

Teenage Construction Zone

Supplemental Lesson Plan

Instructions:

This *Teenage Construction Zone* lesson plan keeps each chapter entirely separate. You may use the lessons in any order according to how you need to supplement your base curriculum.

Each teaching activity given in a chapter is accompanied by a time estimate of how long it will take to complete. You may pick and choose which activities you want to include according to your needs, preferences, and time constraints. Exercises that were not used in class may be used for homework if desired.

Many of the questions asked below are meant to be thought provoking and do not necessarily have a right or a wrong answer.

The Pop Quizzes are meant to measure how well the students have read the material and retained the information. They should be answered according to what is in the text of the book, not personal opinion. Any answers given by the students similar to the correct answer listed in this lesson plan may be considered correct, as long as the answer makes it apparent that the student has read and understood the material.

Chapter 1

The Foundation of Your Life

Preparation: Make sure students have read the first chapter of *Teenage Construction Zone*.

Objective: Students shall understand that choices made as teens will affect their adult lives.

Class Discussion (20 min)

- 1) What did you learn from this chapter?
- 2) Why are decisions important?
- 3) What determines whether a decision is a good decision or a bad decision?

Group Discussion (15 min)

Have the students break up into groups of 3 or 4 and discuss the following questions:

- 1) Who has the greatest expectations of you at this point in your life?
- 2) What are those expectations?
- 3) Without using names, give an example of an adult you know whose decisions at your age determined something about their life now.

Group Project (30 min)

Split the class up into three groups and have them answer the following questions on a sheet of notebook paper. One person may record the answers for the group.

Give each group three of the following decisions. Ask them to write down what the consequences of those decisions would be in a year? Three years? Ten years? Who will be affected by these decisions? How will they be affected?

- Angela doesn't get along with her parents. She decides to leave home and move in with her older brother Joseph after having a big fight with her mom one night.
- Matt really doesn't like school. He decides to skip as many of his classes as he can.
- Kelly chooses to do laundry for her mom today.
- Richard and Rosa choose to get married as soon as they turn 18.
- Keisha makes ten dollars an hour doing construction work after school. She chooses to save most of what she makes to buy a car instead of spending her money.
- Alex chooses to take three years off after high school to live in a foreign country.
- Stacy is so unhappy with her life that she chooses to commit suicide.
- Colin chooses to deal marijuana so that he can afford to buy a car.
- Wei and his girlfriend choose to start having sex.

Writing Assignment (20 min)

What is one big decision you have made or will make soon? What are the choices that you can make, and what would be the outcome of each of those choices?

Pop Quiz

Read the questions aloud to the class or write them where they are visible. Tell students to write their answers on a sheet of notebook paper.

- 1) What did the author see that he compares to a human life?
 - a. Possible Answers: A construction project, a building under construction, a hotel
- 2) What do the bricks that your life is being built on represent?
 - a. The choices that you make
- 3) What caused Jake to go to prison?
 - a. Possible Answers: Alcohol, drinking, his eighth grade year, a car accident, killing two people, driving drunk
- 4) The average person makes around how many choices each day?
 - a. 4,000

Chapter 2

Your Future Is In Your Hands

Preparation: Make sure students have read chapter 2 of *Teenage Construction Zone*. The “Goal Exercise” mentioned in this chapter may also be assigned as homework if there is not time to complete it in class.

Objectives:

- Students shall understand what goals are and why they are important.
- Students shall be able to set their own goals.
- Students shall be able to plan practical ways to attain their goals.

Class Project (30 min): Read aloud some or all of the goals listed below and ask the class to think of steps that the person could take to obtain their goal. Encourage students to think outside of obvious answers and dig into the deeper issues.

For each goal listed, call a different student to the front of the room each time to write down the class suggestions on the board.

- A) Alex is just trying out for the debate team. He wants to not only lead the debate team, but to win the state competition. What steps should he take to attain this goal?
- B) Josh’s dad left when he was a kid. He decides that he wants to be a good, stable father for his own kids one day. What steps should he take to attain these goals?
- C) Aisha has wanted to be a makeup artist in Hollywood since she was four. Now she’s a junior in high school. What steps should she take to attain this goal?
- D) Jodi’s parents have struggled to find work all her life and have trouble making ends meet. In middle school, her guidance counselor had everyone in class take a career survey, and now Jodi is determined to have a career where she is never out of work. What steps should she take to attain this goal?
- E) Chris’s parents are divorced, but they still fight a lot. Chris wants to have a relationship with someone in the future that shares his interests and that he gets along with well. What steps should he take to attain this goal?
- F) Lisa did a research project on Germany for history class in tenth grade. Now she wants to move there as soon as she graduates from college. What steps should she take to attain this goal?

Writing Exercise (15 min)

Fill out the goal exercise mentioned on pages 14-17 of the book. Students are to write their goals on a sheet of notebook paper, along with the steps needed to achieve them. On the back of that paper or on a separate sheet, students are to write what weaknesses are keeping them from these goals and how to overcome them.

Make sure to inform students that you will not be taking up this piece of paper, as it is for them to keep and look at frequently. They will need to refer back to their goal exercise sheet for later assignments.

Partner Discussion (20 min)

Have students share their goals and plans to attain them with a partner. When they are done sharing, each student should give at least 3 suggestions on ways to improve their partner's plan towards reaching their goal. Each student should write down the suggestions that they are given.

Writing Assignment

This exercise is meant to help you identify some important goals that you might not have thought of yet. Put the goal exercise away and take out another sheet of paper. Take a few minutes to write freely about what you want your future to look like. Are there any people older than you with qualities you admire? Would those qualities make reasonable goals for you? Are there any people your own age who you wish you could be like in some way? What is it that you admire about them and would it make a reasonable goal? It may help to pick a few of the following categories to write about:

- Relationships
- Friendships
- Physical health
- Emotional health
- Education
- Career
- Possessions
- Morality
- Religion
- Hobbies
- Skills and Abilities

Pop Quiz

Read the questions aloud to the class or write them where they are visible. Tell students to write their answers on a sheet of notebook paper.

- 1) What do successful people do to reach their goals?
 - a. Answer: They take the steps needed to attain them
- 2) What was the author's goal as a child and teenager?
 - a. Answer: To become a bodybuilder
- 3) What steps did the author take to reach his goal?
 - a. Possible Answers: He exercised, he lifted weights, he made a gym for himself, he worked out every day, etc.

Chapter 3

You are Shaping your Life

Preparation: Make sure students have read chapter 3 of *Teenage Construction Zone* and still have a copy of their Goal Exercise sheets.

Objectives:

- Students shall realize how much control they have over their futures.
- Students shall identify obstacles and shall learn how to get around them.
- Students shall identify excuses that keep them from their goals.

Writing Assignment (20 min)

Choose one of the goals from your goal exercise sheet. What is the largest obstacle between you and conquering your goal? What can you do to take care of that obstacle? If you have time, list some more obstacles keeping you from your goals and analyze them in the same way.

Class Discussion (25 min)

Tell the students: "We will now be acting out a scenario where it would seem easy to give up on a goal or dream." Ask five students to come to the front of the class and act out the following script. The parts to assign are: Coach Bentley, Jason, Jacob, narrator, and Crystal.

Narrator: It's 4:30 in the afternoon in the summertime. Jacob has been practicing really hard so that he can make the A-team for basketball. There are only a couple positions left, and there's a lot of competition. As practice lets out, he heads down to the locker room with his friend Jason.

Jason: So are you doin' anything this weekend? We were all planning to go watch a movie at Crystal's house.

Jacob: Sounds good to me. I was just gonna come up here to practice.

Jason: You gotta take a break.

Jacob: No way. I'm gonna make the team this year, I just know it.

Narrator: Coach Bentley, the A-team coach, sticks his head out of the coaches' office as Jason and Jacob walk by. Jacob has never really spoken to him much.

Coach Bentley: Jason, can I see you in my office for a second?

Jason: Yes sir. See ya in a sec Jake.

Narrator: Jacob changes in the locker room. As he's walking out, he overhears something from the coaches' office as Jason is walking out.

Coach Bentley: Sure thing Jase! Doin' a great job out there. Tell your dad I said so, real A-team material.

Jacob: What was that all about?

Jason: He just wanted to say hi to my dad. My dad went to the same high school and played A-team with coach Bentley, so they're pretty good friends still. I can remember him teaching me to shoot hoops when I was like, five or something.

Narrator: It's 8:00 in the evening when Jacob finally picks up his phone and dials Crystal's number.

Jacob: Hey Crystal. Just calling to say that I won't be there on Saturday.

Crystal: Oh. Ok, cool. You sound kinda bummed. Something happen?

Jacob: Yeah, I just got booted out for A-team because my dad isn't friends with the coach.

Jacob is letting the situation control him. How can he take control of the situation?

Group Project (30 min)

Have the students break up into groups of three or four. Ask them to write a script in which a person is presented with an obstacle that interferes with them reaching their goals. You may use the *Class Discussion* script as a sample if you choose not to use the *Class Discussion*. Students should identify:

- What is the person's goal?
- What is the obstacle?
- What is the excuse or excuses that the person can use to give up on his/her goals?

When they are done acting out their script to the class, ask the class to identify:

- A reason why this excuse is not valid
- How the person can deal with the obstacle and still reach their goals

Pop Quiz

- 1) By blaming others, what do you lose control of?
 - a. Your ability to fix problems in your life
- 2) Part of taking responsibility for your foundation means getting help for what?
 - a. Abuse, things that you have no control over
- 3) Samantha and Berry both grew up in homes with alcoholic parents. Does that mean that they will become alcoholics? Why or why not?
 - a. No, because they still have the ability to create a great life for themselves.

- 4) Why did the man mentioned in this chapter sue a flower company?
 - a. For exposing his affair to his wife, for sending a receipt to his house
- 5) According to the book, whis is an example of what?
 - a. Blaming others for your problems, finding excuses
- 6) Why is a past of bad mistakes not a good excuse for giving up on your dreams?
 - a. Learn from your mistakes and move on
- 7) Who is the person you have the most influence to change?
 - a. You

Chapter 4

Friends: The Construction Crew

Preparation: Make sure students have read chapter 4 of *Teenage Construction Zone*.

Objectives:

- Students shall realize the amount of influence that their peers have over them
- Students shall distinguish between positive friendships and negative friendships
- Students shall identify ways to be positive influences on their friends

Group Discussion (45 min)

Have the students separate into groups of 3 or 4 and pull out a sheet of notebook paper. Instruct them to draw a line down the center of the paper. The right hand column that they have created should be titled "Positive Consequences", and the left hand column should be titled "Negative Consequences."

Read the following scenarios aloud to them. After each one, give the students a few moments to write down the positive effects of the friendships in the Positive Consequences column, and the negative effects of those friendships in the Negative Consequences column. After filling out the exercise, tell the students to discuss what the negative friendships have in common and what the positive friendships have in common.

- 1) Kyle's friends constantly try to get him drunk because he does funny things under the influence. Matt knows that Kyle has a good shot at the college he wants and can't afford to get a criminal record. He pulls Kyle aside and asks him not to do it anymore.
- 2) Kelsey just got a perm in her hair and four of the guys in science class are making fun of it. John just shakes his head and whispers to her that he thinks it looks good. She smiles and tunes the other guys out.
- 3) Stephanie doesn't enjoy most of her classes this year. She tries to keep under the radar, but her friend Claire has just started skipping 5th period to go be with her boyfriend in his lunch period. Now that Stephanie is dating someone that has the same lunch period, she feels obligated to go with Claire. Now she's close to failing Math and she has had detention for three days in a row.
- 4) Zach really wants a certain video game, but he doesn't have any money to buy it. His parents keep him out of their room since he has been known to steal money from his dad's cash drawer. He tells his friend Ryan to go get the video game money since his parents won't suspect Ryan.
- 5) Shayna isn't doing very well in band, even though she loves to play music. Her friend Sara tells her to keep practicing so that she can be great one day. Sara goes to all of Shayna's concerts and competitions, even though she isn't in band.
- 6) Hannah's friend Ashley never brings lunch money to school, so Hannah always ends up paying for it. When Hannah wants to spend time with her other friends, Ashley won't speak to her

unless she agrees not to go. When Hannah doesn't want to do what Ashley wants to do, Ashley gets mad at her.

- 7) Cody is three years older than Austin. Austin is really excited to be hanging out at Cody's house on Friday night. But before he knows what's happening, the police pull Austin out the door for having marijuana and arrest everyone there, including him.

Writing Assignment (20 min)

Why are you friends with the people you are friends with? How have you changed since you first started hanging out with them? Would you identify your friendships as positive friendships or negative friendships?

Class Discussion (25 min)

Read the following scenarios aloud to the class. Ask the class what you think a good friend would do in that scenario. You may pick and choose a few of the questions if you don't have time for all of them.

- Two people are making fun of your friend in front of the cafeteria where a lot of people can see it.
- Two people have your friend backed into a corner and look like they're about to beat him up.
- The person that your friend likes has just asked you to dance at a school dance.
- You just found out that your friend told a secret of yours to several people that you didn't want to know.
- Your friend asks if you can loan him some lunch money.
- Your friend begins cutting herself and wearing long sleeves to cover it up.
- Your friend just won a district competition that he has been practicing for.
- Your friend is crying because she got into a fight with her parents.

Pop Quiz

- 1) According to *Teenage Construction Zone*, it is important to choose your friends wisely now because they will be your friends into adulthood and beyond. True, or false?
 - a. False
- 2) What's the definition of a "true friend" according to the book?
 - a. Someone who will back you up in making the right choices in life, someone who will help you build the best foundation possible
- 3) How did Mike end up breaking the cycle of going back to prison?
 - a. By changing his group of friends
- 4) What makes most friends form a group together?
 - a. Similar interests
- 5) Why is it important to choose your friends wisely?
 - a. Because you will become like them

Chapter 5

Standards for Living

Preparation: Make sure students have read chapter 5 of *Teenage Construction Zone*.

Objectives:

- Students shall learn what morals are and why they're important
- Students shall decide where their own moral boundaries are
- Students shall understand how setting boundaries affects their future

Writing Assignment (20 min)

Identify one situation, scenario, or area of life where you know you would probably not do what you consider to be “the right thing”. Why would you not do what was right? What would the consequence be?

Class Discussion (45 min)

Ask the class the series of questions below. Instruct them to raise their hands and answer one at a time.

- 1) What do you think of when you hear the word *morals*?
- 2) What do you think morals are?
- 3) Are most people your age concerned about their morals?
- 4) Are morals important? Why, or why not?
- 5) Do you think that morals should be the same for everybody?
- 6) What moral values are our society based on? What values would create the laws that we have at this moment in history?
- 7) Is it possible for everyone to live together and get along if we have differing moral values? Why or why not?

Self Evaluation (25 min)

Give each student a copy of the moral boundaries quiz below. They may write their answers on a sheet of notebook paper.

Inform the students that anything they write will be confidential.

Moral Boundaries

- 1) You are buying a soda at a local gas station. When the person checking you out gives you back your change, you notice that it is ten dollars over the amount that it should be. What would you do?
 - a. How will this decision affect your future?

- b. Could this decision hurt someone else?
 - c. Would you still approve of this decision in 20 years?
 - d. What would your parents think of this decision?
 - e. Would you be ok with your friends or your boyfriend/girlfriend doing the same thing?
 - f. If you had children, would you be ok with them doing the same thing?
- 2) Some friends start doing drugs at a concert. What would you do?
- a. How will this decision affect your future?
 - b. Could this decision hurt someone else?
 - c. Would you still approve of this decision in 20 years?
 - d. Would you be ok with your friends, family members, boyfriend/girlfriend doing the same thing?
 - e. If you had children, would you be ok with them doing the same thing?
- 3) Your boyfriend/girlfriend is growing more and more angry that you won't have sex with them. They tell you that if you don't start sleeping with them, the relationship isn't worth their time. What would you do?
- a. How will this decision affect your future?
 - b. Could this decision hurt someone else?
 - c. Would you still approve of this decision in 20 years?
 - d. Would you be ok with your friends, family members, boyfriend/girlfriend doing the same thing?
 - e. If you had children, would you be ok with them doing the same thing?

Pop Quiz

- 1) The higher someone's moral standards are, the higher their _____ will be also.
 - a. Quality of life
- 2) What is the best way to keep your moral boundaries strong?
 - a. Never cross them
- 3) What is the other kind of peer pressure?
 - a. Internal peer pressure
- 4) Why is it important to decide your moral standards now?
 - a. So that you are prepared when a compromising situation presents itself
- 5) Morals should be based on what feels right for you. True or false?
 - a. False
- 6) If a friend comes to you confessing that they've done something wrong and bragging about it, what should you do?
 - a. Tell him or her that you don't support their actions
- 7) In order to take a stand you to be not only present minded, but _____ as well.
 - a. Future minded

Chapter 6

Foundation Breakers: Drugs and Alcohol

Preparation: Make sure students have read chapter 6 of *Teenage Construction Zone* and bring their Goal Exercise sheet from chapter 2 with them.

Objectives:

- Students shall realize the impact that drugs and alcohol have on their future.
- Students shall learn ways to avoid participating in doing drugs or drinking alcohol.

Group Project (20 min)

Have students get together in groups of three or four to discuss the following questions. One person in each group should record the group's answers. When everyone is finished, have each group come to the front of the class to present their answers.

- 1) Think of a famous person that you have heard about or seen on the news who was caught with drugs or alcohol. What was the result?
- 2) How are drugs and alcohol portrayed in the media (in music, on TV, on the radio, in books, etc.)? Do you think that this/these opinion(s) are accurate? Why or why not?
- 3) When, where, and with whom do you think students your age are most likely to do drugs or drink alcohol? How could you avoid such a situation?

Class Brainstorm (25 min)

Call three students one at a time to the front of the room. Read the following questions aloud and call on students to give you answers. Have the student at the front of the room write down these answers where everyone can read them.

It can be very tempting to experiment with drugs and alcohol when you are feeling bored, rebellious, or under a lot of pressure. What are some alternative things that you can do in the following situations?

- 1) It's summer vacation and you're at a friend's house with nothing to do. After watching the last movie you can find for the tenth time, your friend goes to their parents' liquor cabinet and promises that they won't notice if a bottle is missing. What could you do instead of drinking?
- 2) You're friends with a lot of the kids in your neighborhood. You all ride the same bus, and nobody's parents get home until after 5pm. It's kind of a tradition to all hang out together before then. Lately, a lot of them have started meeting in one house and smoking marijuana together. What could you do instead?
- 3) Your girlfriend/boyfriend just dumped you two weeks ago for someone else, and you have to see them in the hallway with that person every day. After two weeks of being depressed, you

decide to pull yourself together and go to a party on Friday night. The people at the party seem pretty sympathetic when you tell them your story, and respond by bringing you a beer to make you feel better. What could you do instead?

- 4) Your older brother lets you come along with his friends to the movies. On the way home, one of them pulls out a small bag of cocaine, and they begin passing it around the car and joking about how expensive it is. One of them offers some to you. Everyone laughs and watches you. You don't want to look like a baby or like you're too good for everyone else. What could you do instead?

Writing Assignment (20 min)

Review the Goal Exercise sheet that you wrote for chapter 2. How might drinking or doing drugs affect when you meet your goal(s)? How might drinking or doing drugs affect how you meet your goal(s)? Do you think you would still be able to reach your goal(s)? Why or why not?

Pop Quiz

- 1) What is the best way to avoid drinking alcohol again?
 - a. Not drinking it in the first place
- 2) What is the most abused substance among teenagers?
 - a. Alcohol
- 3) Name three negative consequence that you risk by trying drugs and alcohol.
 - a. Answers may include: Premature death, health problems, permanent damage to the mind and body, additional, car accidents, arrest, school or college suspension, date rape, becoming the victim of violent crime, participating in criminal activity, unrealized goals and dreams, depression, homelessness, divorce, disease, unemployment, loss of control, and alcohol poisoning.
- 4) Why should you care for and respect your body?
 - a. Because it's the only one you will get
- 5) When did the addiction start for the man who ran away from his family and maxed out a credit card to do drugs?
 - a. In high school
- 6) What was mentioned as a good way to stay busy and avoid doing drugs?
 - a. Pursuing something good, such as a goal
- 7) To avoid bad habits, what kind of habits should you focus on?
 - a. A goal

8)

Chapter 7: Sex and Effects

Preparation: Make sure that students have read chapter 7 of *Teenage Construction Zone* and have brought their copy of the book to class.

Objectives:

- Students shall learn how to avoid having sex before they are ready
- Students shall understand the dangers associated with sex and how it can affect their future
- Students shall learn how to deal with their peers' opinions on sex

Class Exercise (25 min)

Before conducting this exercise, calculate how many students make up:

- (Roughly) one half of the students in the classroom
- (Roughly) one fourth of the students in the classroom
- (Roughly) one third of the female students in the classroom
- (Roughly) one third of the male students in the classroom

Begin by instructing all of the students to stand up where they are at and read this passage from the chapter to them:

I seem to see this attitude with a lot of young men and women. They listen to school speakers, read books, or hear statistics of the consequences of sexual behavior, but they think that it won't happen to them. Little do they realize, they are exactly the people whom "it" will happen to.

Ask for those who would like to volunteer to raise their hands. Out of this number, choose the number of students that is closest to half of those present and ask them to come to the front of the classroom. When they are present, read the following to them:

You are half of the class, and represent the half of all teenagers in America who are sexually active. Some of you will look back on your teenage years with disappointment because you spent them with someone that you are no longer with. Some of you will experience divorce because of the habits you have formed. Almost every one of you will regret this decision. You will all pay an emotional price.

Pick half of the students that are standing at the front of the classroom and ask them to sit down. Face the fourth of the class that is still standing and read the following to them:

You are half of those who were just standing. You represent the half of all sexually active teens in America who contract an STD each year. Many of you will have embarrassing and painful side effects for an extended period of time. For some of you, there is no cure. A few of you will lose the ability to have children. Many of you will not be able to have sex without passing the disease on to someone else.

Finding stable relationships will become very difficult for many of you, and your spouse will constantly live with the reminder of your past relationships.

Ask all of the students to sit down. Choose one third of both the male and female students in the class to come to the front of the classroom and read the following to them:

You represent the one third of all sexually active teenage girls who experience an unwanted pregnancy, and the teenage boys who must decide what to do with the situation. Some of you will have to deal with the pain of having a failed pregnancy. The increased risk of a stillborn baby and other complications in the pregnancy will do serious physical and mental damage, and the medical costs associated will be more than you are able to afford.

But the rest of you will have to make a terrible choice. By spending thousands of dollars on an abortion, there is no guarantee that you will ever recover from the emotional and physical scars that it will leave. By choosing adoption, you will deal with a loss as real and serious as the death of a friend or family member by giving up your own child. By choosing to be a teenage parent, you will have to leave behind many aspects of your childhood for a responsibility that you are probably not prepared for.

Writing Assignment (25 min)

What do most of your friends think about people their own age who are virgins? Why do you think this is? What do they think about people their own age who are sexually active? Why do you think this is? Do you agree with them? Why or why not?

Group Project (20 min)

Divide the class into three groups. Assign each group one of the following categories. Have one person in each group write down the answers. When everyone has completed the assignment, have each group present their answers to the class.

- 1) Wrong Place
 - a. List at least five settings for a date that have a very low likelihood of ending in sex.
 - b. List at least five settings for a date that have a relatively high likelihood of ending in sex.
- 2) Wrong Person
 - a. List at least five ways to show a boyfriend/girlfriend that you care for them that do not involve any form of sexual contact.
 - b. List five things about a person of the opposite sex that may determine how much they will pressure you to become sexually active.
- 3) Wrong Mindset
 - a. List at least five mindsets that will not lead to healthy sexual decisions. For examples, see page 86-88 of your book.
 - b. For each of these mindsets, tell why they are incorrect and how to overcome them.

Pop Quiz

- 1) List three of the possible consequences of sex mentioned in this chapter.
 - a. Answers may include: Sexually transmitted diseases, unplanned pregnancy, sterility, abortion, increased chance for divorce, eighteen years of child support, abandonment, emotional damage.
- 2) When the author told a principal that his high school was at the national average for teenage pregnancies, what was the principal's response?
 - a. That the author was at the middle school, not the high school
- 3) Why does having sex as a teenager increase the risk of divorce in the future?
 - a. Sleeping with multiple partners now cheapens sex and forms promiscuous habits.
- 4) When are you ready to have sex?
 - a. After marriage
- 5) Why is having sex now not much of an achievement?
 - a. Anyone can have sex, but it takes strength and self-control to wait
- 6) What did Bryce decide to do while in the hospital after his car accident?
 - a. Raise the baby that his girlfriend was having
- 7) The wrong place + the wrong people + the wrong _____ is a recipe for wrong choices.
 - a. Mindset
- 8) List one of the dating tips mentioned for sexual purity.
 - a. Answers may include: Avoid parked cars, date in a group, set a curfew, don't be alone in a room together, leave the door open, avoid drugs and alcohol, don't dress provocatively, and don't date someone more than two years older than you.

Chapter 8: Standards for Loving

Preparation: Make sure students have read chapter 8 of *Teenage Construction Zone*.

Objectives:

- Students shall learn how to make healthy choices about dating
- Students shall realize the effects that dating can have on their future
- Students shall learn a respectful way to treat members of the opposite sex during a break up

Class Discussion (30 min)

Begin by asking everyone in the class who is dating someone or who would like to be dating someone to raise their hands. Then read aloud the following questions and ask the class to answer.

- 1) For those of you who just raised your hands, what makes you want to date someone?
- 2) What does it mean to date someone? Is it different than having a boyfriend or girlfriend?
- 3) Do you think that teens should be dating because they want to, or are some teens too immature to handle a relationship? When do you think a person is ready to begin dating?
- 4) How long would you say most relationships last at your age? Is it longer or shorter than how long you will be participating in school, extracurricular activities, and hobbies?
- 5) How much time should a person in your grade spend with a boyfriend or girlfriend?
- 6) Do you think that most of your peers spend more time with their boyfriends/girlfriends, their friends, or their family?
- 7) What area of your life do you think will be most important to you in ten years? Some examples might be relationships with your friends, your education, your family, religion, hobbies, or a spouse.
- 8) Is there any way that dating someone now could damage how much success and satisfaction you have in this area later on in life?

Self Evaluation (20 min)

Instruct students to take out a sheet of notebook paper and write the answers to the following questions. When students are finished, encourage them to save this piece of paper and not settle for anyone less than what they need and want, even if it means not dating for a long time.

- 1) Describe in detail what an ideal, healthy dating relationship looks like. What responsibilities should each person have?
- 2) If you have dated anyone in the past or are dating someone right now, is/was your relationship like your ideal dating relationship? If not, what were the differences?
- 3) What type of a person would you need to make your ideal relationship possible? What values, desires, goals, and character attributes would they have?

- 4) Make a short list of your strengths and weaknesses. What do you think an ideal boyfriend/girlfriend should have to make a good team in your dating relationship?

Writing Assignment (25 min)

Write a break up story in which both people are able to remain friends. Be sure to include:

- How long the couple dated
- How old they are
- The reason for breaking up
- The method of the break up
- Their feelings and reactions
- The amount of time before they began dating again

Pop Quiz

- 1) What is the purpose of dating?
 - a. To choose a spouse.
- 2) What is a good minimum age for someone to begin dating?
 - a. Sixteen
- 3) What is a person's "95/5" within the context of this chapter?
 - a. Their standard for choosing another person, based 95% on their character and 5% on their appearance (answer may be reversed)
- 4) Why is unplanned sex not just one bad decisions?
 - a. It is the result of many smaller bad decisions.
- 5) Where does the author suggest that you "draw the line" in your physical relationship with a person?
 - a. At holding hands
- 6) List one thing that you should do and one thing that you should not do when breaking up with another person.
 - a. Answers may include anything from the lists found on pages 106-107 of the book.
- 7) You should never date someone with the hope of them _____ into the person you want them to be.
 - a. Changing

Chapter 9: The Deception of Suicide

Preparation: Make sure that students have read chapter 9 of *Teenage Construction Zone*.

Objectives:

- Students shall understand why suicide is not an acceptable option.
- Students shall learn healthier alternatives to deal with their problems.

Class Discussion (45 min)

Ask students to think of things that could cause someone to consider suicide. Have a student make a list of these things on the board. For each item listed, ask the class about a way to deal with the situation without committing suicide. You may have other students write these on the board as well.

Writing Assignment (20 min)

Usually when someone decides to take their own life, they are not thinking rationally enough to consider the people around them.

Think of a friend or family member that is important to you. Write about what would happen if they committed suicide. How would you feel? How would the other people who knew them feel? Who would it cause damage to? What would it affect?

Writing Assignment (20)

Write about a time in your life when you felt truly miserable. How did you feel? What happened to make you feel that way? What did you do to deal with it?

Often, the times when we really want to give up are the times when we're being improved. Think about the result of that time in your life. What did you learn? How did it change you as a person? Was there anything good that came out of it?

Pop Quiz

- 1) Why should we think of hard times as schooling?
 - a. Because they are opportunities to make us stronger and better
- 2) Why is comparing yourself to someone else always an unfair comparison?
 - a. You will compare your weaknesses with their strengths.
- 3) Suicide is a _____ solution to a _____ problem.
 - a. Permanent; temporary
- 4) What common problem causes most teenagers to consider suicide?
 - a. Breaking up
- 5) What makes a person important?

- a. Answers may include: The fact that they exist, because there is no one else like them, because they are unique, because you are you.
- 6) What should you do if you ever find yourself having suicidal thoughts?
 - a. Find someone to help you

Chapter 10: Health and Fitness

Preparation: Make sure students have read chapter 10 of *Teenage Construction Zone* and have their Goal Challenge exercises with them.

Objectives:

- Students shall learn how exercise can affect their future.
- Students shall establish plans for eating right and exercising.

Research Assignment (45 min)

Take the students to the library or computer lab to research nutrition information. Try some government nutritional websites as a starting point. Have them answer the following questions:

- 1) What is a calorie and why does it matter for your health?
- 2) What are the five major food groups? How many servings of each should you eat every day?
- 3) Where can you find serving size information for the foods you're eating?
- 4) Research the three nutrients listed below. Write down why your body needs them and at least one food that contains that nutrient.
 - a. Calcium
 - b. Protein
 - c. Potassium
 - d. Fat
 - e. Iron
 - f. Sugar
- 5) Find a recommendation for how much you should exercise in a week. What is it?
- 6) Find a recommendation for how much you should sleep every night. What is it?
- 7) Find at least one healthy recipe. It can be as simple as making a sandwich. Either write the recipe down or print it out and staple it to this assignment.
- 8) Write down one fact about nutrition or exercise that you learned from this assignment.

Writing Assignment (20 min)

Review your Goal Challenge from chapter 2. How might your health affect when, if, and how well you meet your goal(s)?

Based on what you've just written, write a long term fitness goal that will enable you to reach your other goals.

Group Project (25 min)

Instruct students to gather in groups of three or four and answer the following prompt.

Make a plan of healthy choices for one full school week (Monday-Friday). Be sure to include:

- Everything that you will eat, drink, and snack on each day
- What time you will go to bed and wake up
- What you will do to exercise
- When and for how long you will exercise

Pop Quiz

- 1) List at least three of the benefits of exercise mentioned in this chapter.
 - a. Answers may include anything from the bulleted list on pages 120-121 of *Teenage Construction Zone*
- 2) List at least two exercise related activities mentioned in this chapter that are not sports.
 - a. Answers may include: Ride a bike, walk, jog, skateboard, skate, hike, canoe, ski, lift weights, do an exercise video, do aerobics, yoga, dance, gymnastics, swim, or play Frisbee golf
- 3) What is your body made up of?
 - a. What you put into it
- 4) Why should you eat slowly and drink a lot before you eat?
 - a. It helps you to feel full and not overeat.
- 5) What are the two tools you need to have good nutritional foundation?
 - a. Knowledge and self-discipline
- 6) List at least two side effects of an eating disorder
 - a. Answers may include anything from the bulleted list found on pages 129-130 of the book.

Chapter 11: See no Evil, Hear no Evil, Speak no Evil

Preparation: Make sure students have read chapter 11 of *Teenage Construction Zone*.

Objectives:

- Students shall learn to guard what they see hear, say, and think to keep from being influenced to make bad decisions.

Group Discussion (45 min)

Divide the class into four groups. Assign each group one of the monkeys. Each group should be able to explain to the class what their monkey means and how it applies to their daily lives. After each group has presented, ask the class which monkey would be hardest to follow.

Writing Assignment (30 min)

Choose one of the four monkeys to write about and explain how it can cause you to lay the wrong bricks on your foundation. Give at least three examples.

Pop Quiz

- 1) Who is the fourth monkey?
 - a. The thinking monkey
- 2) Why is it not a good idea to view lots of images of drinking and drug usage, sex, or violence?
 - a. It makes it easier for a person to participate in those things by making them normal
- 3) What does the gossip game reveal about real-life gossip?
 - a. Each time it passes to another person, it gets further away from the truth.
- 4) Why should we not trust the entertainment industry's choice of song lyrics?
 - a. They are trying to make money, not help people make good moral choices.
- 5) What does cussing usually reveal about a person?
 - a. Answers may include: That they are struggling with insecurity, that they are not using their brain to find a better word, or they don't have good standards in most other areas of their life.

Final Exam

The following questions have been taken from the Pop Quiz section of each chapter.

- 1) According to *Teenage Construction Zone*, it is important to choose your friends wisely now because they will be your friends into adulthood and beyond. True, or false?
 - a. False
- 2) Why should you eat slowly and drink a lot before you eat?
 - a. It helps you to feel full and not overeat.
- 3) Why does having sex as a teenager increase the risk of divorce in the future?
 - a. Sleeping with multiple partners now cheapens sex and forms promiscuous habits.
- 4) What is the foundation of your life being constructed with?
 - a. The choices that you make
- 5) What was the author's goal as a child and teenager?
 - a. Answer: To become a bodybuilder
- 6) By blaming others, what do you lose control of?
 - a. Your ability to fix problems in your life
- 7) What is the most abused substance among teenagers?
 - a. Alcohol
- 8) Why is unplanned sex not just one bad decisions?
 - a. It is the result of many smaller bad decisions.
- 9) What is the best way to keep your moral boundaries strong?
 - a. Never cross them
- 10) What does the gossip game reveal about real-life gossip?
 - a. Each time it passes to another person, it gets further away from the truth.
- 11) What was mentioned as a good way to stay busy and avoid doing drugs?
 - a. Pursuing something good, such as a goal

End of Course Writing Assignment

How has this book helped you to realize that you can have a great future? Choose three chapters that were most valuable to you and explain what you learned. Be sure to include examples and details.