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Program Overview

Teacher's Guide

Book	Unit	Life Skills	Academic Skills
Math	Add/Subtract	Figuring basketball statistics, using tallies, reading charts and transferring numbers between charts, using a calculator, using newspaper sports statistics	Adding Subtracting Using logic
	Multiply/Divide	Sizing recipes, Determining how to use spaces	Multiplying Dividing Using logic
	Measurement	Arranging furniture, Using a rule, Using a measuring cup, Sizing a recipe, Representing a room and furniture on a grid	Converting measurement units Drawing to scale Calculating volume Using linear measurements
	Decimals	Using a calculator, Making budget and shopping choices Staying within a budget	Adding and subtracting decimals Finding averages (dividing decimals) Identifying greater than/less than Rounding decimals
	Percents	Understanding weather reports Making weather-related decisions Figuring sales prices, Figuring test grades	Figuring percentages within a group of people Figuring percentages using given numbers
Health	Risky Behaviors	Making personal choices Making graphs Understanding consequences	Differentiating between good and bad choices Using logic
	Personal Hygiene	Making plans to improve your personal hygiene Recognizing how personal hygiene relates to other aspects of your world	Identifying hygiene categories Identifying unclean traits Solving hygiene problems
	Mental Health	Making good choices Dealing with problems Learning from mistakes	Setting realistic goals Understanding positive self-talk Identifying ways to keep busy Learning to talk about problems
	First Aid	Knowing how to keep kids safe Making wise health decisions Knowing if a band-aid is enough	Using a first aid kit Kid-proofing a house Dealing with emergencies
	Illness	Making good choices about when to stay home sick Knowing how to give yourself the best chance to get over or avoid an illness	Identifying signs of illness Knowing when you might make others ill Making health choices
Literacy	Oral Communication	Understanding that slang is not understood by all Knowing when to use and not use slang Being able to talk without using slang	Interpreting slang Identifying acceptable uses of slang
	Comprehension	Understanding signs Getting useful information from signs Creating a sign to meet a need	Reading, comprehending Writing definitions Identifying specific sign locations Wording Signs
	Grammar and Punctuation	Understanding and giving movie, TV, and activity summaries Using summaries to communicate with and help others	Identifying, writing, and judging summaries Writing specific-size summaries Locating real-world summaries
	Summarizing	Keeping private information out of e-mails Writing meaningful e-mail subject lines Writing well-written e-mails	Identifying meaningful e-mail subject lines Editing e-mails Differentiating: private/not private
	Writing Sentences and Paragraphs	Writing and editing your own writings Editing others' writings	Using end-punctuation properly Capitalizing correctly Placing commas properly Choosing words correctly

How To Use This Book

Use each unit in this book to generate 8 lessons as described below. For clarification, refer to the following sample pages.



LESSON 1:
Present the *Introductory Lesson* from the teacher's guide.

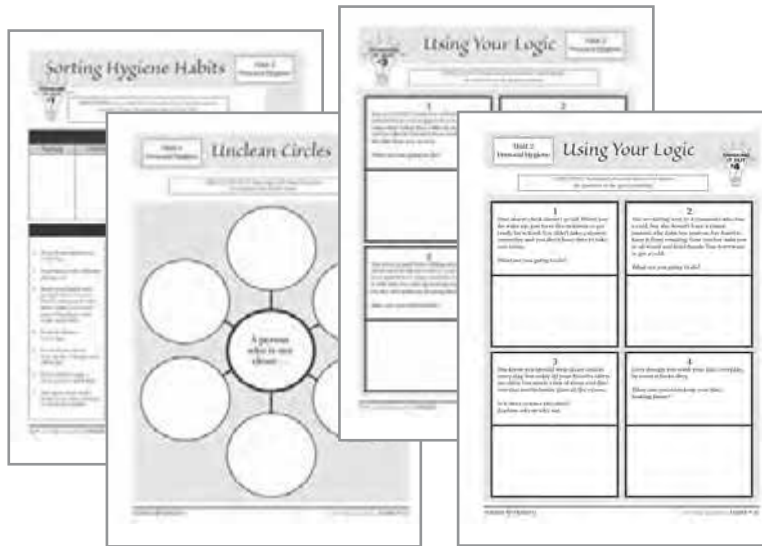


LESSON 2:
Have students complete *Looking at Life* and *Skill Review* from student worksheets (first page). As a group, check the answers.

LESSON 3:
As a group, read and discuss each story in the student worksheets.



LESSONS 4 TO 6:
Have students complete *Thinking It Out* exercises #1 to #4 (student worksheets). As a group, check the answers.



LESSON 7:
Have students complete *Using the Skills in Your World* (last page, student worksheets). As a group, check the answers.



LESSON 8:
Review and complete, as desired, *Other Examples of This Academic Skill in Daily Life* and *Follow-up Activities* on the teacher's guide pages.



**Unit 1
Risky Behaviors**

Looking at Life

1. Why do you think teenagers sometimes do things that are against the law?

2. Why do you think teenagers sometimes do things that, although not against the law, could cause them unhappiness?

**Unit 1
Risky Behaviors**

Skill Review

*Rank these behaviors from most dangerous (5) to least dangerous (1).
First rank them for teenagers and then for adults.*

Teenagers	Adults	Behaviors
		Being in a sexual situation when you are drinking
		Drinking five beers with a group of friends who are spending the night
		Driving a car after having one beer
		Riding in a car with someone who has had five beers
		Making a drunk person angry by taking his or her keys

Sherry Stands Up

Unit 1 Risky Behaviors

“Hi, Roger,” Sherry said. “I can’t tell you how glad I am that it’s Friday. I had a test every day this week. It just wore me out.”

“Well, what are you doing this weekend?” Roger asked.

“I don’t really have any plans. I’ve been so busy studying every night that I forgot to make them.” Sherry answered.

“Come to Juan’s party with me,” Roger suggested.

“That sounds like fun,” Sherry said. “Is it tonight?”

“No, tomorrow night,” Roger replied. “I’ll pick you up about 6 o’clock.”

“That sounds great,” Sherry said. To herself she thought, “Finally! I’ve got a date with Roger!”

Roger arrived at Sherry’s place about 5:45 on Saturday. He stopped in front of her house and honked the horn twice while he tapped his foot to the music blaring from the radio.

Inside, Sherry’s mom asked, “Do you hear someone honking?”

Sherry answered, “It’s probably Roger. He’s picking me up tonight.”

“Well, you’re not leaving the house with someone who pulls up outside and honks. Go out and invite him to come in,” Mrs. Eilders said.

Sherry walked out to Roger’s car and went over to the driver’s side. Roger rolled down the window and said, “What are you doing? Do you think I am going to let you drive the Roger-mobile?”

“No,” Sherry answered, “My mom likes to meet the people I go out with. She wants you to come in.”

“Oh, boy!” Roger said, “I am not the mother-meetin’ type.”



“Just come in and say hello,” Sherry insisted. “It won’t hurt you.”

“OK, fine,” Roger gave in grudgingly. He got out of the car and followed Sherry inside. She introduced him to her mother.

“It is nice to meet you, Roger. What school activities are you involved in?” Mrs. Eilders asked.

“Well, I used to be on the basketball team, but it ate into my fun, so I quit.” Roger said as he stood with his hands in his pockets.

Mrs. Eilders’ eyes grew a little larger as she said, “Oh, I see.”

Sherry told her mom goodbye and headed out to Roger’s car. About a block away from her house, Roger pulled a brown bag from under his seat, took out a bottle and took a big swig. Then he handed the bottle to Sherry and said, “Here, have some. It’s good stuff.”

“No, thanks. I don’t believe in drinking and driving,” Sherry said without taking the bottle.

Roger gave her an odd look, put the bottle away and drove on to Juan’s house. They went inside and Roger helped himself to a beer from the refrigerator. He handed one to Sherry as he said, “Here, enjoy yourself. We aren’t driving now. By the time we leave, it’ll have worn off.”



Sherry took the beer and said, “Well, I suppose.” She drank her beer slowly and watched as Roger drank four beers. With each beer, he got more friendly. He began to nibble on her ear. She was thrilled by this and with the thought of possibly having Roger for a boyfriend.

Roger got up abruptly and pulled Sherry to her feet saying, “Let’s go in the back room where we can have a little privacy.” Sherry held his hand and followed him into a deserted bedroom. As soon as he shut the door, he pulled her to the bed. “Wait,” Sherry said, “I don’t think we are ready for this. It’s only our first date.”

“Sherry, babe,” Roger blurted, “Dating is overrated. We are skipping right past the dating phase.”

Sherry pulled away. "Maybe you are, but I'm not." She stood up and headed for the door.

Roger stepped in front of her. "I didn't come in here to be alone. Stop being so frigid."

Sherry thought about how much she wanted to be Roger's girlfriend. Even so, she said, "I'm sorry, Roger. I'm just not ready for this," and left the room. This time Roger didn't try to stop her. She left Juan's house and started walking home. She'd gone about three blocks when a car flashed its lights and honked. A guy in the passenger seat hung out the window and said, "Hey, babe, do you want a ride?"

Sherry walked faster. Her heart pounded in her ears. Just then, a police car showed up out of nowhere. The driver took off and one of the police officers said, "Young lady, you should not be out here alone. Where are you headed?"

Sherry choked back tears, "I'm trying to get home."

The officer answered, "Hop in. We'll give you a ride."

Meanwhile, Roger was still at the party and talking to another girl named Lori. He was happy when she said, "I saw your cool car out there. Why don't we go for a ride."

They each grabbed a fresh beer and headed outside. Roger was excited as he said to Lori, "I'm going to show you how fast this 'cool' car can really go." In less than two minutes, they were going over 80 miles an hour. Suddenly, Roger saw a stop sign ahead. He slammed on the brakes and Lori flew into the dashboard. She was bleeding and screaming.

Roger saw the blood on her face and raced in the direction of the hospital. A few minutes later, he squealed up to the emergency room doors. Lori was wheeled off, leaving Roger alone. A few minutes later, a police officer appeared. The officer looked at Roger and said, "How old are you son? Do you have an ID?"

"I'm 21, sir. I'm a full-fledged adult but I left my ID at home," Roger slurred.

Then the officer said, "Well, young man, ID or no ID, you and the young lady will have to come with me."

“Where we going, man?” Roger said as he gave the officer a friendly slap on the back.

“We are going to the police station,” the officer answered.

“Well, you go ahead, I have to wait for Lori.” Roger said. “The doctor is fixing her up.”

Just then, Lori’s parents rushed into the hospital. They saw Roger and the officer. Lori’s mother said, “Roger were you with Lori? Is she OK?”



Before he could answer, a nurse was telling Lori’s parents that Lori was very lucky. She had fourteen stitches in her chin, but she was going to be fine and they could see her in just a few minutes.

Lori’s mother turned back to Roger and asked, “What happened, Roger?” Roger lost his balance, righted himself, and then said, “We had a little accident.”

Lori’s mother screamed, “Roger, you are drunk! Were you driving?”

The police officer answered, “Yes, ma’am, it appears that he was. We need to call his parents.”

“Oh, no, don’t call them. They will be so angry. They don’t have to know,” Roger pleaded.

“Roger, you have gone past the point where you have a choice about whether or not your parents are called,” the officer responded.

The next morning, Roger had no memory of the night before. His parents didn’t care if he remembered or not. They sold his car and grounded him for three months. The state took his driver’s license away. Lori’s parents took her car away and grounded her for three months.

When Sherry heard what happened, she said to her mom, “He won’t be so cool without the Roger-mobile, but maybe he’ll stay alive.”



Judging Choices

Unit 1
Risky Behaviors

*DIRECTIONS: Think about the choices made by characters in the story.
List three good choices and three bad choices.*

Name:

Choice:

GOOD CHOICES

Name:

Choice:

Name:

Choice:

Name:

Choice:

BAD CHOICES

Name:

Choice:

Name:

Choice:

What if . . .



DIRECTIONS: For the most part, the teenagers in this story either made good decisions or were lucky. Choose one detail that would have changed the outcome of the story if it had happened differently. Describe how it might have happened. Write a new ending based on this change.

Write a description of how a detail might have changed the outcome of the story:

Write a new ending to the story based on your change:

(use additional paper if needed)



Using Your Logic

Unit 1 Risky Behaviors

DIRECTIONS: Read each situation below and answer the question that follows.

1

Sherry's Mom did not like it that Roger had given up sports to have more time for fun. Was she right to allow Sherry to go out with him even though she knew why he had quit sports? Explain your reasoning.

2

Sherry decided to walk home from the party rather than ride with Roger. Explain why her choice was or was not a good one.

3

Even though Lori wasn't driving, her parents took her car away and grounded her for three months. Explain why you do or do not agree with this penalty.

4

Sherry decided to end her night with Roger soon after they went into the bedroom. Do you think this moment was the right time for Sherry to make this decision? Explain your reasoning.



DIRECTIONS: Answer the questions below in the space provided.

1

What do you think your parents would say if they had to go to the police station because you had been arrested for drinking and driving?

2

What do you think is a fair punishment for a teenager who has been caught drinking and driving?

3

If you were killed in a drunk driving accident, what do you think your family would do on your first birthday after the funeral?

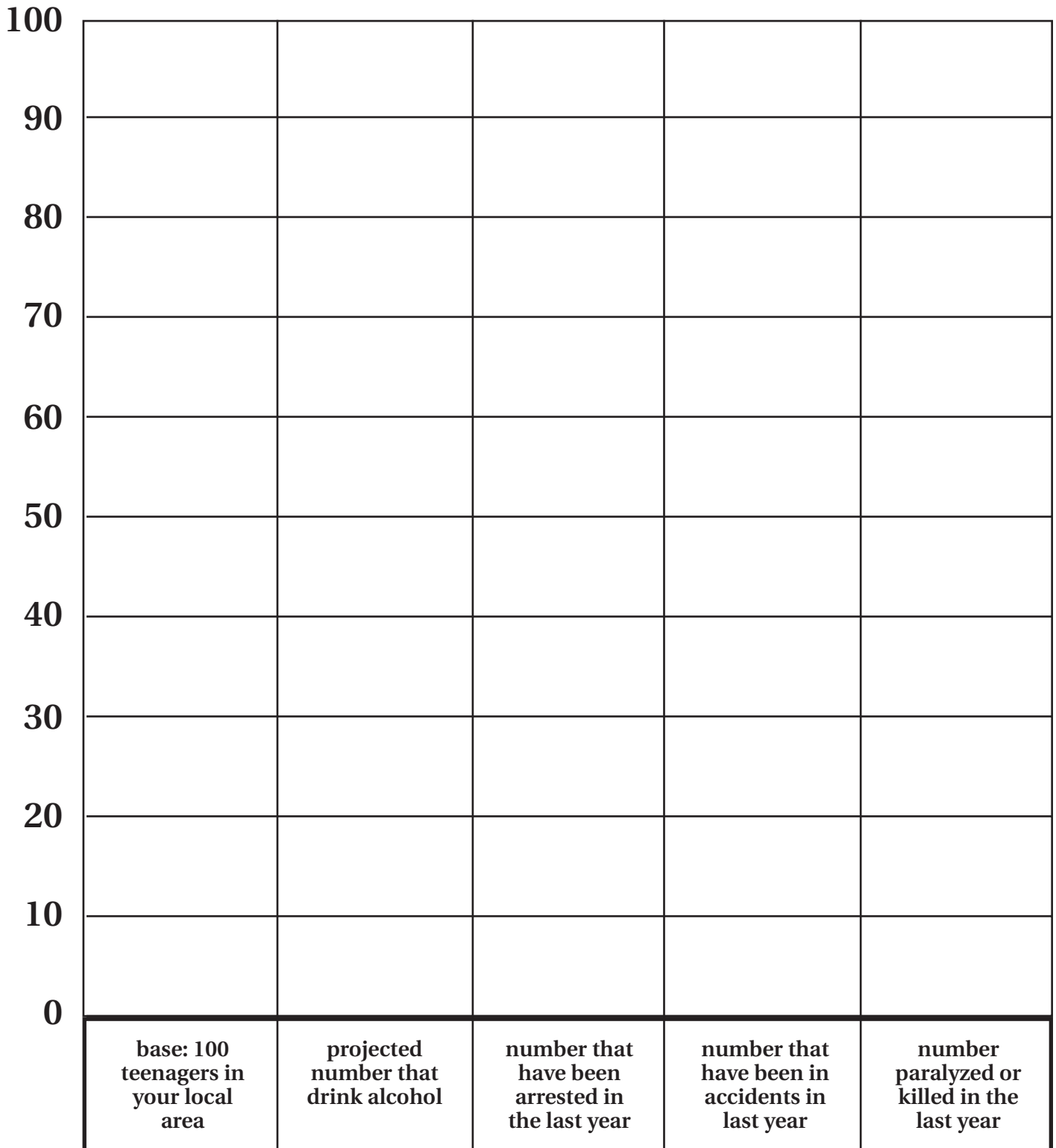
4

List five legal and safe ways to have fun.

Using the Skills in Your World

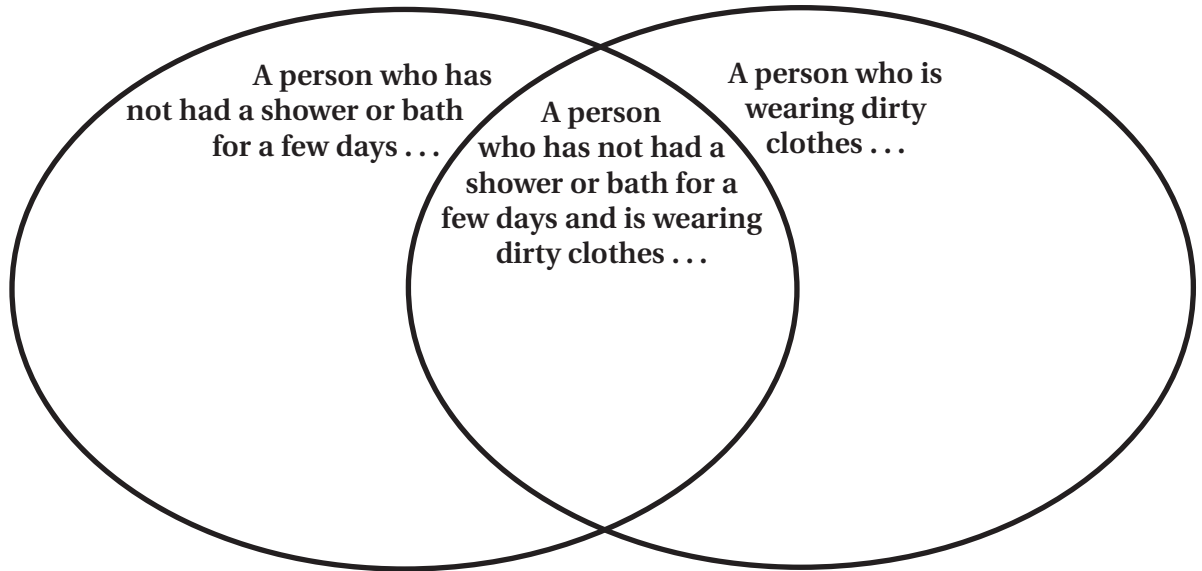
Unit 1 Risky Behaviors

DIRECTIONS: As a group, ask your local police for the teenager-related information needed to complete the bar graph below.



Looking at Life

*Finish the sentences in this diagram.
Make your sentence endings specific enough that they can't be switched
to either of the other two sentence beginnings.*



Skill Review

1. How often do you think you should take a bath or shower? _____

2. How often do you think you should wash your hair? _____

3. For how many days can you wear a shirt without washing it? _____

4. Who needs to wear deodorant? _____

5. For how many days can you wear a pair of jeans without washing them? _____

6. When should you wash your hands? _____
