

Chapter 3

Lesson 6 Be Connected

Theme: Relationships

Lesson Objective:

Students will show an understanding of how relationships affect resiliency. Students will state importance of communication skills in relationships. Students will demonstrate awareness of a variety of personal relationships. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

***Mankind* by Howard T. Rainer S1**

1. Practice Chapter 2 litany. Review decision-making steps.
2. Discuss poem.

Relationships as Connections

Define: “Relationship”. How is a “relationship” a “connection”? Ask: Name some of the relationships you have. Think creatively, (include people, places, things – also, drugs, alcohol, if appropriate).

1. Ask: What do your relationships have in common, not in common. Ask: What resiliency-building skills are developed by being connected to persons, places and things?
 - Make a web, **Relationships – The Web**. Recommended ideas regarding “relationships” may include: they reflect your values and goals, they can be good and bad, or good or bad, some lift you up, some push you down – important to know which does which, “trust” is the “glue” that makes relationships, “trust” should be earned, not given, relationships grow through clear, meaningful communication. There are ideas in the Lesson Background.
2. Complete: *Family Stress Worksheet* S2
3. Complete: *Child Care: What Do You Expect?* S3, *Concerns of Working Parents* S4, *Child Care Checklist* S5, *Emergencies* S6, *Positive Ways for Guiding Children* S7.

Communication as Connections

1. Ask: Characteristics of effective communication in relationships with people. Make a web, Communication: The Web. Recommended ideas to include, see **Lesson 6 Background**.
2. Do: *Cooperation Game* S8.
3. Ask: Does showing respect to another person mean you agree with what they do or say? Ideas may include:
 - Unrealistic to think that one could always agree with someone else. Even if you can't accept the beliefs or feelings of others, you can respect their right to be themselves – to be different.
 - Expect the same from them.

Examples of disrespect. Laws that protect people.

1. Discuss ways to say “no” to sex. Ideas may include: set limits before you go out, avoid intimate situations. Read and discuss: *Sexual Harassment: Questions and Answers* S9.
2. Complete: *Dealing with Discrimination* S10, *Respect Cultural Differences* S11, *Labor Laws That Protect You* S12.
3. Complete: *Gender Stereotyping Activity* S13.

Team-Building

1. Ask: List qualities of a good team member...on a school project, on a project at work? When else do you build “teams”?
2. Define: “Networking” – a group of people or agencies who help each other and give each other information and support. Networking
 - Recommended ideas may include: A person in your network at work may serve as a mentor, a network serves as a job search tool when it includes employment agencies, counselors, Human Resources personnel, other personal community contacts. Your networks support you and you support the other members of your network.
3. Do: *Tower Building Activity* S14.

Make a Plan

1. Have student look at *GOALS IN MY LIFETIME* in the Life Areas “Family” and “Relationships.”
2. Student completes *Make a Plan* S16 for each goal in “Family” and “Relationships” Life Areas.
3. On the back of one of the worksheets, have student list at least 6 ways people overcome obstacles. List as many people as they can (either that they know personally or have heard of) who have shown they can overcome.
4. Complete and review *Career Plan* EN8.

Materials:

Poem, Mankind S1

Make a Plan S16/ GOALS IN MY LIFETIME in Life Areas “Family” and “Relationships”

Family Stress Worksheet S2

Child Care: What Do You Expect? S3

Concerns of Working Parents S4

Child Care Checklist S5

Emergencies S6

Positive Ways for Guiding Children S7

Sexual Harassment: Questions and Answers S9

Dealing with Discrimination S10

Respect Cultural Differences S11

Labor Laws That Protect You S12

Gender Stereotyping Activity S13

Cooperation Game S8

Tower Building Activity S14

Make a Decision S15

Evaluation:

Rubric

Enrichment:

Types of Families EN1

Tips for Strong Families EN2

Marriage Readiness EN3

Child Care Readiness EN4

Family Lifestyles and Crisis EN5

Stereotyping Role Play EN7

Stereotypes EN6

Open-ended Scenario: Networking EN8

MANKIND

S1

**I'll be this and you'll be that;
I'll be black,
You'll be white,
And brown will be all right.
And when this is all over,
We'll be buried,
Separate, but equal.**

**By
Howard T. Rainer
Taos Pueblo-Creek Indian**

FAMILY STRESS WORKSHEET

S2

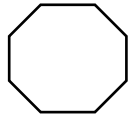
Directions: Listed below are family stress situations.

Mark each situation with

- (1) if the situation requires a great adjustment for the family
- (2) if a moderate adjustment is required for the family
- (3) if only a minor adjustment is required for the family.

- _____ Wreck only family car
- _____ 25% reduction in income
- _____ You receive a job promotion
- _____ Death of ex-spouse
- _____ Broken leg
- _____ Begin new education program
- _____ Neighbor buys pit bull
- _____ Drug/alcohol addiction of your parent
- _____ Win two weeks vacation to the place of your choice
- _____ Teenage child caught shoplifting-first offense
- _____ Verbal abuse by spouse
- _____ Good friend or relative moves closer to you
- _____ Empty nest - last child moves out
- _____ Find out today you are pregnant (or spouse)
- _____ Win three million dollars in the lottery
- _____ Start a new job
- _____ Must learn to operate computer

Think About It



Discuss your answers with the class.

When there's a problem, you're glad that you spent time building skills to help you be resilient. Pick an event from the list that requires great adjustment. Write a paragraph that names resiliency-building skills (Lesson 2) that would help. Give reasons and examples to support your ideas.

“Before I got married I had six theories about bringing up children; now I have six children, and no theories.” --Lord Rochester, 1647-1680

Child care is not easy. Have you babysat? Or do you have your own children? You know being responsible for a child requires many skills and a lot of patience. Some of the skills necessary for good parenting are the same as the skills needed in any other strong relationship of mutual love and respect.

Communication is the key to healthy relationships. Family members of all ages need to be able to talk to one another. Working out family problems is easier if everyone listens and responds assertively. This means each person having respect for himself and each other. Think more about this in Lesson 7. This can be very difficult when you're dealing with children.

A positive attitude is an excellent way to change negative behavior. It has been said that the most effective way to change behavior is to give five positive statements for every one negative statement. In real life, what do you think this means? What skills would a person need to do this? People act and react out of habit, many times. In your experience do most people think, feel and talk about the positive, or the negative? What is your habit, positive or negative?

Stress is a part of parenting. It comes with the job. Most families, at some time, have experienced periods of high stress. Being a role model and teaching children positive methods of handling stress will help them live healthy, productive lives.

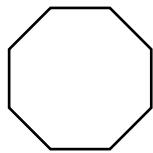
Most people never received training in child care. It is assumed that when the baby arrives, parents will know what to do. This isn't true. Child care requires a full-time commitment – 24/7, but it pays no salary, has no vacations. It requires many skills, including nurse, teacher, cook, counselor, and supervisor. Being a parent is the most difficult and rewarding job anyone can do.

List 10 skills needed for child care.

Parents get frustrated and angry when their children don't behave the way they think they should. It's really difficult to know at what age children are able to do certain things. Answer the questions yes or no. Use reference books or your experience. (Where else could you gather expert information?)

CAN YOU EXPECT A CHILD TO:

1. Dress self at three and a half?
2. Tie shoes at age three?
3. Sleep through the night at three weeks?
4. Jump rope at age six and a half?
5. Share at age two?
6. Not resent being called the baby of our family at age ten?
7. Give up dolls at kindergarten age?
8. Enjoy collecting things at age five?
9. As a toddler, want a favorite story read over and over?
10. Walk at nine months?
11. Follow a list of spoken directions at age four?
12. Have teens be more interested in their friends than in their family?
13. Ride a tricycle at age two?
14. Want friends to visit when they're in elementary school?



Think About It:

What might happen if you have expectations for children that are too high? Too low?

Write down a time that you expected too much from a child. Or too much was expected of you. What did you do? Discuss this with your group.

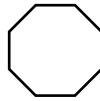
Concerns of Working Parents

S4

Working parents have many concerns about their children. Identify some concerns of working parents. Share them with the group and make a comprehensive list.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Think About It:



Quality time you spend doing things with your children. Quantity time is the amount of time you are around the children. Fill in the weekly calendar. Mark whether it's "quality" time or "quantity" time. Then discuss with the group the amount of quality and quantity time you spend with your children. How can you spend more quality time with your children when you are apart?

CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AM						
PM						

CHILD CARE CHECKLIST

S5

Below is a list of things to consider when choosing childcare. Add your own ideas to this list.

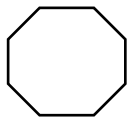
Does the child care provider:

- ☐ Seem to be friendly?
- ☐ Really like children?
- ☐ Have a sense of humor?
- ☐ Feel good about self?
- ☐ Discipline the way you do?
- ☐ Know what children need at different ages?
- ☐ Let children express themselves?
- ☐ Have good health habits?
- ☐ Spend time playing with the children?
- ☐ Help the children learn new skills?
- ☐ Provide care you can count on?
- ☐ Listen to the child?
- ☐ Follow a schedule?
- ☐ Insists every family complete an Emergency Card
- ☐ _____
- ☐ _____

Does the place have:

- ☐ An up-to-date license?
- ☐ A clean look?
- ☐ Room inside and out so all children can move freely?
- ☐ Furniture and toys that are safe?
- ☐ A fenced in yard free of trash?
- ☐ Healthy meals and snacks?
- ☐ _____
- ☐ _____

Think About It:



Which of the items above are most important to you? Why?

How can you make sure your child is in a safe and healthy environment?

Directions:

How can you prepare for an emergency? Identify at least three possible solutions for each emergency.

1. Your child gets sick at school. The school calls you at work and tells you to come and pick up the child.
2. You are to be at work in one hour. You are helping your 9 year-old get ready for school. You hear on the radio that school is canceled due to bad weather.
3. Your childcare provider is sick and cannot take care of your child.
4. School is dismissed early and your children ages 7, 9, and 13 will be home three hours before you are.
5. Summer vacation will soon begin. You need childcare for your school age children.

POSITIVE WAYS FOR GUIDING CHILDREN

S7

Below are methods that parents use to discipline children. Circle the numbers beside the ways that you use most of the time for guiding children. Place an X on the numbers beside the ways that you never use.

1. Give reasonable, positive directions and suggestions.
2. Be consistent in giving directions and punishments.
3. Explain things simply and clearly.
4. Set reasonable limits.
5. Show correct ways to do things.
6. Give as much freedom as possible.
7. Help the child only when help is needed.
8. Give affection.
9. Accept the child for who he or she is.
10. Recognize accomplishments.
11. Redirect undesired behavior in a positive way.
12. Give choices to the child. Let him or her make some decisions.
13. Give approval to the child.
14. Expect satisfactory behavior.
15. Give punishment that fits the crime.

Think About It: 

What are the short-term and long-term effects of the 15 ways to guide children?

What are the advantages and disadvantages of letting children have a say in what the discipline will be?

What criteria do you use in deciding on a discipline method? **How does this fit with your VGC?**

Objective:

To identify those behaviors which help and hinder work. To become more sensitive to the effects of one's own behavior on a group's teamwork.

Background

A puzzle set for each team of five students: a set consists of five envelopes of puzzle pieces (see directions below); blackboard and chalk or newsprint, and marker.

Steps

This exercise is a nonverbal activity focusing on the behaviors that help or hinder effective teamwork.

1. Ask: "What are examples communication without words? (Non-verbal). List answers on the board; they may include, "smiling, groaning, walking away, nodding my head."
2. Explain that this period's activity will ask students to rely on nonverbal communication and that they will need to keep in mind the list of nonverbal signals.
3. Ask students, "What behaviors are necessary for cooperation to occur, especially when more than two people need to cooperate as a group?" Again, list answers on the board: they may include, "Everyone must understand the instructions; listening has to occur; everyone needs to remember that each person's ideas are important."
4. Divide the class into teams of five. If you have extra students, you may involve them as "observers" of the task of the small groups.
5. Distribute each set of five envelopes to each team: every person will then have an envelope of puzzle pieces.
6. Explain: each team has the task of fitting the puzzle pieces, which are jumbled up throughout the five envelopes of a set, into five squares per team, or one square per person on a team.
7. (Several individual combinations will be possible, but only one total combination results in five squares per team. Each correct square has three pieces. There is one combination of three pieces that prevents formation of the five correct squares. This is the trick square. The group can avoid that combination and continue with the object of the game or the following options:
 - Draw the trick square on the board ahead of time,
 - Give each group the choice of being shown the trick square or figuring it out for itself.
 - Intervene only if time and frustration level dictate.)
8. Explain the Rules.

COOPERATION GAME (Page 2)

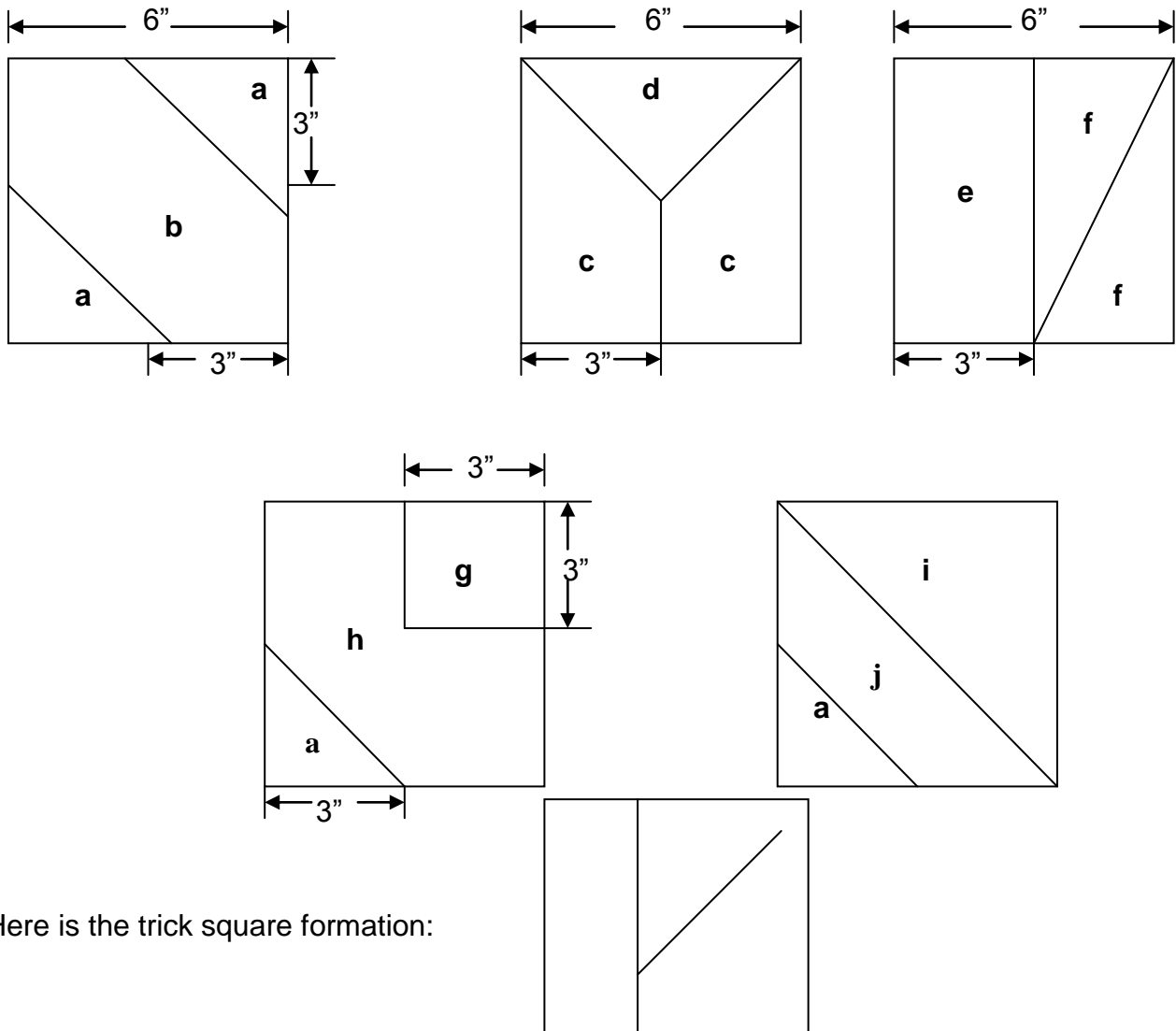
How to Make a Set of Puzzle Pieces (prepare ahead)

S8

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" by 6" squares (as shown in the diagram). Cut each square into the parts **a** through **j** and lightly pencil in the letters. Then mark the envelopes **A** through **E** and distribute the pieces thus:

Envelope A	l, h, e
Envelope B	a, a, a, c
Envelope C	a, j
Envelope D	d, f
Envelope E	g, b, f, c

Erase the small letters and write instead the envelope letter **A** through **E** so that the pieces can be easily returned for reuse.



Here is the trick square formation:

The solid rectangle can be on either side of the other two pieces in the trick square.

Rules for the exercise are:

1. At the signal, open your envelope and work as a team to build five squares.
2. No one may speak.
3. No one may signal for a puzzle piece.
4. Team members may give pieces away to each other. Team members may not take pieces from each other.
5. All teams have ten minutes to complete the task,

As the “observers”, you are to look for:

1. Any violation of the “no talking” rule,
2. How students in each team share their puzzle pieces.
3. Whether all students in a team work with each other until final completion of the task.
4. The level of frustration or enjoyment.
5. Any critical turning point when the group begins to cooperate or ceases cooperation.

How to Make a Set of Puzzle Pieces (prepare ahead)

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" by 6" squares (as shown in the diagram). Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A
Envelope B
Envelope C
Envelope D
Envelope E

Vocabulary

Sometimes words have a very specific, legal meaning when applied to a particular topic. Below are some common terms that have specific meaning when used to discuss the topic sexual harassment. With a partner, use the information on the next page or in a dictionary to figure out what these words mean. Write the definition or use the words in a sentence.

1. Allegation
2. Context
3. Civil rights
4. Confidential
5. Grievance
6. EEOC
7. Discrimination
8. Interferes
9. Intimidate (intimidating)
10. Offensive
11. Incident
12. Investigation
13. Hostile
14. Sexual Advances
15. Verify
16. Case-by-Case Basis

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- ✓ The victim as well as the harasser may be a woman or man. The victim does not have to be of the opposite sex.
- ✓ The harasser can be the victim's supervisor, an agent of the employer, and a supervisor in another area, a co-worker, or a non-employee.
- ✓ The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- ✓ Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- ✓ The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate actions when an employee complains.

From the *U.S. Equal Employment Opportunity Commission*

IS IT...OR ISN'T IT SEXUAL HARASSMENT

If the situation is sexual harassment, put an "x." If you ever have trouble deciding if behavior is harassment, ask yourself these questions:

- How would I feel if this was done to me?
- Would a man do this to another man?
- Would a woman do this to another woman?
- Would it bother me so much that I would consider it to be a hostile (dangerously unfriendly) environment so upsetting that I'm not able to do my job?

After you've answered independently, compare your answers to those of other students.

1. _____Smiling and winking at you across the room.
2. _____Backing you against the wall or into a corner to talk with you.
3. _____Whistling at you
4. _____A co-worker or supervisor staring at you or "sizing you up."
5. _____Telling off-color stories or jokes in front of you.
6. _____Having suggestive or indecent pictures in the office
7. _____Having lewd pictures or statements on clothing worn to work
8. _____Making sexual gestures
9. _____Insisting that you have lunch/dinner when you think it's inappropriate
10. _____Making body contact that is planned to appear accidental.
11. _____Calling you frequently at home or at work when you feel it's unnecessary
12. _____Writing obscene things about you in the restroom.
13. _____A supervisor or other co-worker making you the object of sexual remarks or teasing.

Scenario

Maura is a Native American woman. She's worked at the PAC Corporation for 5 years. She's filed a discrimination suit, claiming that in her 5 years of employment she was not given a promotion, while others with less experience were. None of the workers who received promotions was from a minority background.

Maura's supervisor refused to discuss the matter, so Maura called the Human Rights Commission. The Commission referred her case to the EEOC (Equal Employment Opportunity Commission). The EEOC was established by the Civil Rights Act of 1964.

1. Why is Maura filing a lawsuit?
2. What was her first step?
3. Her second step?

What is the EEOC?

RESPECTING THE RIGHTS OF OTHERS

Connie works as a receptionist in a medical clinic. She speaks very loudly to clients who look to her as though they're of a different culture. If they have difficulty speaking English, she ignores them. Sometimes the clients get angry and frustrated, even sad and embarrassed. Connie doesn't understand why "some people are so overly sensitive".

Think About it:



If you were the office manager at the clinic, how would you handle this situation? Complete a *Make a Decision S14* you decide. With a partner, role-play office manager and Connie working this out. Switch roles.

Why is it that when a person respects the rights of others, he's also showing respect for himself?

Define discrimination. Give an example (scenario). Role-play this scenario.

Avoid Discriminatory Language

How well can you spot discriminatory language? Write **yes** if the statement is appropriate. Write **no** if the statement is discriminatory.

- _____ 1. "Ms. Smith was hired because she got the highest score on the basic and transferable skills tests."
- _____ 2. "Women are never allowed to work in the mailroom. There's too much heavy lifting."
- _____ 3. "This job involves taking orders from customers in Mexico so the employee needs to know Spanish."
- _____ 4. "He got the promotion instead of her because he has three children to feed and she's single."
- _____ 5. "There's a wheelchair ramp at the side door for those handicapped people."
- _____ 6. "Sela got the big office because she needs the space for meetings and interviews."
- _____ 7. "She was asked to make the trip instead of him because she has no children. He does have children and shouldn't be away from home."
- _____ 8. "We gave the job to Lara because she's not going to go get pregnant."
- _____ 9. "We want to hire someone who's bilingual."
- _____ 10. "Ryan tells jokes about ethnicities and religions."
- _____ 11. "What would a middle-aged white woman know about that?"

Look at every "no" answer – tell why the situation is discriminatory.

LABOR LAWS THAT PROTECT

S12

Many federal laws protect the rights of employees.

National Labor Relations Act

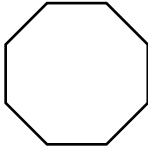
- lets employees start and belong to labor unions
- stops companies from discriminating against employees who belong to a labor union

Civil Rights Act

- hiring and promotion can't be based on age, gender, race, religion, or national background

American's with Disabilities Act

- prevents discrimination against employees who have disabilities



Research each law.

Which one applies to you? (all)

Under which law do you get direct protection?

GENDER STEREOTYPING ACTIVITY

S13

Objective: To help students understand the meaning of gender stereotyping in jobs

Steps:

1. Give each student a blank piece of paper and ask him or her to fold it into fourths (in half one way and then in half again the other way).
 2. Tell: We are going to explore ideas about careers.
 3. When we think of a career, we usually have a mental picture of people doing the job, dentists drilling teeth; carpenters pounding nails into a wall.
 4. Tell students they will be given the titles of four jobs. Instruct them to draw a picture of a person at work in each of the jobs.
 5. Tell them not to worry about the quality of their drawing-stick figures are fine. What is important is that they show the person doing something they think the person would do on that job. Tell the students to give the person in their drawing a name.
 6. Write four different jobs across the top of the blackboard (examples: nurse, bank president, electrician, kindergarten teacher, secretary, executive).
 7. After students have finished the drawings, ask a few of them to tell the rest of the class the name of the person in one of their drawings, then to tell what the person is doing.
 8. After several students have shared, ask: In how many of your pictures of the (nurse) is the person a man? (Count and write the number under NURSE on the blackboard). How many drew a woman? (Count and write the number on the board). Ask the same questions for all of the occupations. After all counts are recorded, explain that we tend to of some jobs as being done by men and some jobs being done by women. This is called sex role stereotyping or gender stereotyping. We often do this without thinking about it. If students suggested non-stereotyped persons, point out how they have awareness that people a few years ago did not.
- *Discuss* each of the jobs by asking students if there is anything in the tasks these people do that make these jobs sex stereotyped. (Example: Ask students to describe what a nurse does. Ask if this is something that can be done only by a woman. Could a man do it?). Use examples to emphasize the point, such as male medics in war situations, male secretaries in the 19th Century.
 - *Discuss* reasons why certain jobs have become stereotyped. Answers might include:
 - television, movies, magazines, newspapers
 - children's literature; nursery rhymes, fairy tales, storybooks
 - first-hand observations
 - parents, teachers, guidance counselors, friends, relative
 - *Discuss* ways stereotyping can be/is being reduced. Answers might include:
 - television shows or movies where characters are in role reversals

- attitudinal changes about men and women in the workplace
- equal opportunity legislation
- societal changes
- changing job titles (chairperson, fire fighter, mail carrier, salesperson)

Some jobs are stereotyped as belonging to one gender or the other. There is nothing in these jobs that makes women or men better able to perform them. We have become conditioned or supported by society to think so. Some societal changes are encouraging the reduction of stereotyping in the work place.

GENDER EQUITY IS:

- Freedom from favoritism based on gender
- Equal treatment that frees men and women to expand and develop according to their needs
- It fosters mutual trust as persons of both gender are unrestricted in their roles

TOWER BUILDING ACTIVITY

S14

Purpose of activity: To analyze the type of team member the student is.

Materials needed: Tower Building worksheet
Straws
Masking tape

Directions:

1. Divide the class into groups of 3-5 students and give each group the same amount of supplies.
2. Tell the students they will have about 10 minutes to build the highest self-supporting structure they can (In other words, the tower cannot be attached to the walls, desks, tables, etc., and must start from the floor or table top)
3. While the groups are being timed, the teacher writes down observations about the dynamics of each group to later share with the groups. Listen to comments!
4. When the time limit is up, stop the groups, and hand out the *Tower Building Worksheet* to each student.
5. Discuss how the groups functioned and whether the activity automatically became competitive among the groups. (The teacher never said it was a competition, but did the class assume it was? If so, why?)
6. The teacher then shares his or her observations.

TOWER BUILDING WORKSHEET (Page 2) S14

Directions: Now that your group has completed the activity, answer the questions and discuss how you functioned within your group.

- 1. Who became the leader in your group?**

- 2. How was the leadership decided?**

- 3. Were there disagreements? If so, why?**

- 4. Did all the members of your group get a chance to give ideas and suggestions?**

- 5. Did you block or “put down” anyone’s ideas?**

- 6. Did you actively participate in building the tower?**

- 7. Did you openly accept others’ ideas?**

- 8. Did you give positive comments to others? Write some examples, if possible.**

Were you ...a Team-Builder...or a Team-Bomber?
List 3 examples to illustrate your opinion.

Triangles hold up a house

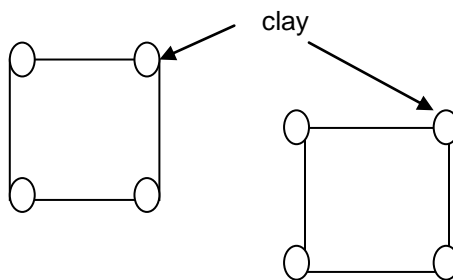
Make a model that shows the basic rule of designing buildings, then go out in your town and find examples of that rule in action.

You'll need

- At least 18 plastic or wood Coffee stirring sticks
- Modeling clay
- Scissors

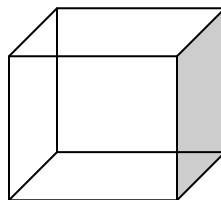
STEP 1

Make two squares of sticks and clay



STEP 2

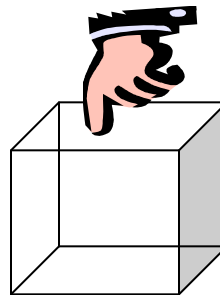
Use four more sticks to build a cube



STEP 3

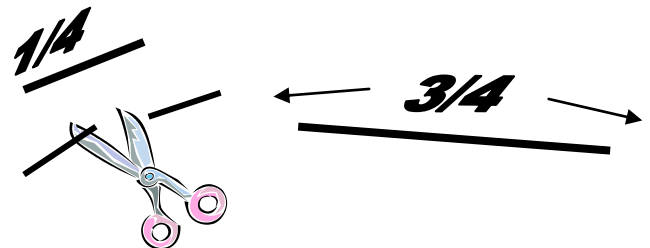
Push down gently on the cube. Is it very strong?

What happens if you push down and sideways at the time?



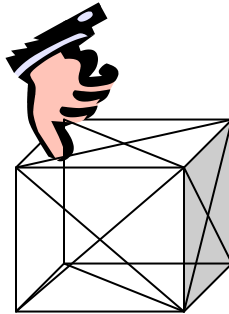
STEP 4

Take the cube apart, cut the sticks so they are only three-quarters as long as before and put the cube back together



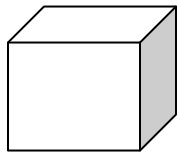
This time, attach an uncut stick diagonally across the middle of each square.

Did that make the cube stronger?

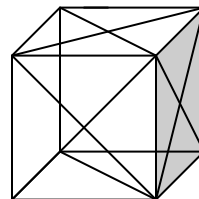


WHAT HAPPENED?

Make a square or rectangle out of sticks, and it can collapse easily...

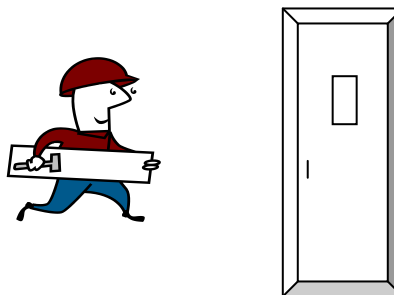


... but add a diagonal brace, and it becomes two triangles, which are much stronger



That's why carpenters use diagonal braces when they build a wall or a house.

Find a construction site where carpenters are making a building out of wood, and look for the diagonal braces.



TYPES OF FAMILIES

EN1

Read the following definitions of types of families:

DUAL-CAREER COUPLE - a family in which both parents work

SINGLE PARENT - a family in which one parent lives with the children

WIDOWED PARENT - a family in which only one parent is living

EXTENDED FAMILY - a family that includes; grandparents, aunts, uncles, and other relatives

SINGLE - a single person living alone

NUCLEAR FAMILY - a family with mother, father, and children

BLENDED FAMILY - a family that combines two families, may involve a second marriage with step and half siblings

Can you think of other types?

List at least 3 reasons you think having so many kinds of families is good.

List at least 3 reasons you think having so many kinds of families is bad.

TIPS FOR STRONG FAMILIES

EN2

1. SPEND TIME TOGETHER

With today's busy schedules, it is important to make time for each other. Time together could include taking a walk or simply talking. The important thing is to make time together a priority.

Write 1 activity you could do with your family everyday.

2. BE COMMITTED TO EACH OTHER

The family is stronger when there is support and commitment from all of its members.

List 3 things you could do every day to show this commitment.

3. COMMUNICATE

Talking and listening are both very important to the family. Family members may argue. They get their conflict out into the open. Strong families identify the problem and find successful solutions. They attack the problem, not each other.

List 3 of your strengths as a communicator.

4. DEAL WITH CRISES IN POSITIVE WAYS

It is important for the family to provide a support system for each other. It is also helpful to see something positive, even in very bad situations.

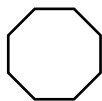
List 3 ways you “deal with crises in positive ways.”

5. APPRECIATE EACH OTHER

Family members need to give each other sincere compliments. They help each other feel good about themselves.

List 3 ways you show appreciation everyday.

Think About It:



Sometimes families need outside help. There are many agencies and organizations that can be of assistance. List five agencies, clubs, or organizations and the services they provide for families.

MARRIAGE READINESS QUIZ

EN3

Imagine you are a marriage counselor. Jennifer and Sam are thinking of getting married, but they know the pain of divorce, since both of their parents are divorced.

They come to you for advice. Role-play an interview with them by asking the following questions. The “answers” in () describe the situation that is most likely to provide a foundation on which to build a stable marriage.

- How old are you both? (Both over 21)
- Are you both working? Have you lived on your own? And managed your own money? Is either of you in debt? (Independence – having a job and knowing how to budget money and make smart decisions.)
- What is your belief in marriage and fidelity? (It’s forever. It may be difficult at times. Honesty and communication are important.)
- What do your parents say about your marriage? (Approval of parent)
- What’s the decision you regret most? (A “track record” of being responsible)
- How long have you known each other? What’s your best way of communicating? (Knowing each other because you communicate well. Be assertive.)
- How do you build your friendship? (Having a strong friendship based on mutual trust and respect.)
- How are you resilient? (Having a realistic attitude, willing to overcome difficulties.)
- What does it mean to be emotionally mature? (Assertive, resiliency building skills)
- What are your strengths and weaknesses? (Know yourself and accept your strengths and weaknesses.)
- What are your values, priorities and goals? (Know what is important to you (values) and what is not.)
- Where do you see your relationship in a year? 2 years? 10 years? (Be able to set goals and reach them.)
- How do you understand your partner’s needs and meet them? (Understand someone else’s needs and feelings.)
- Can you think of a time when you put your feelings above your partners? A time when you put his/hers above yours? (Be able at times to put the other person’s needs ahead of your own.)

Based on their answers, what is your advice to them? Why?

What other questions do you think would be important?

How does your advice influenced by their ages? Your past experience?

CHILD CARE READINESS QUIZ

EN4

Here are some questions to consider before accepting the child care challenge.

- 1. Have I finished my formal education?**
- 2. Do I have a job to pay expenses?**
- 3. Do I have the help and support of a marriage partner?**
- 4. Do I like children and have lots of patience?**
- 5. Can I give a baby the nurturing he or she needs?**
- 6. Am I ready to give up much of my freedom to care for a child?**

"Kids used to ask where they came from, now they tell you where to go." –Lord Rochester 1647-1680

The meaning of the word family has changed since the 1950's. At one time families included mom; dad, the kids; and two sets of grandparents. Today's families have step-relatives, half-relatives, and lots of grandparents. They are still arguing over what to call live-ins.

As the family changes, the situations change. Parents of the 1930's didn't have to worry about AIDS, visitation, or childcare. Families need to adapt to lifestyle changes and crisis situations.

There are many predictions about families of new millennium. Here are a few.

- 1 in 10 persons will never marry
- 1 out of 2 first marriages will end in divorce
- 45% of children, born in any given year. will live in a single parent family at some point before the age of eighteen
- 25% of children in two parent homes will be in blended families
- 86% of marriages will be made up of dual career couples
- Women will outlive men by 7 to 10 years

How will these affect aspects of our society and culture? (If you're not certain of cultural aspects, think of the nine life areas (spiritual, community, health/wellness, family, relationships, career, learning, financial, leisure))

STEREOTYPES

EN6

Write down your definition of “stereotype”. Look it up in the dictionary. Discuss with the group your individual definitions and the dictionary definition. Give three examples of stereotyping.

Find examples in old magazines of pictures, advertisements, and phrases, words that depict stereotypes. Arrange these so they demonstrate the stereotypes in groups, all male examples together. After arranging them, answer the following questions.

1. What is the major message conveyed to males?
2. What is the major message conveyed to females?
3. How does advertising promote or restrict stereotyping for people?
4. How are stereotyping and prejudice similar?
5. Have you ever been a victim of stereotyping or prejudice? How did this limit you?
6. Have you ever engaged in stereotyping or prejudice? How did this limit you?

STEREOTYPING ROLE PLAY SITUATIONS

EN7

1. Sharon is an executive vice president at a large bank. Steve is her secretary. It is 9:00 a.m. and Steve is straightening up the office before Sharon arrives. Steve will bring her coffee, answer the phone, and type letters. Prepare a dialogue that may occur between Sharon and Steve when Sharon arrives at the office.

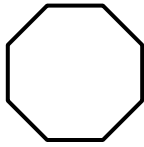
2. Alan Smith is president of a construction company. He wants his son Michael to run the business, and he is willing to train him in management. Michael wants to be an elementary school teacher. Stephanie, Michael's sister, has a good business head and wants to run the company. Her father does not think this is a job for women. How can Stephanie convince her father to let her take over the business?

3. Roberto Gomez is an executive of a large Wall Street law firm. He is in the process of interviewing applicants for the job of office manager. Adam Richards applies. Role-play the interview. Adam gives his reasons for wanting the job and explains his qualifications. Roberto gives his personal reactions during the interview.

Open - Ended Scenario: Networking

EN8

#1 Leslie works part time at the ASPCA. She's a full time student at the community college; her major is business. People have told her, her whole life, that she's "great with animals." If her goal is to own her own kennel someday, what networks can she build now?



V What are my values?

G What's my goal?

C/C What consequences can I live?

Choices

Consequences (good and bad)

Important information:

Missing Information:

Priorities:

DECISION

[illegible]

S16

My **goal**: _____

I'll reach it (circle one) **Today** **This week** **This month** **This year**

This goal is **important to me**, because _____

Rate how important: **Critical** **Very Important** **I hope it'll work out**

Rate how hard you're going to work at it: **Critical** **Very Important** **I hope**

Steps I'll take _____

I'll need: _____

Where I can get what I need:

I trust _____ **to help me.**

Problems that could interfere:

My plan to solve the problems:

If things don't go well, I'll:

NO