Successful Adulthood:
Surviving and Thriving

TEACHER EDITION

Developed by the
Curriculum and Instructional Materials Center
Oklahoma Department of Career and Technology Education
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## TEACHER EDITION

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One set per unit of the following components:

- Profile of Training Mastery
- Student Workbook—Wraparound Edition
- Glossary
- Unit Review Questions and Answers
- Written Test Answers
- Written Tests
- Resources

## STUDENT EDITION

One set per unit of the following components:

- Objective Sheet
- Information Sheet
- Unit Review
- Glossary

## TEACHER RESOURCE CD (sold separately)

- Assignment and Job Sheets
- Assignment Sheet Answers
- Written Test (Word, RTF, PDF)
- Written Test Answers
- Resources
- Power Point Presentations
- Other Resources

## UNIT TITLES

- **Unit 1**: Communication Skills
- **Unit 2**: Understanding Self
- **Unit 3**: Making Decision
- **Unit 4**: Leisure Activities
- **Unit 5**: Etiquette
- **Unit 6**: Personal Safety
- **Unit 7**: Understanding Grief and Loss of Life
- **Unit 8**: Choosing Food for Good Health
- **Unit 9**: Preparing Food
### Suggested Teaching Timeline for Successful Adulthood: Surviving and Thriving

**10th-12th Grade Curriculum Guide**

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<tr>
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FOREWORD

Successful Adulthood: Surviving and Thriving is a one-semester course designed to provide students with information and skills for making decisions as they transition from high school to college, other job training, or the workplace. Emphasis is placed on communication skills, understanding self, leisure activities, etiquette, personal safety, understanding grief and loss, making healthy food choices, and food preparation. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

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ACKNOWLEDGEMENTS

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This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

Successful Adulthood: Surviving and Thriving

Unit/Page: Comments:

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Thank you for your comments. If we have questions, how may we contact you:

____________________________________________________________________________

1 Fold upward
CIMC
OKLAHOMA DEPARTMENT OF
CAREER AND TECHNOLOGY EDUCATION
1500 W. 7TH AVE
STILLWATER OK 74074-4364

ATTN: Assistant Coordinator
SUCCESSFUL ADULTHOOD: SURVIVING AND THRIVING

PROFILE OF TRAINING MASTERY

Instructor: _______________________________ Date: ____________________

Program: _____________________________________________________________________________

School: __________________________________________ Grade: ____________________

Name: __________________________________________ Soc. Sec. No. ______________

Address: __________________________________________ Phone: ____________________

In Case of Emergency, Contact: ___________________________________________________________

Address: __________________________________________ Phone: ____________________

Allergies/Disabilities that might require special accommodation for training (please specify):

_____________________________________________________________________________________

The above information can be used for school records and/or to ensure safety of students. This confidential information is not to be released to employers or the general public.

Date of Enrollment: ____________________ Date of Withdrawal: ____________________

Date of Completion: ____________________ Total On-the-Job Training Hours: ____________________

Total Class Hours: ____________________ Total Lab Hours: ____________________

Total Hours Tardy: ____________________ Total Hours Absent: ____________________

ON-THE-JOB TRAINING/WORK EXPERIENCE

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Use of This Document

This document can be used to record information about the student and skills mastered. This information is useful in documenting student progress during training and in providing information about the student’s qualifications to potential employers and/or for entry into advanced training programs. Instructors using these materials are authorized to reproduce this document as required for use in their training programs.
SUCCESSFUL ADULTHOOD: SURVIVING AND THRIVING

SPECIFIC JOB COMPETENCIES

INSTRUCTOR:
As each competency is mastered, place your initials and the date in the blank on the left. This will verify that the student can perform the skill with a minimum of supervision.

UNIT 1 — COMMUNICATION SKILLS

1. Identify causes of communication problems.
2. Recall the differences between passive, assertive, aggressive, and passive aggressive individuals.
3. Distinguish between passive, assertive, aggressive, and passive aggressive communication methods. (Assignment Sheet 1)
4. Recall ways to communicate messages more effectively.
5. Select ways to communicate positive attitudes.
6. Identify appropriate ways to communicate negative feelings.
7. Indicate ways to be tactful.
8. Match listening skills to their descriptions.
9. Distinguish between positive and negative forms of nonverbal communications.
10. Respond to “You” messages using “I” messages. (Assignment Sheet 2)
11. Describe ways to communicate directions.
12. Summarize practices to follow when texting or emailing.
13. Construct sentences using communication skills. (Assignment Sheet 3)
14. Apply techniques for improving communication to situations/scenarios. (Assignment Sheet 4)

UNIT 2 — UNDERSTANDING SELF

1. Assess the difference between heredity and environment.
2. Complete personal assessments. (Assignment Sheet 1)
3. Select characteristics of a positive self-concept.
4. Match tasks of emotional development to their descriptions. (Assignment Sheet 2)
5. Explain benefits of friendship development.
6. Analyze friendship traits in yourself and others. (Assignment Sheet 3)
7. Identify purposes of dating.
8. Describe guidelines for dating behavior.
9. Select dating concerns.
10. Assess qualities desired in a date. (Assignment Sheet 4)
11. Identify sources and symptoms of stress.
12. Analyze ways to respond to stress.
13. Evaluate responses to stressful situations. (Assignment Sheet 5)
15. Examine factors linked to teenage suicide.
16. Identify suicide warning signs.

Student ratings on specific competencies evaluated during the course are available upon student’s written request and/or by calling the instructor. Parent’s or guardian’s signature is necessary if student is under 18 years of age.
UNIT 3 — MAKING DECISIONS
1. Match factors that affect decision-making to their descriptions.
2. Explain how goals affect decision-making.
3. Identify ways to resist peer influences when making decisions.
4. Demonstrate examples using the decision-making process. (Assignment Sheet 1)
5. Evaluate factors used to make decisions. (Assignment Sheet 2)
6. Evaluate a decision. (Assignment Sheet 3)
7. Select time-management skills that assist in decision-making.
8. Develop a time management plan. (Assignment Sheet 4)

UNIT 4 — LEISURE ACTIVITIES
1. Define “leisure time.”
2. Explain factors that affect the selection of leisure activities.
3. Identify benefits of leisure activities. (Assignment Sheet 1)
4. Investigate leisure time activities in your area. (Assignment Sheet 2)
5. Evaluate a leisure time activity. (Assignment Sheet 3)
6. Discuss costs associated with leisure activities.
7. Calculate the costs of leisure activities. (Assignment Sheet 4)
8. Investigate ways to get the best value for recreation dollars.
9. Discuss issues related to long-distance and international travel.
10. Locate places to obtain travel information.
12. Plan a road trip. (Assignment Sheet 5)

UNIT 5 — ETIQUETTE
1. Select actions that reflect common courtesy.
2. Apply guidelines for greeting people and making introductions.
3. Identify guidelines for shaking hands.
4. Determine telephone and cell phone etiquette.
5. Determine etiquette guidelines for texting and online communication.
6. Identify basic table manners.
7. Identify dining etiquette during formal occasions.
8. Identify parts of a table setting. (Assignment Sheet 1)
9. Complete statements about tipping for services.
10. Calculate tips. (Assignment Sheet 2)
11. Choose etiquette for attending public events.
12. Select manners appropriate for house guests.
13. Determine points to include in writing thank-you notes and RSVPs.
14. Write thank-you notes and RSVPs. (Assignment Sheet 3)
UNIT 6 — PERSONAL SAFETY
1. Identify areas of self-improvement for personal safety. (Assignment Sheet 1)
2. Select guidelines for safe use of social media.
3. Discuss ways to avoid online scams and identity theft.
4. Describe ways to handle bullying.
5. Select guidelines for being safe in your home.
6. Discuss domestic violence and abuse.
7. Apply guidelines for safety when living away from home.
8. Apply guidelines for automobile safety.
9. Describe how and why to avoid alcohol and drugs.
10. Discuss safe dating techniques.
11. Describe workplace violence and harassment.
12. Discuss gang activity.
13. Develop a plan for personal safety. (Assignment Sheet 2)

UNIT 7 — UNDERSTANDING GRIEF AND LOSS OF LIFE
1. Identify the leading causes of death in the United States.
2. Define stages of dying.
3. Identify advantages and issues of the hospice concept.
4. Discuss advanced health care directives.
5. Discuss organ donation.
6. Describe typical emotions experienced after significant loss.
7. Select guidelines for helping others handle personal loss.
8. Analyze ways to help others cope with death. (Assignment Sheet)
9. Identify common procedures in making funeral arrangements.
10. Describe guidelines for funeral behavior.
11. Match documents related to death to their descriptions.

UNIT 8 — CHOOSING FOOD FOR GOOD HEALTH
1. Match life stages to nutritional needs.
2. Complete statements about dietary guidelines.
3. Describe the food groups using ChooseMyPlate.
4. Create a daily food plan according to personal dietary needs. (Assignment Sheet 1)
5. Analyze the sources of nutrients and their effects on health. (Assignment Sheet 2)
6. Describe information on food products.
7. Analyze a food label. (Assignment Sheet 3)
8. Identify factors related to caloric requirements.
9. Identify benefits of exercise and fitness and ways to incorporate physical activity into different lifestyles.
10. Select guidelines to achieving a healthy weight.
11. Compare foods when eating out. (Assignment Sheet 4)
12. Identify health effects of eating disorders.
13. Recall facts about fad diets and diet aids.
UNIT 9 — PREPARING FOOD

1. Classify basic kitchen utensils and tools.
2. Select recipe abbreviations for measures, weights, times, and sizes.
3. Match common measures used in recipes to their equivalents.
4. Match mixing techniques to their descriptions.
5. Match cutting techniques to their descriptions.
6. Match cooking techniques to their descriptions.
7. Identify factors to consider in meal planning.
8. Compare home-prepared foods to packaged foods and mixes. (Assignment Sheet 1)
9. Follow preparation instructions. (Job Sheet 1)
10. Create a grocery list and calculate estimates for planned menus. (Assignment Sheet 1)
11. Prepare a meal from a menu. (Job Sheet 1)
FCCLA Competitive Events for this unit include:

- Advocacy
- Applied Technology
- Entrepreneurship
- Life Event Planning

Unit 3

Making Decisions

Objectives

1. Match factors that affect decision-making to their descriptions.
2. Explain how goals affect decision-making.
3. Identify ways to resist peer influences when making decisions.
4. Demonstrate examples using the decision-making process. (Assignment Sheet 1)
5. Evaluate factors used to make decisions. (Assignment Sheet 2)
6. Evaluate a decision. (Assignment Sheet 3)
7. Select time-management skills that assist in decision-making.
8. Develop a time management plan. (Assignment Sheet 4)
Key Terms

consequence: result or outcome of an action or process

decision: conscious response to a problem or issue; a choice, judgment, determination, or conclusion

emulation: the act of trying to equal or surpass

goal: a conscious aim; intention to get, achieve, do, or accomplish

impulsive: the characteristic of acting suddenly without careful thought or planning

indecision: inability to make up one's mind

instant gratification: the desire to have what is pleasurable now, without concern for the consequences, even if it means you will be denied something more pleasurable later on

intuition: ability to perceive; to know without conscious reasoning; instincts or internal feelings that direct a decision

peer pressure: persuasion to conform to the ways of friends, classmates, or other peers

priority: task or activity considered worthy of receiving attention before another

procrastinate: to put off doing something

time-management: planning use of time in a way that will bring the greatest benefit

values: beliefs and principles of what is right and wrong
Whenever you make up your mind regarding what you will think, say, or do, you have made a decision. Some decisions are simple, while others are very difficult. Some are made quickly and some require years of consideration. There are times when the decisions you make also have the ability to significantly impact on your life and change it forever.

Factors That Affect Decision-Making

Objective 3.1

Understanding the decision-making process becomes important because choices made in life can be far-reaching. People who routinely make impulsive decisions do not take time to consider the consequences of their actions. Impulsive people often seek instant gratification, meaning that they receive pleasure by reacting to their basic drives and emotions, such as food, sex, and the desire for possessions. Impulsive behavior can be directly linked to drug and alcohol abuse, car accidents, unplanned pregnancy, poor school performance, shoplifting, relationship issues, and the inability to hold a job.

Factors that influence the ability to make thoughtful decisions include the following:

The decision-making process — There are different types of decision-making processes, but one basic process is this:

1. Define the problem
2. Identify different solutions to the problem
3. Evaluate potential solutions
4. Make a decision
5. Implement your decision
6. Evaluate your decision

There are many different procedures you can use to complete these steps, especially steps 2 and 3. For example, one common decision-making strategy is to use a grid analysis, where you list your options in a table or grid. Give each option a numerical score such as 0 through 5 based on their importance, and then total the scores to find the best option.

Another systematic procedure may be to draw a decision tree on a large sheet of paper. Begin by writing down the decision that needs to be made on the left side of the paper. Draw lines or arrows toward the right for each possible solution, and write the solution along the line. At the end of the arrow, write the possible outcome of that action.
Another simple strategy is to write down each potential solution and then write down the benefits and drawbacks of each solution.

Time pressure — If you feel you have all the time in the world, you may put off making a decision indefinitely. However, the number of choices available grows smaller as time pressure increases. In addition, when faced with a pending deadline, the ability to compare choices is challenged. As a result, you may overlook alternative choices. To ensure you have an adequate number of options, avoid procrastinating.

Context — The particular situation in which the decision takes place will affect it. Decisions are seldom made without any outside influences.

Responsibilities in life — Prior commitments and duties will influence the decisions made.

Common sense — Using common sense and good judgment affects your decisions. In this process, options and consequences are considered, and the solution with the best results and fewest complications is chosen.

Habit — Habits are decisions that become automatic by following the same routine every day. They are given no thought. While this is helpful for some daily maintenance activities, such as choosing a breakfast cereal, circumstances do sometimes change, which requires us to be conscious of our habits.

Emulation/Imitation — Making your decisions based upon other peoples’ decisions means you may be letting others decide for you. There is a difference between using someone as a role model and inspiration, and simply blindly copying whatever they do.

Default — Not making a decision is making a decision to let others, including circumstances, control your life. Indecision makes you feel powerless and frustrated.

“What’s the difference between using someone as a role model and copying them? Copying means you do what they do, even if it isn’t a good choice for you. Using them as a role model means they inspire you to make similar choices that fit your own life. For example, both Jeremy and Jesse always said they wanted to be like their father, who attended college on a basketball scholarship, even though neither of them was very tall. Jeremy spent years trying to copy his father and become a star basketball player, but was never good enough to earn a scholarship. Jesse decided to find a sport that allowed him to excel, and he followed in his father’s footsteps by earning a golf scholarship.

What’s the difference between using someone as a role model and copying them? Copying means you do what they do, even if it isn’t a good choice for you. Using them as a role model means they inspire you to make similar choices that fit your own life. For example, both Jeremy and Jesse always said they wanted to be like their father, who attended college on a basketball scholarship, even though neither of them was very tall. Jeremy spent years trying to copy his father and become a star basketball player, but was never good enough to earn a scholarship. Jesse decided to find a sport that allowed him to excel, and he followed in his father’s footsteps by earning a golf scholarship.

If you choose not to decide, you still have made a choice.”

— Rush, “Free Will”

• Have students consider the following question: If you were unsure of what to do in a situation, how would you decide what to do?
  • I would do what is best for everyone.
  • I would follow the advice of an adult.
  • I would do what made me happy.
  • I would follow my religious beliefs.
  • I would do what would improve my situation/get me ahead.
  • I have no opinion.
  • I would follow my own conscience.

Ask students what they think most students would say. Have students take a poll during lunch in the school cafeteria that asks this same question and tabulate the results. Were any of the results surprising?

• Have students describe different ways they’ve observed people making decisions. For example, family members, fellow students, or movie characters.
Surviving and Thriving

Values — If you know who you are and what you believe, you will have a sense of what is important. By knowing the difference between right and wrong, you will avoid making decisions impulsively, through emulation, or by default. Your identity and sense of self will become the basis for decision-making.

Experience — When we apply what we’ve learned from previous decisions, we are making decisions based on experience. This is smart to do if you can keep from generalizing that experience to all similar circumstances.

Maturity — As you become older, your experiences help define your values. Because of this, the choices you make in adulthood will differ from those made as a teenager.

Intuition — Instincts or internal feelings can direct your decisions. You may think, do, or say something because you “feel” it is right. Your intuition can help tell you what is right and wrong. Listening to it helps you feel at peace about a decision; ignoring it makes you doubt your decision.

Opportunity cost — Each time you make a decision, there are trade-offs. Opportunity cost is a term to describe that which is given up as a result of making a particular decision, or the cost of passing up the next best choice when making a decision. For example, let’s say you’re faced with the choice of attending either the local community college down the road or a more expensive state university 100 miles away. If you choose to go to the state university, the opportunity cost would be that you lose the opportunity to pay less for tuition and be close to home. Another example could be your decision to go to a movie. In this case, the opportunity cost would simply be that you’d miss out on the chance to experience something else during those two hours of your time.

Impulsive behavior can be a symptom of attention deficit hyperactivity disorder (ADHD), a biological condition that’s not yet completely understood. Individuals with ADHD tend to make careless errors, avoid tasks that require mental effort, frequently lose things, act fidgety, or have difficulty being quiet or remaining seated. If you know of someone who has been diagnosed with ADHD and has difficulty dealing with it, keep in mind that they don’t “act out” on purpose. They simply have problems controlling their behavior. Although it cannot be completely cured, most cases of ADHD can be controlled with medications or behavior therapy.

Knowledge Check

1. Discuss how time pressures affect the decision-making process.
2. Why is it important to be conscious of our habits?
3. Explain the term instant gratification.
Goals Lead to Good Decisions

Objective 3.2

Unlike wishes, goals are attainable with planning and effort. Goals give you specific direction. Establishing specific, realistic goals eliminates many of the problems you might otherwise face. Because you know the overall direction of where you’re going, distractions are less appealing and require no consideration by you. Setting realistic goals also reminds you of what you want in life because your choices become more focused.

You can set appropriate goals by using a system such as SMART goals. SMART goals are:

- **Specific** — identify a specific action or event
- **Measurable** — you can easily determine when you have met the goal
- **Attainable** — the goal can be attained with the resources available
- **Realistic** — the goal will require you to stretch, but you are likely to succeed
- **Timely** — the goal includes a specific time period

For example, “Some day I will have enough money to buy a car” is not a useful goal. A SMART goal would be “In four years, I will save $25,000 to buy a car. I will do this by saving $520 every month.”

Goals motivate you to act. Short-term goals include those that can be reached immediately or within one or two weeks. These can be clearly defined because they are usually single-purpose. Fulfilling your short-term goals increases your sense of accomplishment and makes reaching longer range goals easier. An example could include studying for a math test. Mid-term goals, also known as intermediate goals, are those goals that can be reached within months. Mid-term goals are more general than short-term, but they, too, are measurable, such as taking an advanced math course next semester. It sometimes takes years to reach long-term goals. These goals are more abstract than others because time can alter the path you

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Have you ever gotten a feeling of regret after buying something? **Buyer’s remorse** is the term used to describe the anxiety and fear that you made the wrong purchase decision. This often occurs after the purchase of technology items or large-ticket items, such as a major appliance, car, or home. People with buyer’s remorse get the sinking feeling that they:

- made a purchase at the wrong time and could have gotten a better deal if they had waited
- purchased the wrong make, model, or brand of item
- spent money that should have gone toward other things
- cannot afford the item, especially if bought it using credit
- bought something frivolous

Many times, buyers try to reduce their remorseful feelings by reading product reviews or seeking the approval of family or friends to help them validate their purchase decision.

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Notes

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- Lead a discussion on how needs, wants, and goals differ. Ask students for examples of the three and how they affect decision-making.
- Explain to students that decision-making is seldom easy. Risk and uncertainty are almost always present. Ask students if decisions are ever risk free. How can risks be reduced?
- Use Supplement 3, “Short Term Goal Contract,” for students to practice goal-setting.
- Ask each student to bring a picture or small item that represents one of his or her personal goals. Prepare a bulletin board using students’ “goal” items.
- Have students discuss the differences in visionary thinking and wishful thinking.
take, for example changing your college major from engineering to mathematics. Knowing yourself, your values, and what you want to achieve in life will affect the many decisions you face while working toward long-term goals.

Some long-term goals are abstract but inspiring, such as getting married and starting a family.

Goals can also be visionary. It’s possible to work toward a goal without really expecting to achieve it, for example, winning the Nobel Prize in economics. Visionary goals help us become better people whether or not we accomplish them because they represent the highest standards. Therefore, the decisions we make in our quest help us personally and professionally.

Your goals should reflect your values. If you are honest with yourself, many of the choices you make in life will be based on your values and morals. If, for example, you value good health, you will make decisions that help achieve and maintain good health.

Knowledge Check

1. In what way do attainable goals serve as a reminder of what you want in life?
2. Explain how visionary goals can help you to become a better person.

Notes

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Resisting Peer Pressure

Objective 3.3

The teen years bring the desire for independence, along with opportunities for making important day-to-day decisions. Although friends can be positive influences in your life, you may find yourself in situations where friends try to negatively influence your behavior.

Peer pressure is one of the many reasons you must make your own decisions based on identified goals. Learning to use the decision-making process will help you make the best decisions for your own well-being, regardless of what others decide for themselves. In addition, keeping goals and future plans in mind can help you set unique life goals. Clarifying personal goals in your mind before facing peer pressure can enable you to resist doing things that keep you from accomplishing your goals. By questioning the decisions of friends and others, you will be able to make independent decisions. It is healthy to question the decisions of peers, and you certainly have a right to disagree with them. Some methods of handling peer pressure include:

Think about the outcomes. When challenged by peer pressure, ask yourself these questions:

- What are the possible outcomes of the activity?
- What are the physical consequences?
- What are the emotional consequences?
- What are other possible consequences — financial, legal, etc.?

Use common sense. Using good judgment can help you resist peer influences.

Follow your intuition. If participating in an activity "feels wrong" or is destructive in any way, it probably is wrong for you.

Be assertive. When peers encourage participation in something that does not fit in with your personal goals or plans, simply say "No." For example, if someone says, "Let's skip class next hour," respond by firmly stating, "No, I want to go to class." Communicate assertively, and make your body language and your words convey the same message.

Take your time. Making spontaneous decisions based on negative peer pressure can have serious consequences. For example, many teens feel pressure to have sex before they are ready. Boys, especially, may feel pressured by their male friends to become sexually active. When asked, most teenagers will often say that waiting to have sex is a good idea; however, they believe that few people their age actually do.

• Lead a discussion on peer pressure. Include when it begins and ends, the feelings of the pressured person, and ways students have resisted pressure. Ask students if they admire people who can be "talked into" or led into questionable activities. Ask why young teens feel a greater need for acceptance than other age groups.
• Have students research and report on Lawrence Kohlberg’s Theory of Moral Development, in which Stage 3 represents conformity.
• Have students evaluate television and print advertising aimed at young people. What are the messages of these ads?
• Use Supplements 4-9 to lead class discussions on the dangers of falling prey to peer pressure and the importance of being able to make decisions based on personal goals and values.
• Review assertive communication from Unit 1.
• Have students look up the laws concerning drinking and driving in your state’s driver’s manual. The Oklahoma driver’s manual can be found on the Department of Public Safety’s website at www.dps.state.ok.us.
• Assignment Sheet 1: Goals—The Foundation of the Decision-Making Process available on Teacher Resource CD.
• **Assignment Sheet 2: What Influences Me the Most?** available on Teacher Resource CD.

• **Assignment Sheet 3: Evaluating Decisions** available on Teacher Resource CD.
  - Show clips from the ABC program Primetime featuring “What Would You Do?” scenarios and discuss with the class. Clips are available at abcnews.go.com/WhatWouldYouDo/ or www.youtube.com/show/primetime?s=2010

• Have students discuss the importance of developing time-management skills.

• Display and discuss the use of time-management tools: calendar, date book, planning software, and electronic planner.

• Have students demonstrate their own time-management technology device (if such handheld devices and cell phones are allowed in your school’s classrooms).

With changing cultural norms and delayed marriage, young people are likely to have more than one sexual partner in their lifetime, which makes it especially important to take the time to make healthy decisions concerning sex. Giving into peer pressure can lead to unplanned pregnancy or the transmission of sexually transmitted infections, both of which can have lifetime implications.

**Avoid JADE-ing (Justify, Argue, Defend, or Explain)**

As you grow into adulthood, an important lesson to learn is that you are responsible for the consequences of your actions and decisions—and this can include resisting peer pressure. If someone tries to talk you into doing something that’s against your better judgment, firmly say, “No, I don’t want to.” If you don’t JADE, you don’t give people anything to argue about.

For example, let’s say your friends want to go out drinking. You don’t want to, so you try to JADE your decision by saying, “It’s illegal,” “We might get caught,” and so forth. Your friends then argue, “Everyone does it,” or, “No one will find out,” and the discussion goes on and on.

You should avoid JADE-ing, but that doesn’t mean you don’t have the right to disagree. It simply means that you should be assertive and not follow your classmates, friends, boyfriend or girlfriend, or anyone else down a long string of arguments against the decisions you’ve made.

1. Explain how having goals can help a person resist peer pressure.
2. Name a possible consequence of being pressured into having sex.

**Knowledge Check**

**Using Time-Management Skills**

Objective 3.7

Time management provides a means for achieving your short-, mid- and long-term goals. Steps for improving time-management skills include the following:

1. **Establish goals.** Think about what you want to do in life and write it down. Do this for your daily, weekly, and yearly activities. Include a timeline for meeting your goals, a list of the resources you will need, and specific actions to meet each goal. Remember to break large, long-term goals into smaller objectives.

2. **Determine personal priorities.** Decide what is most important on your to-do list. Rate your activities by 1—Must do, 2—Should do, and 3—Would like to do. If your last must-do item does not get done today, make it your first item tomorrow. Some goals are long-term and may take months or years to fulfill. Your would-like-to-do goals may become more important when the occasion arises or be done when unexpected free time is available. Tackle must-do items when you are alert and have a high level of energy.
6. **Evaluate how time is used.** Ask yourself, “Did I do what I planned?” If you answer no, ask yourself why. Review your activities to see what you can do differently. Prepare a new plan based on your experience. Be sure to evaluate your progress toward long-term goals periodically.

Work to avoid obstacles in time management, including:

- **Indecision** — Some people waste time because they lack confidence, decision-making skills, or both.
- **Procrastination** — Some people put off making decisions and taking action. When things must be done, these people do nothing. Procrastination is sometimes caused by fear of failure or by perfectionism. To overcome this obstacle, write and follow a list of priorities, do unpleasant tasks first, and avoid distractions and interruptions.
- **Overcommitment** — People who cannot say “no” sometimes have more to do than can be realistically done by one person. This creates frustration and stress. Establishing a plan for using your time will help you know if adding a responsibility is realistic. Do not be afraid to set boundaries.

3. **Make a realistic time plan.** Include time for fun as well as work, for rest, and for activity. This will help you create a time plan you can follow. An unrealistic plan will cause you to feel failure when you can’t get everything done.

4. **Dovetail activities.** Coordinate or overlap activities to save time. For example, plan your trips so everything that needs to be done in the same area is done together rather than driving back and forth. When you know you’ll have some down time (such as waiting in a doctor’s office), plan a task that can be done while you wait, such as reading a book or responding to email.

5. **Implement your plan.** Do what you set out to do.

**Knowledge Check**

1. What is the first step toward improving time-management skills?
2. Discuss why it is important to be realistic when developing a time plan.
3. Name an obstacle that can prevent effective time management.

- Describe a scenario, for example, a student committee planning a banquet. Ask students for ways in which this large task can be broken into smaller units.
- Have students research time-management devices on the internet. Ask them to report on one device that they find especially appealing.
- Have students discuss ways they react to stress when they have too much to do in too little time.
- Have students research and report on the importance of time in other cultures. Which countries emphasize time management?
- Have students write in their own words the meanings of time-related sayings such as:
  - Never put off tomorrow what you can do today.
  - Don’t put the cart before the horse.
  - Haste makes waste.
  - A stitch in time saves nine.
  - Look before you leap.
  - First things first.
  - Time is money.
Assignment Sheet 4: Managing Your Time available on Teacher Resource CD.

Career Spotlight

EVENT PLANNER

Are you really good at making really good decisions? If so, you may enjoy a career as an event planner.

Event planners tend to all kinds of behind-the-scenes details for trade shows, sports tournaments, conventions, seminars, conferences, and other large events. They perform a multitude of tasks, including choosing event locations, hiring speakers and entertainers, planning meals, arranging tours, and preparing multimedia presentations. Ultimately, their role is to present the best organizational image possible and ensure the event happens seamlessly.

Those who pursue a career in event planning must be able to make decisions under pressure, manage a large budget, work well with a wide range of people, and have good communication, time-management, and organizational skills.

Successful event planners may come from a variety of backgrounds, but many hold a bachelor’s degree in public relations, strategic communications, business administration, advertising, marketing, or hotel and restaurant management.

Source: http://eventplanning.about.com

Green Living

Even though people are becoming increasingly aware of environmental issues, many are not quite sure how to make a difference. Green living is not about completely altering a lifestyle. It’s about making healthier, cleaner, safer, and more sustainable choices in a few aspects of your daily life. Each day, you can make the decision to recycle, reuse, consume fewer resources, and choose more environmentally friendly or organic products. Learning to make greener choices is good for the earth—and your well-being.
Unit Summary

Throughout each day, you make a constant string of decisions, including what to eat, where to sit, or what time to go to bed. However, having good decision-making skills becomes critical when the choices you make have the capacity to affect your future. That’s why understanding the decision-making process becomes so important. Factors that influence the ability to make good decisions encompass such things as time pressure, the context in which the decision is made, personal values, and life experiences.

Setting obtainable short-, mid-, and long-term goals can give you a sense of direction. Realistic goals can also serve as a reminder as to what you want out of life and keep you from becoming distracted. During teenaged years, peer pressure can negatively affect your behavior. Spontaneous decisions made on negative influences—particularly concerning sexual activity and the use of drugs and alcohol—can have serious implications. Developing good time-management skills provides one of the best means for achieving your goals and staying on track for a happy and productive life.

REVIEW

1. Why is it important to understand the decision-making process?
2. Compare short-term, mid-term, and long-term goals and give an example of each.
3. List three ways to resist peer pressure and increase your ability to make your own decisions.
4. List the steps for improving time-management skills.

Key Terms

- consequence
- decision
- emulation
- goal
- impulsive
- indecision
- instant gratification
- intuition
- peer pressure
- priority
- procrastinate
- time-management values