subject and they may not know what to say. If you feel this way, just ask yourself, “What would I like to hear from someone if I had just lost someone close to me?” You would probably be more hurt by not receiving a note than by receiving an awkwardly written one. Sincere sorrow, expressed in your very own words, is just right. You might want to include an honest statement about the person who died and maybe a fond memory you have of that person. You may also want to let the grieving person know you will be thinking of him or her. Once you have decided to write a note, keep these things in mind:

- Hand write your note in black ink on plain white stationery. You can purchase a sympathy card and write your personal note in it if you like.
- Write your note as soon as you hear of the death. It is not only most appreciated then, but it may be easier to write because your feelings are fresh and sincere.
- Write only what you truly feel. Do not be overly sentimental or exaggerate your feelings. Be sincere and write from your heart.
- Keep your message short and simple. Don't try to say too much.

### Focus In

For practice, write a condolence note in your own words to the relatives of someone you know, or to a fictitious person.

Here are two examples of condolence notes.



1. What could Tony have added to his note?

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2. What did Marie say in her note that her Aunt Linda will probably appreciate very much?

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◇ Chapter 17  
A Closer Look at You

Enrichment Activities

## SOLITARY TIME

A busy schedule makes it difficult to find the time to be alone. Yet solitary time is important: it helps you shape your self-concept, increases your self-worth, and provides you with time to relax.

**Directions:** Read about Emma and Cody below and decide how well the two students build solitary time into their schedules. Then answer the questions that follow.

*After school, Emma couldn't wait to get home. This was her favorite time of day. Stretched out on her bed, she relaxed with an after-school snack. Sometimes she wrote in her journal, and other times she reflected on the day's events or made plans for the future. Emma always felt calmer after spending this time alone, even if she had had a tough day. Then she was better able to deal with homework and household chores and with her active social life, which included membership in three different clubs.*

*After school, Cody and his friends headed to the mall for milkshakes. Cody was so busy that he felt he deserved this treat. His schedule was filled with homework, household chores, a part-time job, team sports, and friends. On the way to the mall, the group discussed their plans for the summer. Cody hadn't made any plans yet and didn't know what he wanted to do. He vowed to spend time alone to think about it, but, he knew that his evenings and weekends were busy for weeks ahead. Oh well, maybe he'll just be a lifeguard like last year.*

1. What are the main differences between the way Emma and Cody approach solitary time?

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2. In what ways does Emma benefit from her solitary time? \_\_\_\_\_

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3. How can solitary time help people like Cody make better decisions? \_\_\_\_\_

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4. How could scheduling daily solitary time help you have a more balanced life? \_\_\_\_\_

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(Continued on next page)

◇ Chapter 17  
A Closer Look at You

Enrichment Activities

# THINK POSITIVE!

**Directions:** The way you approach a situation often influences its outcome. If you communicate a positive, “can-do” attitude, you are more likely to succeed — and even enjoy the experience. On the other hand, if you communicate a negative attitude, you’re almost certain to have a bad time. Read the example, focusing on the positive approach. Then develop a positive approach for the situations described below.

*It is Phoebe’s job to clean the bathroom each week. She doesn’t get her allowance until she completes this task. She can approach it in either a positive or a negative way.*

Negative approach: *Put it off until the last minute, and then rush through it. The result is a careless job that Phoebe isn’t proud of and for which she will probably be reprimanded. Then she’ll have to do it over.*

Positive approach: *Make the job more fun by listening to a favorite CD. She does the job in a way that makes her feel proud and that satisfies her family. She also thinks of a reward for herself when she’s done.*

1. *Although Merrill felt grown-up, she still had to sit at the children’s table at family holiday dinners. Her parents explained that there just wasn’t enough room for her at the other table. Merrill sulked during each holiday meal, ignoring the younger children surrounding her.*

Positive approach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. *In trying to balance careers and a family, Peggy and Walt felt as though they were each working two jobs. After they got home from work each day, they had to cook dinner for their teenage sons, clean up, and complete other household chores. They started to resent these responsibilities.*

Positive approach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. *Even though it helped her parents, Regina didn’t like babysitting for her brother. He loved to play practical jokes on her and annoy her whenever she stopped giving him her full attention.*

Positive approach: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Focus In**

Think of a task or other responsibility that you dread doing. Describe the situation in detail. Create a positive approach to that task, and try it out as soon as possible.

◇ Chapter 18  
Development Lasts a Lifetime

**Enrichment Activities**

## LASTING IMPRESSIONS

Throughout your life, you will experience many things that will leave lasting impressions on you. You probably have already experienced both happy and sad events that greatly affected you. Just as a tree has new growth and discolored places, these memories will be a part of you forever.

Using your senses is a vivid way to recall memories of the past. Maybe the taste of watermelon brings back fond memories of a special summer picnic. A certain song may remind you of a special dance, while the sight of blinking red lights may bring back the memory of someone's death. What memories are linked with each of your senses? Take some time to think about each one.

**Directions:** On the chart below, briefly describe a memory to each of the senses, and the age you were when it happened.

Sense	Memories of the Event	Age
1. Sight		
2. Sound		
3. Smell		
4. Taste		
5. Touch		

**Focus In**

- Which sensory memory was the strongest for you?
- Write a short story that links two or three different sensory memories.

◇ Chapter 18  
Development Lasts a Lifetime

Enrichment Activities

## ON THE ROAD TO ADULthood

When you stop to think about it, it is rather amazing how most defenseless, dependent children grow into responsible, self-sufficient adults. How do they get from point A to point B? Sociologist Robert Havighurst identified eight developmental tasks that must be completed in order to reach adulthood. The degree to which a person completes each task may determine how positive and rewarding he or she finds adulthood.

**Directions:** Below each developmental task that follows, write an example from your own life. Tell how you have already successfully completed each task *or* how you imagine successfully completing it in the future. Whenever possible, describe how you acted *before* and *after* each stage.

**Task 1: Developing Relationships with Male and Female Peers**

Young children form their closest relationships with others of the same gender. They may even refer to the opposite gender as “stupid” or “icky.” As they approach adolescence, however, their feelings begin to change.

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**Task 2: Choosing a Masculine or Feminine Adult Role**

Interest in the opposite gender may spur teens to think about their own identities as males or females. Forming a gender identity may be more difficult for teens today because masculine and feminine roles are not as clearly defined as they once were. However, this also means that teens have more freedom to shape their identities as they grow into adults.

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**Task 3: Caring for and Accepting Your Body**

Physical appearance becomes more important to adolescents. Teens learn the importance of good health habits and physical conditioning and how these relate to appearance. Though teens may be uncomfortable with the physical changes they experience during this stage, they eventually come to accept their bodies.

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(Continued on next page)

**Task 4: Following the Rules and Laws of Society**

Adolescents see the reason for rules and laws and the value in obeying them. They also understand the consequences of disobeying them. Teens view the rules and laws of society as responsibilities of young adulthood.

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**Task 5: Becoming Emotionally Independent**

Teens learn to think, feel, and act for themselves. They can make their own decisions without constantly looking for parental approval. When they make mistakes, they don't look to their parents to "bail them out."

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**Task 6: Preparing for a Career**

Teens start to think about how they will support themselves as adults. They learn to identify interests, goals, and resources that may help them choose a career. They take steps toward fulfilling their ambitions.

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**Task 7: Exploring Feelings About Marriage and Family Life**

Adolescents become more interested in the possibility of marriage and parenthood. Teens ask themselves if they want to marry, whether they are ready for marriage, and what they want in a marriage partner. They also consider the option of remaining single.

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**Task 8: Identifying a Set of Values**

The most difficult task for many adolescents is identifying a set of values to live by. Teens must examine their beliefs and attitudes in order to know what values will guide their behavior.

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◇ Chapter 19  
Character Development

Enrichment Activities

## WHAT WOULD YOU DO?

Below are some challenging situations that call for a decision. What would you do in each situation? Your values should help you determine the right action to take.

**Directions:** Next to each scenario, write what you would do, what value your decision is based on, and where you learned it. When you finish, you will have identified some values that are important to you.

Scenario	What You Would Do	Value	Where You Learned It
1. Walking alone one afternoon, you spot a wallet on the sidewalk. It contains \$1,000 in cash. What would you do? (Would it make a difference if you knew that the owner was wealthy?)			
2. You witness a friend cheating on an exam. As the top scorer, he is now eligible for the college scholarship that would have gone to you. Will you tell? (Would it make a difference if the exam had been given in medical school and this person was destined to operate on you in ten years?)			
3. When leaving your friend's house, you slip on an icy front porch step and fall, breaking your arm. Would you sue your friend's family if you were sure you could win the lawsuit? (Would it matter if the family were rich or poor?)			
4. A group of kids is making fun of a new student at school. Would you intervene on behalf of the new student and say something to the group? (What if several of the group members were your friends?)			
5. You are drinking a canned soft drink as you hike through the woods. When the can is empty, you realize that there are no trash containers in the woods. Do you toss the can in the bushes or carry it out with you? (What if you still have ten miles to hike?)			

◇ Chapter 19  
Character Development

Enrichment Activities

## BEING RESPONSIBLE IN A FAMILY

**Directions:** As you mature, you are expected to assume greater responsibilities within your family. Below are examples of teenagers taking on additional responsibilities. Read the examples and then decide how you have assumed greater responsibility by answering the questions that follow.

- *Robin's mother used to hire a baby sitter for Robin and her younger brothers after school. Now Robin is able to babysit for her brothers.*
- *Now that he can drive, Kristofer goes grocery shopping for his family once a week. He also drives his brothers and sisters to various after-school activities.*
- *Dylan cooks dinners for the family when his parents have to work late. Some meals are better than others, but he likes the challenge of trying new things.*

In what ways have you assumed greater personal responsibility for . . .

1. . . household chores?

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2. . . chores or activities outside the home?

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3. . . helping other family members?

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4. . . taking care of your own needs?

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### Focus In

- What family responsibilities do you think you could assume right now? How often?
- What family responsibilities do you hope to assume in the future?
- Is it important to feel appreciated for what you do? How could members of your family do that?
- How do you show other family members your appreciation?

◇ Chapter 20  
Support Your Community

Enrichment Activities

## POSITIVE ACTIONS

It can be depressing to read about or listen to news accounts of violence and destruction day after day. Much of this could change if we all had more positive role models and examples to follow. Here is your opportunity to identify some examples of positive actions.

1. Look for positive actions in the news, at your school, and in your family and community. Take photos, cut news clippings, and collect anecdotal accounts of these occurrences. These positive actions should include ways to: **a)** stay informed, **b)** provide leadership, **c)** respect property, **d)** control crime, **e)** promote understanding among people, **f)** care for the environment, or **g)** make the community a better place. On the lines below, list one example for each category.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

2. In what category do you rate yourself the highest? Give an example.

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

3. In what category do you rate yourself the lowest? Name one small thing you could do today to improve.

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

4. What do you think would happen over time if, instead of seeing violence on TV, children saw people acting in positive ways?

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



◇ Chapter 20  
Support Your Community

Enrichment Activities

## FILL VOLUNTEER POSITIONS

Congratulations! You have just landed a job as volunteer coordinator for your city. Volunteer coordinators match would-be volunteers with positions that suit the volunteers' unique interests, talents, and schedules. You have a pile of volunteer positions in front of you that need to be filled, along with profiles of people who are ready to start. It's up to you to create matches that will make both the organization and the volunteer happy.

**Directions:** Place a position number in each of the blanks provided within each profile. You can recommend the same volunteer for more than one position.

<b>VOLUNTEERS WANTED!</b>	
<b>Volunteer Positions to Fill</b>	<b>Volunteer Profiles</b>
1. Read to kindergarten students every Tuesday and Thursday from 9:00 to 9:45 A.M.	a. Frances, age 67, retired dance teacher, loves gardening _____
2. Lead support group for teen moms.	b. Jim, age 32, firefighter, climber, hiker _____
3. Address mailing envelopes and update a database for environmental nonprofit organization.	c. Lethea, age 45, plays harp, is interested in music and healing _____
4. Help cheer up patients and families at the local hospital.	d. Hui-Chin, age 19, part-time student, works part-time as a house painter _____
5. Create an after-school arts program for middle school students.	e. Melva, age 26, law student, degree in economics, loves animals _____
6. Do home repairs for elderly people who need assistance.	f. Quinn, age 50, part-time graphic designer, loves to design sets for plays _____
7. Tutor high school students after school.	g. Jorge, age 16, computer whiz, soccer player, likes kids _____
8. Serve on the planning committee for the new library.	h. Sharon, age 53, children's writer, former librarian, has own writing business _____
9. Coach basketball for fifth grade boys and girls after school.	i. Consuelo, age 42, former high school English teacher, now a mom _____
10. Deliver noon meals to disabled people who live alone.	j. The Malachis, two adults and one teen, who want to volunteer as a family _____

**Focus In**

- Do you think volunteers should *always* volunteer in the areas they know best? Why or why not?
- If you were to volunteer in an unfamiliar area as a way of learning something new, what area would you choose, and why?

## WHAT A DEAL!

**Directions:** Imagine that you are furnishing your first apartment. Kitchen appliances are provided, but you need to buy furniture for a kitchen, small living room, and bedroom. You do not have much money to spend. By yourself or with a classmate, list five items of furniture you will need for these three rooms in the first column of the chart below.

Once you have decided what furniture items you need to buy, estimate what you will have to pay for them, both new and used. Put this information in the appropriate columns. Now arrange to go to a store that sells *new* furniture at a quality and price young adults would be likely to choose. If such a trip is impossible, use catalogs or sales fliers for the *New Price* column. Also price *used* furniture. Some possible sources are the Salvation Army, Goodwill, used furniture stores, garage sales, and classified ads. If such a trip is not possible, check classified ads in a newspaper for prices. Complete the chart with the information you gather. Then answer the following questions on separate paper:

Furniture Needed	Estimated New Price	New Price	Estimated Used Price	Used Price
1.				
2.				
3.				
4.				
5.				

1. Subtract the total used price from the total new price to get the savings realized by buying used furniture rather than new. What would your savings be?
2. In general, how would you compare the quality of the new and used furniture you priced?
3. What surprised you the most about your introduction to furniture shopping?
4. What factors other than price and quality would you consider in choosing furniture?

◇ Chapter 21  
On Your Own

Enrichment Activities

# LEARNING FROM EXPERIENCE

As children, we learn many things by trial and error — how to ride a bike, tie our shoes, and walk. It is a part of life to learn from experience. If we're lucky, learning from experience won't cost us too much — physically, emotionally, or financially. But sometimes, looking back, we wish we had done things differently. The lessons were perhaps a little harder than we anticipated. Here are some people who were honest enough to talk about things they wish they had done differently.

**Desmond, age 42:** "Looking back, I wish I'd started saving and investing money in my twenties. Even a small amount could have had a nice opportunity to grow. When you're young, though, you don't think that far ahead. It's too easy to only think about paying your bills and having fun."

**Mason, age 23:** "When I first moved out, I had no idea how much everything would cost. My part-time job paid pretty well, so I figured I could easily support myself while I was in school. I hadn't thought of things like utilities, furniture, car insurance, and long-distance phone calls. I'm back living with my parents now, temporarily. I wish I had made a budget and planned more realistically. If I had, I probably wouldn't have moved out until I'd saved more money."

**Maya, age 30:** "I wish I had learned more about insurance when I left home. When I turned twenty-one, I wasn't covered on my father's policy anymore. I just assumed my health would be okay. When I got sick, the expenses wiped out all my savings. I could have saved myself a lot of money and problems if I had known more about insurance."

**Helene, age 36:** "I really wish I'd stayed in school a little longer. Not only could I have gotten a much more interesting job that pays a lot better, but I could also have learned so much more about the world, about history, art, literature. I think about going back to school sometimes, but it's a lot harder when you're trying to support a family."

**Focus In**

What can you do now to prepare yourself for successful independent living? What piece of advice can you take with you from each person quoted above? Put the advice in the form of a chart so that you can remind yourself to plan realistically for your move out on your own.

1. What do you think is the most common mistake young people make when they move out on their own?

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

2. Why do you think many young people underestimate or are unaware of the financial expense of independent living?

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

## CUT THE FAT!

According to the Food Guide Pyramid, a healthy diet should contain only a small amount of fat. Unfortunately, many popular foods are laden with this ingredient. One solution is to learn to substitute healthier, low-fat foods for the high-fat foods you've always enjoyed. This way you can make smart eating decisions whether you're at a movie, an amusement park, or home alone on a rainy Saturday afternoon.

**Directions:** Below is a list of popular foods and the amount of fat grams they contain. What low-fat food items could you substitute for each high-fat selection? Examine food labels to find out. Then write the fat content of each item in the chart.

High-Fat Food	Fat (grams)	Low-Fat Substitute	Fat (grams)
1 oz. potato chips	10		
$\frac{1}{4}$ sausage pizza	17		
1C. whole milk	8		
2 oz. bologna	17		
1T mayonnaise	11		
beef hot dog	13.5		
3 oz. tuna in oil	10		

1. Many people look at eating as entertainment. What kind of perspective about eating could help people be healthier? \_\_\_\_\_

2. What do you find most difficult about changing an eating habit? \_\_\_\_\_

3. What steps could you take to ensure that more low-fat foods become a part of your diet? \_\_\_\_\_

## TRUTH AND CONSEQUENCES

In our culture, it's easy to forget that alcohol is a drug. After all, it's legal for people over twenty-one, and you can buy it almost anywhere. Many people's parents drink alcohol. But, in spite of the prevalence of alcohol around us, there are facts about alcohol that must not be overlooked. Alcohol alters mood. Its physiological, physical, and psychological effects can be as damaging as those of any illegal narcotic.

People who drink need to be aware of their drinking habits and take responsibility for their drinking. Alcohol interferes with school and job performance, personal relationships, and short- and long-term good health — including that of unborn babies in utero. It is involved in many problems, such as physical injuries, property damage, unwanted pregnancies, auto and motorcycle accidents, and STDs.

Here is what happened to Jesse, a nineteen-year-old, straight-A college freshman who rarely drank and had no criminal record. Perhaps his story will help you make different decisions than he did.

### CONSEQUENCES

Jesse was stopped by the police as he drove a friend home from a college party. He had to get out of the car. He was given mental and physical tests and agreed to submit to a breathalyzer test. (Had he refused, he would have automatically lost his license for one year.) Jesse was slightly above the legal limit for alcohol. He was taken to the police station, where he filled out forms and was questioned for several hours. He then spent the night in jail, an experience he would never want to repeat. The costs: \$190 for a required mental health evaluation; \$45 each for four group counseling sessions; and \$500 lawyer fees (so far). His trial is in two months. If his sentence is deferred, it will be off his record as long as he has no other violations, and he won't serve anymore jail time. However, because he is a minor in possession of alcohol, he must pay a \$100 fine and do forty hours of community service. If the sentence is not deferred, he will spend another thirty-six hours in jail and pay about \$850 in court costs. To get his driver's license back, he had to go to classes at a nearby community college for three days. Because he is now considered a high-risk driver, his insurance has gone from \$500 to \$1500 every six months. Jesse also needed the court's written permission to leave the state for a family vacation.

Do some research in your area to learn the following:

1. What are the legal and financial consequences in your state if you are caught drinking and driving?  
\_\_\_\_\_  
\_\_\_\_\_
2. What kinds of hospital-sponsored or private alcohol treatment programs are available in your area? Find out what the programs involve, who enters these programs and why, and the cost in both time and money. Compile the information on a separate sheet of paper and share it with your class.

### Focus In

What do you think is the most powerful deterrent for someone your age *not* to drink? Create a poster that you think would make middle-school-age students think twice about drinking as they get older.

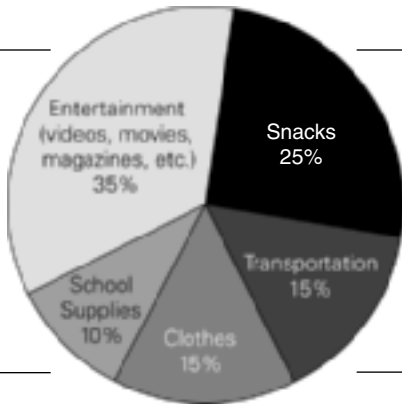
◇ Chapter 23  
Manage Your Money

Enrichment Activities

# KEEP TRACK OF YOUR MONEY

Do you ever wonder where your money goes? Sometimes it seems to disappear like magic from your pockets and from your checkbook. In reality, though, it isn't magic. See for yourself. Follow this plan and keep track of every cent you spend for one month by making a pie chart. You'll be glad you did. It will help you improve your spending habits and set sensible spending — and saving — goals.

Seventeen-year-old Michael determined that his weekly income averaged about \$44, including his allowance and his net income from a part-time job. He then kept track of all his purchases during a two-week period. Using a calculator, he found that he spent about \$11 a week, or 25 percent (\$11 divided by \$44), of his average income on snacks. He multiplied 25 percent times 360 degrees (a full circle) to get the wedge size (90 degrees) to label "Snacks." He knew his math was accurate when all the categories added up to 100 and the degrees added up to 360. He used a protractor to draw the correct size of each wedge on his pie chart.



1. On average, how much money is Michael spending each week in each category? Write the amounts on the lines on each wedge of the pie chart.

2. Michael wants to start saving money for a family trip that's coming up in five months. He decides that he wants to save \$100. How much would he have to save per week? Where do you think the money should come from, given no increase in income, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. About how long will Michael need to save for a shirt that costs \$28?

\_\_\_\_\_

4. Michael's boss just gave him a raise. Michael wants to start a savings account with the extra \$24 per month. How much more money would he have to save each week to save a full 10 percent of his income?

\_\_\_\_\_

5. Michael forgot to balance his checkbook. He had a returned check charge of \$10. From which category do you think Michael should take the \$10 to pay this bank charge, and why?

\_\_\_\_\_

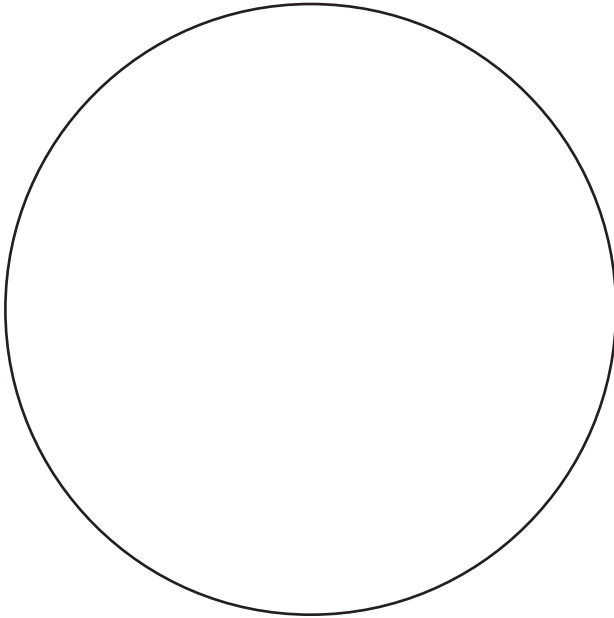
\_\_\_\_\_

**Focus In**

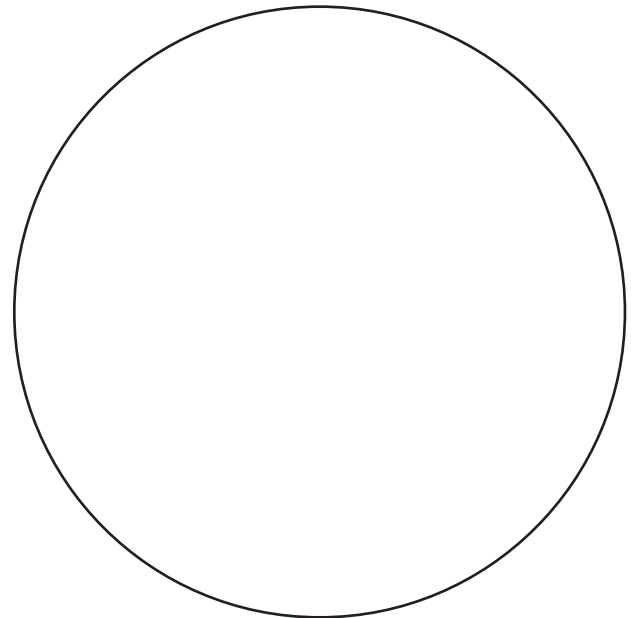
What do you think is the most difficult money-related issue for you? Make a modest goal for yourself that moves you in the direction you want to go. Then give yourself plenty of positive reinforcement for your efforts.

(Continued on next page)

Now it's your turn! For the next two weeks, estimate your income, record your expenses, and analyze your spending. After you have kept records for two weeks, create a pie chart using circle A below. If the time period you chose doesn't reflect your usual spending, adjust the figures so that they are more realistic. If you have never used a protractor, ask your teacher or a friend who has taken geometry to show you how to mark the wedges on your pie chart. After completing circle A, answer the following questions:



**A**



**B**

6. As you analyze your spending, you may realize that you are spending too much money on things that aren't that important to you. What specific improvements do you want to make in your spending?

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7. Suggest some possible ways to increase your income. Be realistic but creative in your thinking.

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8. Now prepare a new pie chart (circle B above), showing your adjusted budgeted income and expense categories as you would *like* them to be in reaching your spending and saving goals.

◇ Chapter 23  
Manage Your Money

Enrichment Activities

## MAKING FINANCIAL DECISIONS

**Directions:** Decisions about education, career, family, and lifestyle are also financial decisions. Read the following descriptions of decisions people have made. On the lines provided, tell how each person's decision might affect his or her financial situation. Consider both short-term and long-term implications.

1. Instead of enrolling at a nearby community college, Alicia decides to attend a well-known university in another state. She will need to borrow money from her family and take out several student loans.

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2. Bill wants money for a car and an apartment. He decides to drop out of high school and get a job.

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3. Juanita is tired of living in an apartment and decides to make a down payment on a house.

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4. Rishi, a baker, thinks he can make more money by going into business for himself. He wants to open a neighborhood bakery and coffee house.

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5. Hanna and Bob have decided to adopt a little girl who has serious medical problems.

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6. Suzanne quit her teaching job to become a self-employed writer.

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## BUY, BORROW, RENT, OR SHARE?

Have you ever purchased something that you were certain you needed or wanted, only to find out afterward that you almost never used the item? Bombarded by advertising campaigns designed to persuade you to purchase certain items that promise success, beauty, or happiness, you may sometimes find it difficult to buy wisely. Fortunately, you do not necessarily have to purchase something in order to use and/or enjoy it. Below are examples of other options:

**Rent:** People pay a rental service to use often high-priced items for a day or week.

**Borrow:** If a neighbor or friend has a needed item, people may borrow it for a period of time.

**Share:** Friends and neighbors join together to form a co-op. The co-op makes a group purchase (of garden equipment, for example) that everyone can take turns using.

**Directions:** Read the descriptions below. On the line provided, write *Buy*, *Borrow*, *Rent*, or *Share* as the best option for acquiring the use of an item. Then briefly explain why you chose each option.

1. Dan and several of his neighbors rototill their gardens once a year. Last year they all rented rototillers at different times.

\_\_\_\_\_

2. Brianna needs an angel food cake pan to bake her grandmother's birthday cake. Brianna doesn't particularly like angel food cake.

\_\_\_\_\_

3. Jan and Paul have offered to move their daughter's belongings from college to her new apartment 100 miles away. They need to use a van or a trailer for the move.

\_\_\_\_\_

4. Jenna's uncle needs a wheelchair for about six weeks while he recuperates from surgery.

\_\_\_\_\_

5. You're landscaping your yard and need a wheelbarrow to do the work. There are many occasions when a wheelbarrow would come in handy.

\_\_\_\_\_

6. Your little brother wants to play the drums. Last year he wanted to play the trumpet.

\_\_\_\_\_

## LET THE BUYER BEWARE

Teens are often targets of con artists trying to make a quick dollar. Their lack of consumer experience and their limited incomes make them particularly prone to deals that sound “too good to be true.” Therefore, it is especially important that teens know how to spot consumer fraud and what to do if they find it.

Any effort to deliberately deceive or cheat a consumer is a fraudulent action. Schemes that teens should be particularly aware of include mail-order fraud, health claims, and bait-and-switch tactics.

### Mail-Order Fraud

Mail-order schemes are a common type of consumer fraud. They can be difficult to spot because products cannot be inspected before they are purchased. Therefore, to make sure you know what you are getting, read all the fine print in an ad before placing an order. Be suspicious of ads that make exaggerated claims.

Sometimes companies send items in the mail, hoping that consumers will want them even though an order was never placed. If consumers receive unordered merchandise through the mail, *they are not legally obliged to pay for it*. Complaints about this practice and other types of mail-order fraud can be made to the U.S. Postal Service. When mail-order items travel across state lines, the Federal Trade Commission may also be able to assist.

And remember, *never* give a company or person you don't know your social security or bank account number over the phone, through the mail, or over the Internet.

### Health Claims

Because appearance is very important to most teens, they are easy prey to false or deceptive health claims. Some signs of these claims include:

- Products that rely on “secret” or “special” ingredients.
- Products that are available only through the mail.
- The use of celebrity testimony.
- Products that are used as substitutes for real food items.
- Claims of quick results.

Those who suspect false health claims can contact the Food and Drug Administration, which checks on the safety and effectiveness of these products. If the products are sent across state lines, the Federal Trade Commission may also be involved.

### Bait and Switch Tactics

“Bait and switch” is an illegal tactic used to draw consumers into a place of business. The bait is an item that is advertised at a low price. The switch takes place when the consumer goes to the store and finds the item is sold out. The dealer then encourages the customer to buy another item at a higher price. The Better Business Bureau can warn consumers of businesses known to use bait-and-switch tactics. The state Attorney General's office can investigate possible cases.

#### Focus In

How can you protect yourself against consumer fraud? Discuss the question with a group of your peers. Then create a list of do's and don'ts to help other people your age.

◇ Chapter 25  
Think About Your Career

Enrichment Activities

## STARTING A BUSINESS

Most businesses begin — and succeed — because they fill a specific need for a group of people. For example, Nathan, a cook, noticed that many employees at a clinic in his neighborhood traveled several blocks away to eat lunch. This gave him the idea to open a lunch cart that sold homemade soup and sandwiches outside the clinic. A year later, Nathan moved into a small storefront across the street from the clinic. He now serves pastries and coffee in the morning, along with take-out lunches and prepackaged, take-home dinners.

**Directions:** Describe a small business you could start that would fill the needs of the following groups in your community. Just this once, money is no object!

1. Local high school students complain about having nothing to do on the weekends. The only entertainment establishments in the area are a movie theater and a roller rink.

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2. Your community has several nice playgrounds for young children. However, preschool children need exercise even when the weather is cold and rainy.

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3. Children at a local middle school are allowed to go home for lunch or eat in the restaurants around their school. However, the only eating establishments are fast-food places.

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4. Many senior citizens in your community are confined to their homes because of illness, disability, or poor weather. They have difficulty getting food and running errands.

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### Designing Your Own Business

Design a creative small business that will address a specific need in your community.

## WRITING YOUR RESUME

A resume is a concise summary of a person's educational and work experience and qualifications for a particular job. Some potential employers require a resume for job consideration. Even when they don't, presenting a professional, carefully constructed resume can make the difference in getting the job you want. A basic resume includes:

- **Complete Name, Address, and Phone Number.**
- **Objective.** The kind of job you are seeking. This is optional.
- **Work Experience.** Start with the most recent, and include unpaid and volunteer work. Also include dates of employment. Include a description of your duties if it shows you are particularly well-suited for the job you are applying for.
- **Education.** List the schools you have attended as far back as high school, including your current school and graduation dates. List any additional training or special courses you have taken.
- **Organizations, Activities, and Honors.**
- **Special Skills and Abilities.** Include those related to your job objective.
- **References.** Keep a list of three or four references handy in case you are asked for them. They should be completed and up to date, with name, title, address, and phone number. Choose people who you believe have a good opinion of you and who know your strengths. Ask them ahead of time for permission to use them as references. That way they will be prepared and willing to give you a good recommendation over the phone or in writing.

<b>Joseph Bernstein</b> 1401 Garden Street #16 New York, NY 10015 (212) 555-0166	
<b>Objective:</b>	Entry-level position in hotel or restaurant management.
<b>Work Experience:</b>	<i>Cleaning Assistant</i> — Professional Cleaning Service, August 1996–Present.  <i>Waitperson</i> — Jacques Café, July 1995–August 1996.  <i>Volunteer</i> — Meals for the Elderly, May–August 1996.  <i>Food Service Worker</i> — Central High School, August 1995–May 1996.
<b>Education:</b>	Central High School, New York, New York. Graduated June 1996. Academic courses with electives in Food Science, Home Management, and Business Management.
<b>Activities and Honors:</b>	Member of FHA/HERO, yearbook staff, and soccer team.
<b>References:</b>	Available upon request.

### Focus In

How can you use the information in this lesson to put your best foot forward? Make a list of your special skills. Then create a resume or update the one you have. If you create your resume on a computer, you can update it whenever you wish.

When writing a resume, remember that the potential employer may have little else upon which to judge you. Make a good impression on paper by making sure the resume is error-free. Read it, reread it, and have someone else proofread it. Type or print out your resume on clean, white paper. If you don't type, have someone type your resume for you. It should be no more than one or two pages long. A resume may be included with any application forms that you fill out. You can also send it along with a letter of application when you inquire about job possibilities.

◇ Chapter 26  
Relationship Decisions

Enrichment Activities

## DESCRIBING YOU

“Personals” are ads in newspapers or magazines placed by those who want to meet others with similar interests. Normally, they are placed by those who want to meet people to date, or perhaps, eventually marry. People who place the ads describe not only the type of people they would like to meet, but also characteristics about themselves. Such ads are sometimes placed by those who seek only friendship, not a dating or marriage relationship. For example, a person might say something like:

*Female, easygoing, loyal, quiet,  
enjoys outdoors, biking, and horseback  
riding. Seeking sincere, honest  
friend with similar interests.*

**Directions:** Although personal ads are used by adults, imagine what you would write if you were seeking friendship. What would you say? Is age important? Would you seek someone of the same gender, race, and ethnic background, or do you value diversity? Consider what qualities you have to offer to a friendship and what traits you look for in a friend. Also, think about what activities you would like to share. Try to capture yourself and your expectations by writing an ad below, limiting yourself to no more than 30 words.

**All About Me — In Thirty Words or Less**

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Chapter 26  
Relationship Decisions

Enrichment Activities

LOVE IN LYRICS

Romantic love is a subject that people through the ages have tried to understand, to experience, and capture in words. The medium may be poetry, prose, or music. There are lyrics that claim, "I can't live without you," and others that promise, "You can count on me."



**Directions:** On separate paper, make a list of phrases or lines from songs or poems that have something to say about love. Then, pretend you are a visitor from some faraway place. You are gaining your whole understanding of love from these writings, sayings, and song lyrics. What will you learn?

2. Review the discussion of infatuation and mature love in Chapter 19 of your textbook. Would you consider the love expressed in your example phrases and lines to be infatuation or mature love? Why?

1. Summarize the ideas about love that are expressed in the phrases and lines you selected.

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3. What truths or misconceptions about love might the selected phrases and lines be presenting?

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**Focus In**  
Think of a couple you know whose relationship provides a good example of strong, mature love. It might be your parents, grandparents, or a friend's parents. What do you admire and respect most about their relationship? Find a song or a poem that describes this couple's relationship.

◇ Chapter 27  
Responsible Behavior

Enrichment Activities

## AN AD CAMPAIGN FOR TEENS

Have you ever heard your peers say they had sex “because there was nothing else to do”? The decision to have sex should never be made out of boredom or a distinct lack of creative thinking. It’s time to think seriously about options!

Imagine that you have been given the job of creating an ad campaign for teens. The goal of this campaign is to broaden teens’ thinking about fun things to do together that do not involve sex. The goal is to remind you and other teens that no matter what TV, advertising, or your own friends may lead you to believe, you have *lots* of choices.

**Directions:** Review the examples of fun activities in the chart below. Then, work in teams of three to add more activities under each category.

Pure Fun	Taking Care of Business	Being with Friends	Doing for Others
Making banana splits	Washing the car together	Skating at the roller rink	Planning a surprise party for a friend

**One Step Further**

Use your ideas to create a poster that will be part of an advertising campaign in your area. Hang your finished poster on the bulletin board or contact a local business for permission to display your poster in its establishment.

◇ Chapter 27  
Responsible Behavior

Enrichment Activities

## CHANGING GENDER ROLES

Traditional male and female roles have been blurred in many areas of society today. Many men may stay home to help care for a baby or take over household chores while women work outside the home, and men are encouraged to express feelings of sadness and compassion. Meanwhile, more women are showing up in professional sports, as well as board rooms once open only to men. Although these changes may seem confusing at times, these broader roles offer both men and women more freedom to follow their interests and dreams.

### Take a Closer Look

How well has the media kept up with these new, expanded options and roles for women and men? It's time to find out. First, find three messages in TV, newspaper, or magazine advertising that show stereotyped gender roles. Then look for three messages that portray the expanded gender roles. Write them in the chart below.

Product	Directed Toward	Message

1. Do you find that these stereotyped messages tend to sell certain products? If so, which ones?

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2. What products or services do not tend to rely on stereotyped advertising?

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3. Do you think it is possible to educate the public about something worthwhile at the same time you are selling something? Why or why not?

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#### Focus In

Create a brand new advertisement pitched at teenagers. It can be a TV, magazine, or newspaper ad. It can even be a billboard.

- What product or service will you sell?

- Why is this a good product or service for teens?
- How will you sell the product or service in a way that does not reinforce stereotyped gender roles?



◇ Chapter 28  
Readiness for Marriage

Enrichment Activities

## WHAT IS ATTRACTIVENESS?

**Directions:** Another theory on partner selection is that people choose others of equal physical attractiveness. This theory is a combination of the homogamy and social exchange theories. It indicates that people who believe they are “unattractive” will seek those who are equally “unattractive,” and beautiful women and handsome men will end up together. In order for a “Beauty and the Beast” match, however, “attractiveness” has to be seen in inner qualities or character, not just physical appearance. Think about the theory of attractiveness as you answer the questions below.

1. To what extent do you think physical attractiveness should enter into a person’s choice of a partner?

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2. How might a person’s self-confidence and self-worth influence his or her attitude about the attractiveness of a partner?

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3. What inner qualities do you think enhance a person’s physical attractiveness?

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4. Name five inner qualities that often mark a person of outstanding character.

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5. What qualities would you like to cultivate in your character, and how could you go about it?

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◇ Chapter 28  
Readiness for Marriage

Enrichment Activities

## CHALLENGING ISSUES

When couples are considering marriage, some issues are red flags — potentially challenging issues that should be discussed and worked through carefully prior to marriage. Although these red flags don't spell disaster in every case, they are serious early warning signs. Here is a list of potential red flags. Can you think of any others?

- A. One or more parents do not support the marriage.
- B. Either or both partners have had little or no dating experience.
- C. Pregnancy is involved.
- D. The partners are of different races, religions, or social classes.
- E. The couple's educational levels and/or goals differ greatly.
- F. The couple will have to rely on family members for financial or emotional support.
- G. Either partner came from a family where there were problems with alcohol, drugs, anger, or abuse.
- H. Either partner has parents who had an unhappy or unstable marriage.
- I. Marriage is thought to be a way to escape an unpleasant situation.
- J. The couple argues, breaks up, and then makes up often.
- K. The engagement is less than three months or more than three years old.
- L. The relationship became serious soon after one partner suffered a loss due to death or the breakup of a previous relationship.

**Directions:** Select *one* of the red flags listed above and describe:

1. Why you think it could pose potentially serious problems if not discussed prior to marriage:

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2. What a counselor or clergyperson might recommend: \_\_\_\_\_

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3. How the couple might benefit individually and as a couple from seeking professional help in dealing with this issue:

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**Focus In**

You have just opened an office as a counselor who specializes in helping people assess their readiness for marriage. Design a brochure that outlines issues that you can help couples with. Be sure your brochure encourages couples to call you for an appointment.

◇ Chapter 29  
Choosing Marriage

**Enrichment Activities**

# WEDDING COMPROMISES

Garcia and Cass are newly engaged. As they start planning their wedding, they realize that they have different ideas about the “perfect wedding.” Although they are both in their late twenties, Garcia has never been married before. Because he is an only child, his parents look forward to a big wedding with lots of friends and family present. They think highly of Cass and are eager for their son to have a great start in his future life with her.

Cass, on the other hand, has been married before. She has two sons, ages four and six. She had a big church wedding the first time and feels awkward about doing it all again. She doesn’t want to burden her parents, expect gifts from the same wedding guests again, or be put down by those who were critical of her decision to divorce three years ago. She had assumed she and Garcia would have a very simple ceremony, with only the closest family members present.

**Directions:** As you think about Cass and Garcia’s situation, write some compromise possibilities for them in the space below. Include some suggestions for handling the wedding expenses.

IDEAS FOR COMPROMISE

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◇ Chapter 29  
Choosing Marriage

Enrichment Activities

## ARE YOU READY FOR MARRIAGE?

Before deciding to marry, you need to make sure that your expectations about work and family are compatible with those of your future spouse. These questions will help you clarify your thinking on these important matters. Write your answers on the lines provided.

1. What level or kind of education do you want for yourself? For your spouse? \_\_\_\_\_

\_\_\_\_\_

2. Would you marry someone who has a menial, minimum-wage job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

3. Do you think a wife should work outside the home? If both a husband and wife have full-time jobs outside the home, who should do the housework and the yard work?

\_\_\_\_\_

\_\_\_\_\_

4. Do you want children? If so, how many and when? \_\_\_\_\_

\_\_\_\_\_

5. Should a mother with young children work outside the home? Explain your answer. \_\_\_\_\_

\_\_\_\_\_

6. What type of house would you like to have? What level of income will you need in order to afford to buy and maintain your dream house?

\_\_\_\_\_

\_\_\_\_\_

7. What values are most important to you? What kinds of jobs or schedules might conflict with your values?

\_\_\_\_\_

### Focus In

Imagine that you write the weekly "Tie the Knot" column for the local newspaper. On separate paper, write an "advice column" that answers the following questions:

- Why is it important to know a potential partner's views on issues prior to marriage?
- What are the implications if you and your partner have very different views?
- In general, can differences be resolved through compromise? Why or why not?

◇ Chapter 30  
Build a Strong Marriage

Enrichment Activities

## TAKING CARE OF YOURSELF

**Directions:** Sometimes, even with the best of intentions, a spouse gives all that he or she has to a marriage and finds it more destructive than constructive for the relationship. Read and evaluate the following situations:

Bill works hard at the office all day, and Sheryl manages a restaurant. Knowing Sheryl wants him to repair the bathroom plumbing and change the storm windows, Bill spends several evenings doing house maintenance. Sheryl is upset, however, because she says Bill never has any time for her.

1. Discuss how “being with” is different from “doing for.” \_\_\_\_\_

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2. How could Bill and Sheryl manage their evening and weekend time differently? What could they do to take better care of themselves and their marriage?

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3. What could happen if Bill and Sheryl continue living as they are now? \_\_\_\_\_

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Clarissa wants to take a course in computer design two nights a week, but she feels it would be irresponsible for her to leave the baby even though her husband, Wendell, is usually home at night.

4. Why might taking the course be good for Clarissa? \_\_\_\_\_

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5. In what ways might Clarissa’s taking the course be good for Wendell and the baby?

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◇ Chapter 30  
Build a Strong Marriage

Enrichment Activities

## MONEY ISSUES IN MARRIAGE

Have you ever dreamed of winning the lottery? You may not realize that many lottery winners go bankrupt after a few years. Unaccustomed to handling so much money, winners tend to adopt new attitudes that quickly exceed reality.

The same thing can happen in a marriage. The husband and wife may have different expectations, attitudes, and patterns of spending. As they begin to combine and expand their income by marrying, both spouses need to act within their budget. The cost of not working out financial issues can bankrupt a marriage. Couples need to:

1. Talk about money.
2. Make a financial plan and stick to it.
3. Establish priorities and compromise about what is essential and what is a luxury.
4. Assign financial responsibility to the one who handles it better, or share the responsibility.
5. Always save for the unexpected.

**Directions:** Read the following case studies and determine which principle each couple neglected or violated. Write the number on the line.

\_\_\_\_\_ A. Donna and Elliot had agreed to pay the bills together on Thursday and then decide whether they could afford a ski trip. On Wednesday, Elliot's friend offered to sell him his car stereo at a very low price. Elliot bought it and hoped that Donna wouldn't mind cutting back somewhere else to allow for the trip.

\_\_\_\_\_ B. Aisha grew up with her mother. Her father saw Aisha only on weekends. When he did, they often dined at expensive restaurants. When Aisha married Charles, they sat down to make out their first monthly budget. Charles counted up the bills and estimated the cost of groceries. In the entertainment column, he added a few dollars a month for rental movies. The total slightly exceeded their monthly income. Aisha said, "We can spend less on groceries, because we'll probably be eating out a lot." "We can't afford to eat out much," Charles said. "Besides, your favorite restaurants qualify more as entertainment than as food." "Not to me," Aisha said. "We'll just have to figure out how to make more money!"

\_\_\_\_\_ C. Justin had tried to quit smoking for years without success. Hae knew they had enough money to be comfortable, but she resented the money Justin spent on cigarettes and on doctor appointments for respiratory problems. Instead of discussing the issue,

Hae started putting away a little every month, so that if the problem worsened, she could move out until Justin quit smoking.

\_\_\_\_\_ D. Sue and Carlos wanted to buy a home. Sue's parents told them they would split the cost of the down payment with them. Sue and Carlos rarely had money left over at the end of the month and didn't know how they would save that much. Carlos offered to take advantage of his payroll deduction plan at work, but Sue was afraid they wouldn't have enough to pay the bills. Instead, she suggested they take her next bonus and go to Las Vegas to see if they could double it gambling.

\_\_\_\_\_ E. Keeli and Amir had their first child while they were in college. Amir stopped paying the credit card bills so he could pay for tuition and child care. When Keeli applied for a loan, she found out she had a bad credit rating. Keeli wished she had not let Amir pay the bills without her help.

### Focus In

As a single person just beginning to manage your own money, how can you personally develop the skills, habits, and attitudes that will prepare you to work out money matters with a spouse? Write out a plan of action.

◆ Chapter 31  
The Parenting Question

**Enrichment Activities**

## A SPECIAL THANK YOU

Some very fortunate parents have had the special surprise of receiving recognition from a son or daughter on the occasion of the child’s birthday. One grown daughter with children of her own, for example, sent her mother roses with a thank you for her own birth and the mothering that her mother so unselfishly gave over the years.

**Directions:** Compose an original song about, or write a thank you letter to, a parent or someone who has served that role for you. Use sincerity as you mention the commitments and the sacrifices made. Describe who the subject of your composition will be and why below. Put your composition on separate paper. Then share the finished product with the person most likely to value it.

<b>COMPOSITION PLANS</b>	

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◇ Chapter 31  
The Parenting Question

Enrichment Activities

## ADOPTION: TAKING A LONG-TERM VIEW

Maybe you or someone you know comes from an adoptive family. Adopted children sometimes gravitate toward one another as young adults because of a shared perspective. Although they appreciate and love their adoptive parents, they often feel curious about their birth parents and wonder whether to seek them out. They may feel abandoned or rejected and want to know why their parents put them up for adoption. They may want information about genetic health conditions, or they may just want to understand themselves better by discovering something about the parents who conceived them.

At one time, even adoptive parents knew little about their child's birth parents. Changing adoption laws and social customs are making it easier to find information. Still, sometimes the fear of hurting the adoptive parents' feelings prevents even adult children from acting on a deep desire to connect with their birth parents.

Before adopting a child, parents need to anticipate how they will handle these issues as the child grows and matures. In the long term, parents need to realize that:

- The child may need to hear adoptive parents express their unconditional love as the child explores his or her biological identity and heritage.
- The child will not love the adoptive parents less just because he or she gets to know the birth parents.

Just as the parents adopting a child must develop realistic long-term expectations, a young person deciding whether to give a child up for adoption can benefit from the same long-term perspective. When faced with an unplanned pregnancy, adoption is sometimes a loving choice. The following examples illustrate why. In each situation, what would you say to the mother that would help her reach a difficult decision or accept a decision already made? On separate paper, write your responses or discuss possible answers in groups or as a class.

1. Wanda wanted a baby so she would feel that someone truly loved and needed her. However, she was overwhelmed by her new baby's demands. Every time the baby cried, she became upset and left the baby with relatives. She came to realize that she wanted to be the one being cared for instead of the caregiver in the relationship.
2. Julia and Robert got married and had a baby while they were still in high school, but Robert could not handle the pressure of fatherhood and left town. He never told his whereabouts to Julia, who did not have a job and could not provide for the baby. By the end of its first year, the baby was sick and fussy all the time. Julia did not have insurance and could not pay for doctor appointments. Julia was not prepared for the responsibilities of single parenthood.
3. Hazel and Rick had dated only a short time when Hazel became pregnant. Hazel knew that she and Rick should not get married. Hazel did not have the resources to care for the baby herself, and she could not accept abortion as an option. So, Hazel decided to call an adoption agency. At birth, the infant was placed in the home of two parents who had tried for years to have children. They were thrilled to adopt Hazel's child.

### Focus In

Assume you are an adoptive parent. You have just discovered a letter written to your child's birth mother. Write down the points you would make in a conversation with your adopted child.



◇ Chapter 32  
Skillful Parenting

Enrichment Activities

## MAKING TIME FOR CHILDREN

An essential part of parenting is taking time to listen to children’s ideas and concerns, talking with them about life’s experiences, and nurturing their social, emotional, and intellectual development. There are many opportunities for this “quality time,” such as reading a bedtime story to a child, going for a bike ride together, or helping with a homework assignment. Although it may be especially difficult for working parents to find the time and energy for quality time, it is very important to do so.

**Directions:** Read the following situations involving working parents. On the lines below, explain how these parents can reset their priorities so they have more time to spend with their children.

1. Rena wants to be a “superparent” who does it all. When her daughter needed a costume for a Halloween party, Rena bought a pattern and material and stayed up late at night sewing it.

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2. Jim, a father with two young children, is active in several volunteer organizations. He attends meetings several evenings a week. Jim says there is a shortage of volunteers and feels guilty if he does not help out.

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3. Keeva can’t stand a messy house. She likes beds to be neatly made and sinks to be sparkling. Keeva spends most evenings picking up after her family.

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4. Chang is an avid sports fan with a ten-year-old daughter. He likes to spend most weekends watching one game after another on TV. Chang says that watching sports helps him unwind after a hard week at work.

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5. Norris works until 9:00 P.M. three nights a week. However, he feels guilty about not spending more time with his children. Norris often gives them expensive toys and clothes to make up for not being around.

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◇ Chapter 32  
Skillful Parenting

Enrichment Activities

## POSITIVE PARENTING

Raising a child who will grow up to respect other people as well as himself or herself is a very important parenting goal. Here are two techniques that help children feel good about themselves as they learn acceptable behaviors and how to make decisions.

### Be Positive!

Replace statements that contain “no,” “don’t,” and “never,” with positive ones. For example, instead of saying, “Don’t throw sand!” you might say, “Shovel the sand into the bucket.” In this way you are discouraging the undesirable behavior as you replace it with an acceptable one.

Negative comments damage a child’s self-worth. For example, when a child refuses to share her toys, a negative comment such as “Don’t be so mean!” is heard by the child as “I’m mean.” Labeling her as mean doesn’t help her learn how to share. What could you say and do instead?

### Involve Children in Decision Making

One father lets his young son choose the shirt he wants to wear from a selection of three. This allows the child to feel involved in the decision-making process. It is also less likely that getting dressed will turn into a battle of wills. However, have you ever heard a parent ask, “Are you ready for a nap now?” Few children will say yes to that question! A better question might be, “Would you like to read a story or play a game before your nap?” The child still has a choice, but not about taking a nap. Once a child has made a choice, a parent must calmly follow through so the child will learn to trust the parent. A nap must follow the story or game.

How would you handle the following situations?

1. Your four-year-old daughter and a friend are playing, and it’s time to go home.

a. What question *won’t* you ask, and why?

\_\_\_\_\_

\_\_\_\_\_

b. What question *will* you ask?

\_\_\_\_\_

2. You are babysitting for seven-year-old Kim. His parents want him to finish his homework before he watches television.

a. What question *won’t* you ask, and why?

\_\_\_\_\_

\_\_\_\_\_

b. What question *will* you ask?

\_\_\_\_\_

3. What might happen if children are allowed to make choices, but then their decisions are disregarded?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **Focus In**

Consider whether the two strategies described on this page would be effective with teenagers as well. For each strategy, describe a situation in which it might work and why.