

WHAT IS PEER PRESSURE?

A peer is someone who is in your own age group. For example, your classmates are your peers. Your peers can exert pressure on you to change your values, attitudes and behaviour - for good or bad. Peer pressure can be spoken or unspoken.

"Peer pressure", therefore, can be good or bad/negative. Good peer pressure is, for example, when your friend or friends persuade you...

---to do something good that you did not have the courage to do, or...

---to do something good that you never thought about doing, or...

---not to do something that you were going to do because it is not in your best interest.

Bad peer pressure is when people, who say they are your "friends", persuade you to do something that you really do not want to do and that you would not normally consider doing of your own accord. But because you want to be liked, to "fit in", or do not have the courage to say: "NO!", you allow yourself to be coerced into doing what they tell you to do.

Do not give in! Pray that God will give you the strength and confidence to avoid and resist bad peer pressure and to make the right choices in life. Giving in to bad peer pressure can get you in a lot of trouble. Anyone who is pressuring you to do something that may harm you is not a true friend. Be strong and stand your ground. Say "NO!", for example, to drugs, alcohol, cigarettes, bullying. Do what you know is right.

People deal with Peer Pressure in many different ways. How you deal with it is entirely up to you.

Here are some tips to help you deal with Peer Pressure:

---You may feel comfortable talking to someone else about what you are experiencing and get advice from them about what to do.

---You may be courageous enough to challenge the views and ways of your peers.

---The one thing you should NOT do is bottle-up your feelings. You will only be miserable and end up hurting yourself. Remember...

"A PROBLEM SHARED IS A PROBLEM SOLVED".

ACTIVITY FIFTEEN: "Yuh think you could handle it?"

How well do you think you could manage peer pressure, set boundaries and manage yourself? Read the scenario below, then in groups, discuss them and role play with your peers. What type of peer pressure is illustrated in each scenario?

SCENARIO ONE:

It has been rumoured that Susan is HIV positive. No one knows for certain if this is a fact. As Susan enters the playground, she notices that everyone is avoiding her and whispering in groups. As she walks along, she hears Ann shout: "Let's tease her!" Everyone looks at Susan and shouts: "She has AIDS! She has AIDS!" Susan begins to cry.

(Comment on the behaviour of her peers).

SCENARIO TWO:

Jonathan Matthews is in Standard Five. Miss Elyse is an attractive young teacher who has recently been assigned to the school. On one occasion Jonathan encourages his friend, Sam, who was sitting next to him, to shout from the back of the class "Miss ah love yuh!" Sam refuses, saying, "Boy, what wrong with yuh? I not doing dat!" Jonathan decides to go ahead and shouts: "Miss ah love yuh!"

(Comment on Jonathan's behaviour).

SCENARIO THREE:

It was Sunday afternoon and time for Public Speaking/Drama meeting. Everyone had been practising his or her part all week in preparation for the Christmas concert. Little Sheldon was still very nervous. He was thinking of all those persons who would be staring at him on the stage. "What if I forget my lines?" he wondered. He sat very quietly as the others around him chatted.

Finally, the day of the concert arrived. Sheldon looked resplendent in his Paranderos outfit. As the time drew nearer he began to sweat profusely. His friend, Martin, noticed his discomfort. "What's the matter Sheldon?" he asked. "Boy ah nervous fuh so! Do you want to play my part?" he asked. "Oh no!", replied Martin, "Come on Sheldon you can do it." Soon other members of the cast were surrounding him. "You are our Paranderos, Sheldon. Come on, you can do it. Relax!" they all said. As Sheldon mounted the stage to play his part, the others held hands and whispered: "Yes you can! Yes you can!"

It was a smiling Sheldon who belted out: "Oh Paranderos, Oh Paranderos, Ahyeel! Ahyeel! Ahyeel!"

SCENARIO FOUR:

From the scenario below, what do you think John should do? Complete the scenario by writing and/or drawing a conclusion.

In groups, dramatize your completed script.

PETER: "Hey, who want ah drink?"

JOHN: "Not me boy, I doh think I could handle alcohol."

PETER: "Oh come on, one drink won't hurt you. It's fun."

JOHN: "Fun? You see how many accidents we have on de road due to drunk driving? And you know how alcohol could ruin your life?"

PETER: "I doh care bout dat. I does feel real nice when I drink. It's cool. Boy try it nah?"

PEER PRESSURE.

MY STORY:

When I was a teenager, I really wanted to be a part of the popular group in my school, so I was more than thrilled when the leader asked me to join. This happiness was short-lived, as I was forced to show my loyalty to the group by doing things that did not make me feel comfortable. Don't get me wrong, the girls did not force me, but I felt that if I did not go ahead with their plans and pretend that everything was cool, the girls would think that I was a weaking or a wimp and they would kick me out of the group. So I got a tattoo, pierced my navel and began smoking. I started to skip classes and I developed a bad attitude. My parents and teachers tried talking to me but their efforts fell on deaf ears. As time passed, I began to feel worse about myself. I had tried so desperately to impress these girls that I compromised my own beliefs and feelings and in the process I hurt not only myself, but all my loved ones as well.

(Jane Doe - 13 years).

THE LESSON LEARNT:

Wanting to be part of a crowd is quite healthy and normal. It is extremely important to feel wanted. But wanting to be part of a selected peer group to the point of doing things or acting in a certain manner that is unlike your usual self, in order to fit in, can be a dangerous thing.

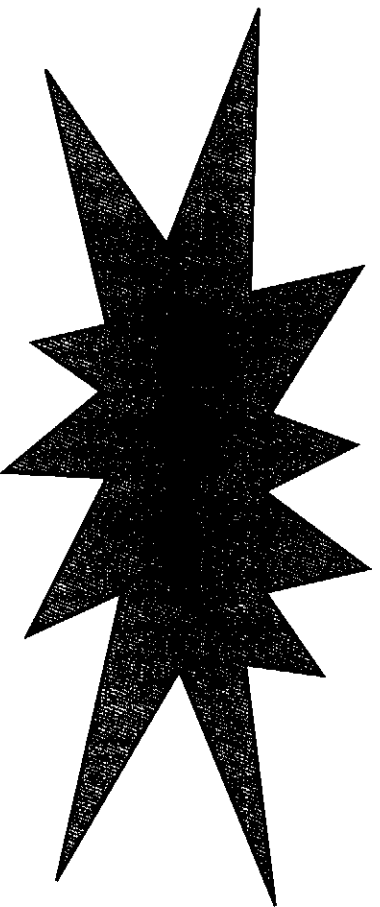
ACTIVITY FOURTEEN:

Jesus leading the way with friendship.

Jesus also was a friend to many. In the New Testament, we can find many stories in which Jesus showed that he was a good friend. Here is a trivia. Try it and find out who Jesus' friends were.

Friends of Jesus trivia:

1. Jesus raised him from the dead.....
2. These two women were sisters.....
3. He baptized Jesus.....
4. To whom was Jesus speaking when He said: "Upon this rock I will build my church?".....
5. This friend collected tax before he was called upon to become a disciple.....
6. Jesus told these two men to: "Come follow me and I will make you fishers of men."



The challenge is to use the clues above to create a word sleuth puzzle.

(The challenge could be done in your spare time on a separate sheet of paper)

SCENARIO FIVE:

James, John and Paul are in a shop and James slips a chocolate into his pocket. John and Paul watch but are unsure what to do. They whisper to each other by the door. John wants to tell James to put it back but Paul tells him to mind his own business.

If you were John, what positive strategies would you use to convince Paul that this wasn't the time to mind their own business, and to convince James to put the chocolate back?

SCENARIO SIX:

Tracy was the new girl in the Standard 5 class. She had recently migrated to Trinidad with her parents from another Caribbean island and had secured a place at Riverside Junior School.

Tracy was very quiet and reserved in class. Her classmates were practising playing the steel pan for the upcoming Schools Panorama. Tracy was intrigued. She dreamt of playing the five bass, but was fearful of asking to join the pan side. She could be seen hanging around the pan theatre and listening to the other students while they played.

One day while she was looking and listening, the music teacher approached her and invited her to join. At first she refused because she knew nothing about music or playing the pan, but Mr Taylor convinced her to join.

When Tracy was ushered into the room, all the other students stared at her. She was a bit intimidated, but Mr Taylor assured her that the students were very friendly and they would assist her. He then asked: "Who will take the responsibility of helping Tracy practise the notes on the pan?"

Without hesitation, Sean, the school's captain, volunteered to assist her. There were times when Tracy got tired of practising and wanted to give up, but Sean encouraged her to carry on.

Finally, the day arrived when Mr Taylor selected the players to make up the band. Yes, you guessed it, Tracy was delighted when her name was called.

REMEMBER!

It is important to understand that just because you do not agree with your peers on all matters, does not mean that they will respect you any less. In fact, if they are mature enough about the situation, they will probably respect you more for sticking to your conviction.

ACTIVITY SIXTEEN:

LOVE + DISCIPLINE = SELF-WORTH.

Self-worth is important to me. Feeling good about myself helps me to deal with outside pressures and stresses to prove myself in ways which can be harmful.

Sometimes people, including our 'friends', say or think unkind things about us. This can cloud the positive image we have of our self-worth.

List some ways in which you can help yourself feel good about yourself when your self-worth has become clouded.

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List some ways in which you can or have shown yourself in the past that you love and appreciate yourself.

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Name some boundaries that you have set for yourself.

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Name some boundaries that you think could help you in the future.

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ACTIVITY THIRTEEN:

Standing above the rest.

Do some research on a person in history or someone living today whom you admire, and who, although he/she conforms to rules, has the ability to stand up for his/her values even against pressure.

Share your short story with the class.

Stick a
picture of the
person you
admire here.

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NOTE WELL!

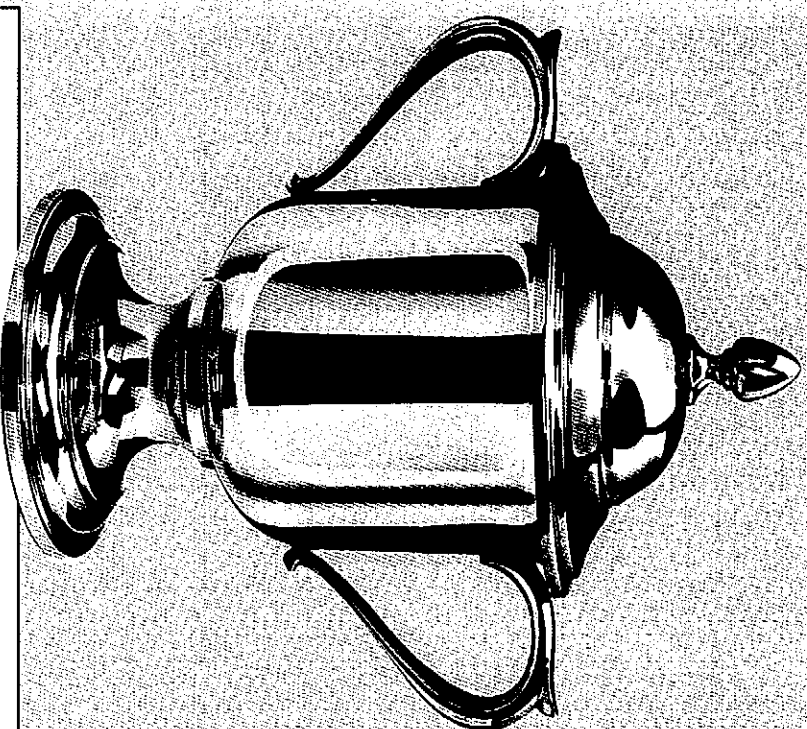
THERE ARE FRIENDS WHO CAN LIMIT YOUR POTENTIAL AND YOUR SUCCESS SO:

- ★ Choose your friends wisely. If you hang around with a group of persons who do not share your value system, you will face strong pressure to conform to their values.
- ★ Conformity is the desire to be like someone else.
- ★ Conformity is okay to a certain extent, like wanting to dress the same and having the same hairstyle. But it is not okay when it leads you to do things you know are wrong.
- ★ Conformity limits your behaviour. Out of fear of being different, you limit yourself and your potential.

THERE ARE FRIENDS WHO ENCOURAGE YOU TO ACHIEVE YOUR POTENTIAL AND TO SUCCEED IN LIFE. REMEMBER:

- ★ Most young people respect the person who has the courage to say "No!" to saying or doing wrong things. Even if they tease you, they wish they had said "No!"
- ★ Every great person in history, even though he/she conformed to many rules, had the ability to stand up for his/her own values, even against great pressure.
- ★ When you do not give in to negative pressure, you gain a new level of self-acceptance, you feel better about yourself. You are free to be creative and discover your talents. You are free to pursue your goals in life. Your loved ones will support you in your various pursuits. You are free to find friends with whom you share common goals.

★ I AM AWARE! ★



I.....
HAVE LEARNT HOW TO
FOSTER GOOD RELATIONSHIPS.

Now I will learn about...

ACTIVITY TWELVE: TRUE FRIENDSHIP.

**True friendship is seen through the heart,
not through the eyes.**

Test yourself to see if you are a true friend.

1. If my friend is in trouble, I can.....
 - A. Tell an adult I can trust.
 - B. Keep it a secret.
 - C. Give advice.
 - D. Tell other kids.
2. If my friend tells me a secret, I should.....
 - A. Tell only one other person.
 - B. Put it on the bulletin board.
 - C. Keep it a secret.
 - D. Tell everyone.
3. If someone is saying bad things about my friend, I can.....
 - A. Say bad things too.
 - B. Walk away.
 - C. Stand up for him/her.
 - D. Tell my friend.
4. If my friend spends time with other people, I can.....
 - A. Refuse to play with him/her anymore.
 - B. Be glad he/she has lots of friends.
 - C. Feel sorry for myself.
 - D. Ask to join in with them.
5. If my friend is lonely, I can.....
 - A. Say, too bad, I am busy.
 - B. Go over to his/her house.
 - C. Call him/her on the telephone.
 - D. Invite him/her to be with you.
6. If I am mad at my friend, I can.....
 - A. Stay away from him/her.
 - B. Talk to him/her about it.
 - C. Tell other people.
 - D. Pretend nothing is wrong.
7. If my friend is "doing" drugs, I can.....
 - A. Discuss the problem with a counsellor, teacher or parent.
 - B. Encourage my friend to seek help.
 - C. Stay away from my friend until he/she no longer abuses drugs.
 - D. Talk to him/her about what he/she is doing to his/her health.
8. If my friend moves away from me, I can.....
 - A. Cherish the memories we enjoyed.
 - B. Write or call my friend.
 - C. Say goodbye.
 - D. Feel sorry for myself.

RATING SCALE:

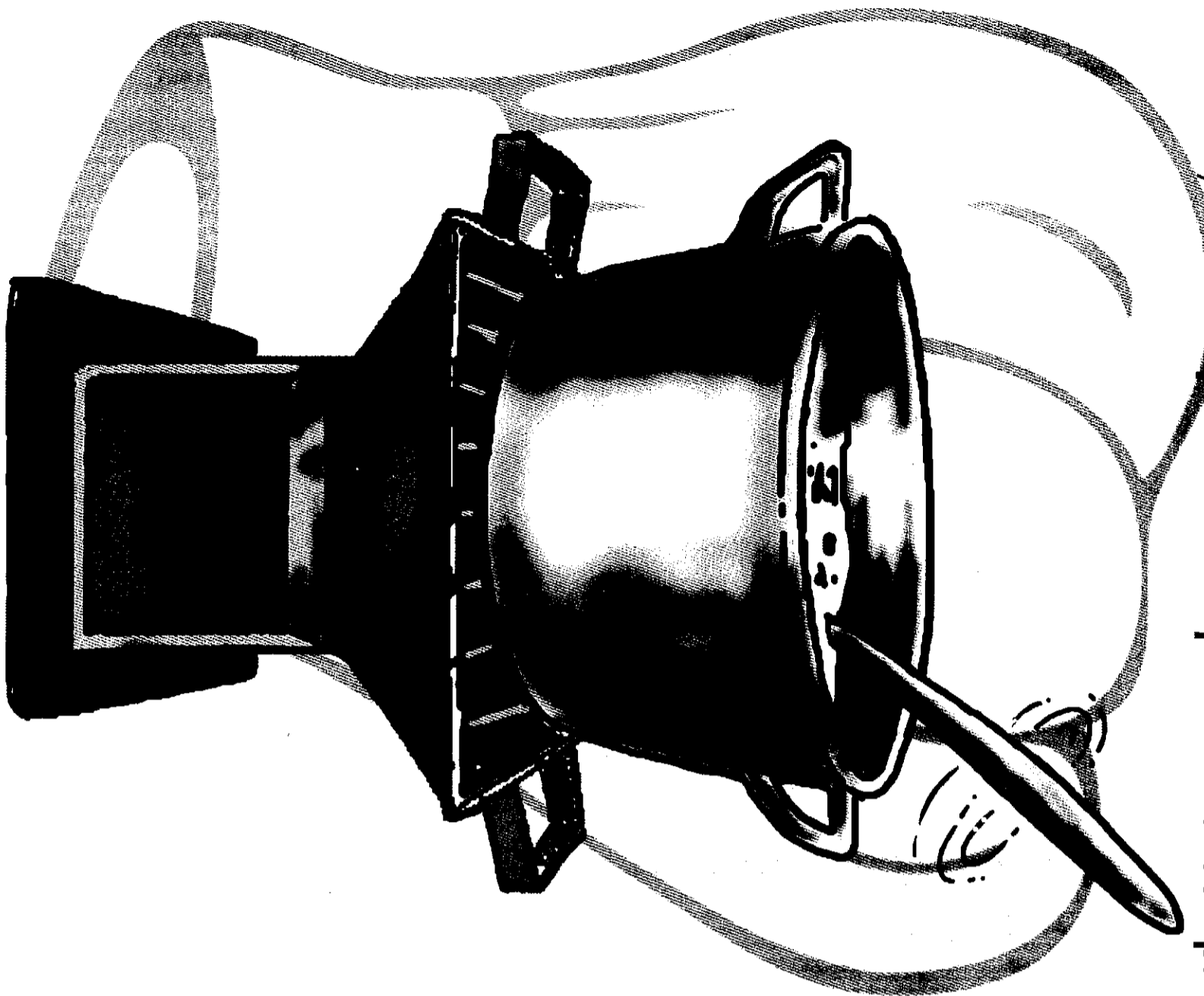
All eight answers correct - you are a true friend.

Six to seven answers out of eight correct - a good friend.

Under five answers correct - you need to improve your idea of what makes a true friend.

**CONGRATULATIONS!
YOU ARE A TRUE FRIEND!**

ACTIVITY ELEVEN:
COOKING UP FRIENDSHIP!
Create your ~~own~~ personal recipe for friendship.



**MODULE
THREE**

BEING RESPONSIBLE

**MODULE
THREE**

MODULE THREE BEING RESPONSIBLE MODULE THREE

ACTIVITY ONE: I HAVE A DREAM

DREAM (n): A strongly desired goal or purpose.

EXAMPLE: I want to be a professional cricketer like Brian Lara.

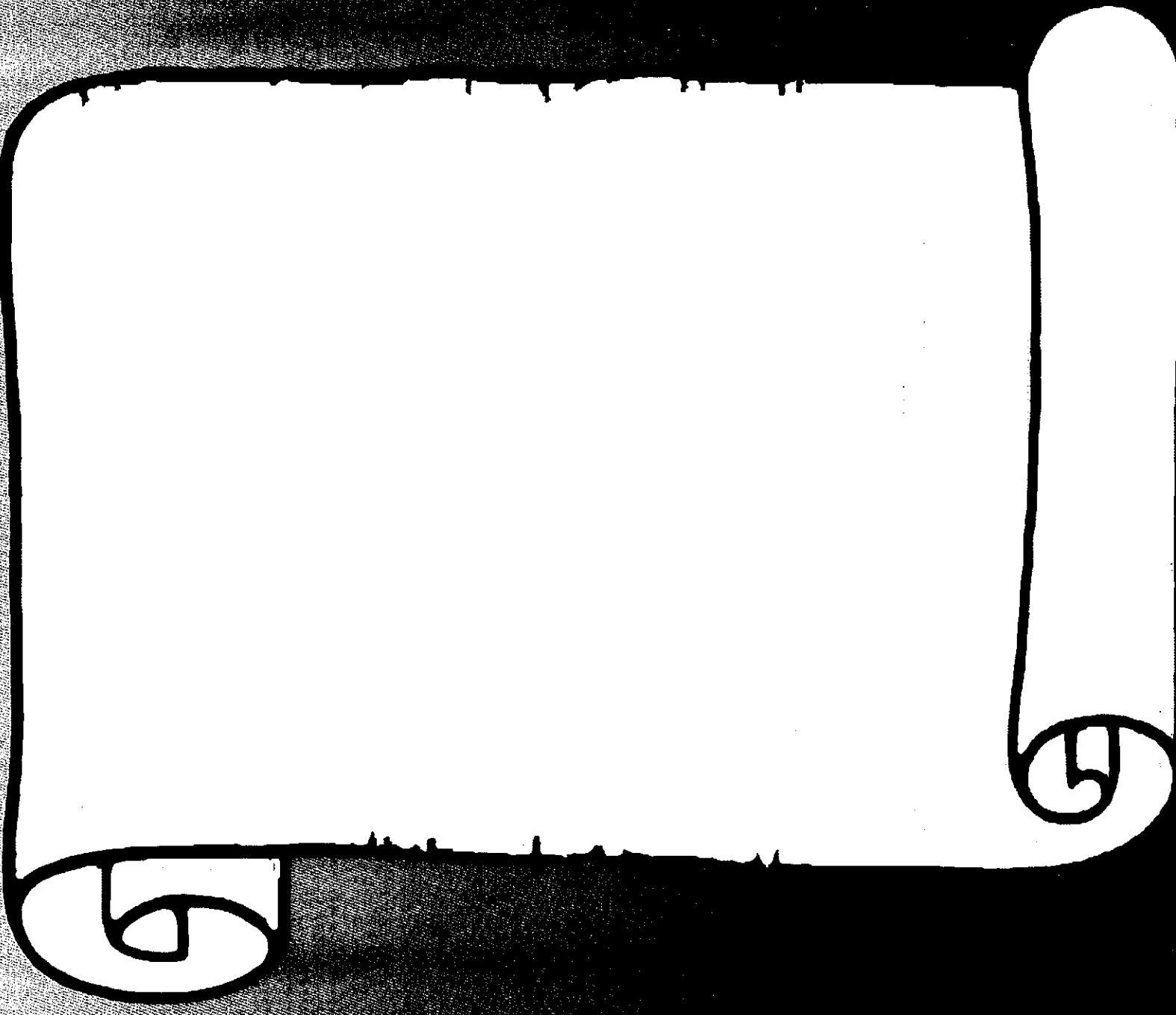
We all have dreams. What are your dreams?

Write them in the dream bubble, or draw and colour a picture of your dreams in the bubble, then talk about them with your peers.



ACTIVITY TEN:

Write a poem, song, calypso, rap or prayer on "FRIENDSHIP".



ACTIVITY NINE: CHOOSING A GOOD FRIEND.

Answer the questions below.

What qualities do you look for in a friend?

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There is a saying that in order to have a good friend, you must be a good friend.
What does this statement mean? Do you believe this statement to be true?

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What do you believe is the difference between a friend and an acquaintance?

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Who is a best 'friend'? Is it possible to have more than one 'best friend'?

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Is there a difference between popularity and friendship? Can you be popular and not be a good friend? Which is more important to you, being popular or being a good friend?

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Do you think something is wrong with you if you are not the most popular boy or girl in your school or community?

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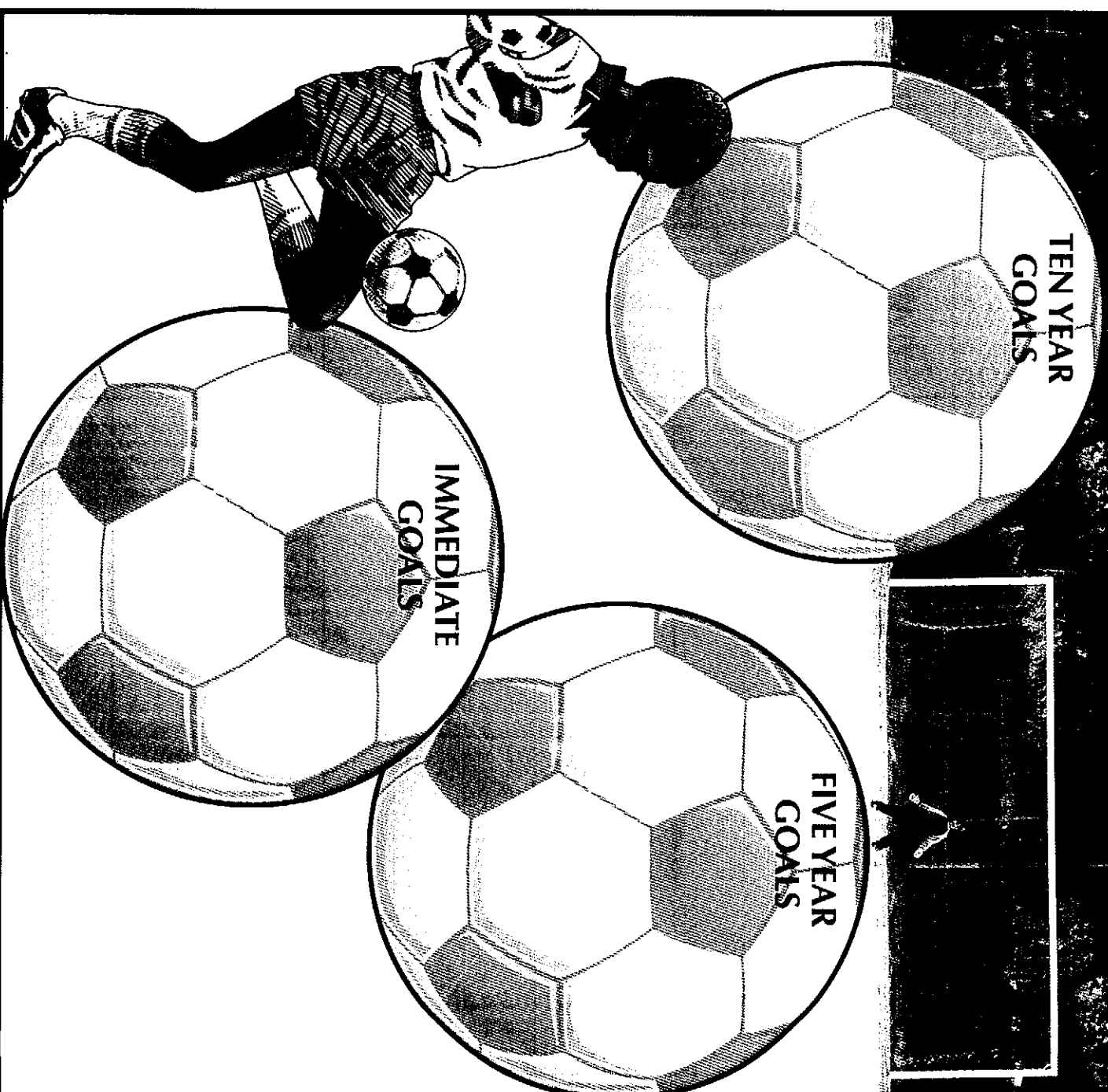
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ACTIVITY TWO: DREAMS AND GOALS

GOAL (n): A dream or desire becomes a goal if, and only if, one activates an action for achieving it.

For example: A student may want to improve his/her grade in Mathematics, so he/she learns tables, revises and reviews the concepts that were not fully understood.

DO YOU HAVE GOALS? WRITE THEM IN THE FOOTBALLS.



ACTIVITY THREE: ACHIEVING GOALS

SUCCESS = DREAMS + DISCIPLINE + ACTION

Using the goals you listed in the previous exercise, write down the tasks you need to do to make them happen.

IMMEDIATE GOALS	FIVE YEAR GOALS	TEN YEAR GOALS
1.		
2.		
3.		
YEARLY TASKS TO MAKE IT HAPPEN	YEARLY TASKS TO MAKE IT HAPPEN	YEARLY TASKS TO MAKE IT HAPPEN
1.		
2.		
3.		
MONTHLY TASKS	MONTHLY TASKS	MONTHLY TASKS
1.		
2.		
3.		
DAILY TASKS	DAILY TASKS	DAILY TASKS
1.		
2.		
3.		

HOW TO BE A GOOD FRIEND.

To have good friends you must be a good friend. Here are some ways good friends treat each other.

- ✓ Good friends listen to each other.
- ✓ Good friends do not put each other down or hurt each other's feelings.
- ✓ Good friends try to understand each other's feelings and moods.
- ✓ Good friends do not gossip about each other.
- ✓ Good friends give each other compliments.
- ✓ Good friends can disagree on things without hurting each other's feelings.
- ✓ Good friends are dependable.
- ✓ Good friends respect and accept each other.
- ✓ Good friends trust each other.
- ✓ Good friends give each other the room to grow and change.
- ✓ Good friends care about each other.
- ✓ Good friends have a positive influence on each other's lives.
- ✓ Good friends can help you to become a better person.

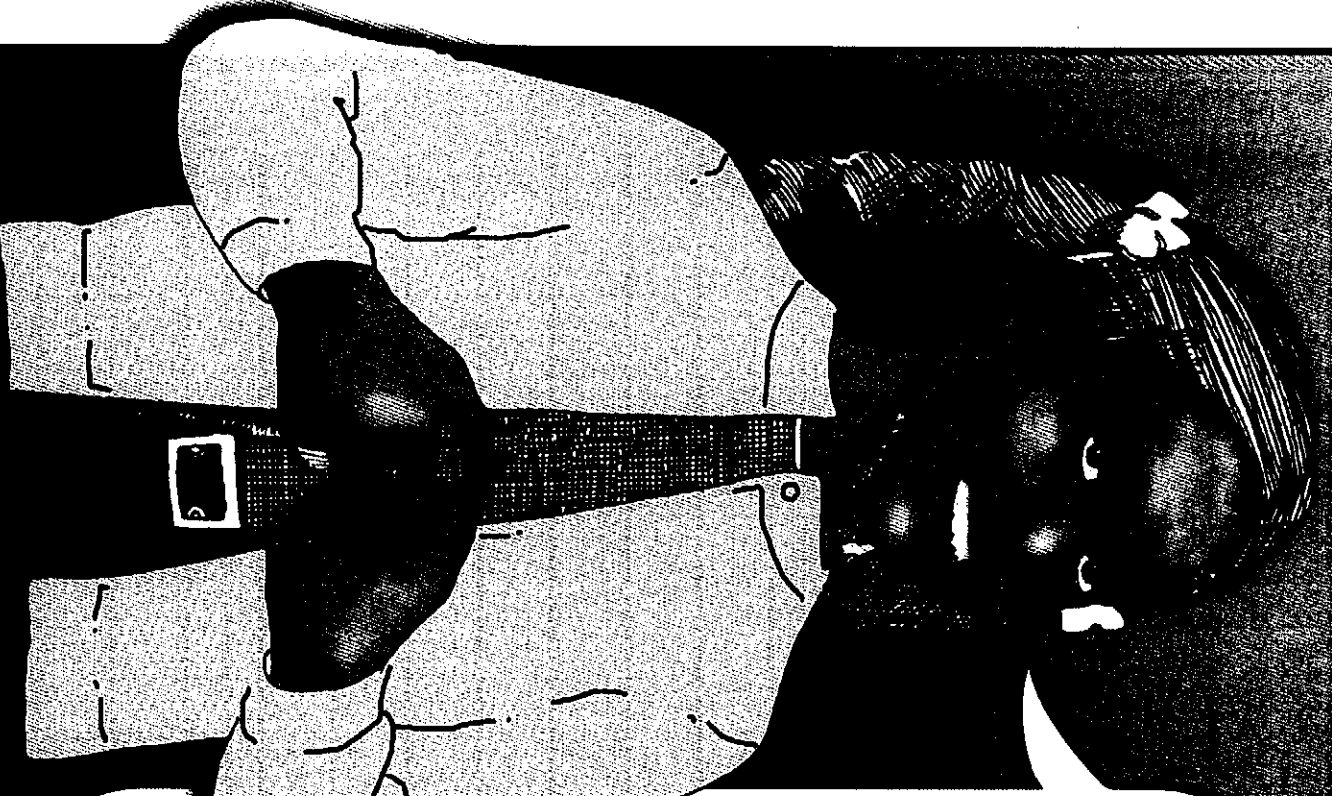


ACTIVITY EIGHT:

Ways to get along with others so that good healthy relationships are fostered.

Can you think of ways of getting along with others so that good healthy relationships are fostered?

Write them in the space below.



I can.....

Stand up for others.....

Tell the truth.....

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ACTIVITY FOUR: WISE CHOICES SHAPE MY LIFE

CHOICES (n): The mental process of thinking involved in the process of judging the merits of multiple options and selecting one of them for action.

The choices that you make determine whether or not you will achieve your goals. For example:

- Choosing to put aside time each day to revise tables.
- Choosing to play computer games and not taking time to revise.

CONSIDER THE CHOICES THAT YOU NEED TO MAKE.

1. My classmate is copying my answers from my test booklet.

I could (A).....

(B).....

(C).....

But I should.....

2. You are visiting your favourite cousin in another town/village during the vacation. Your cousin asks you to smoke some marijuana.

I could (A).....

(B).....

(C).....

But I should.....

3. My little brother/sister is being picked on by a neighbourhood bully.

I could (A).....

(B).....

(C).....

But I should.....



Dramatize the skit 'STUCK IN A RUT?'

JEFF: (calling Julie on the telephone. The telephone rings).

JULIE: Hello?

JEFF: Hello Julie. How are you?

JULIE: Oh, Jeff honey, I worried about you because you did not call last night, but now that I hear your voice, I've never been happier.

JEFF: Well, we've got to talk. I have something on my mind; you and I have to talk.

JULIE: What's wrong?

JEFF: Well, things have changed for me. And well, we just have to talk.

JULIE: (being impatient) Why wait? Let's just go ahead and talk now.

JEFF: (reluctantly) Okay, maybe you're right. I need you to understand something.

JULIE: Like what "thing"?

JEFF: While I was in the barber's shop yesterday afternoon, I started thinking about us and, like we are getting too serious. I want to date other girls. I can't get serious right now with anyone.

JULIE: What? Well, it's too late for that. I've already given myself to you.

JEFF: I'm breaking off our relationship, Julie.

JULIE: (starting to cry) You have a new girlfriend, haven't you? Who is she? Who has taken you away from me?

JEFF: No one has taken me anywhere. It's just me! I want to be free. I don't want any attachments at the moment. I'm sorry! (Jeff hangs up).

JULIE: Oh, my whole life is over. I love him. I can't live without him.



ACTIVITY SEVEN:

WHAT DO I HAVE TO GAIN?

Write positive consequences of getting along with others. One has been done for you.



1 *Have more friends*.....

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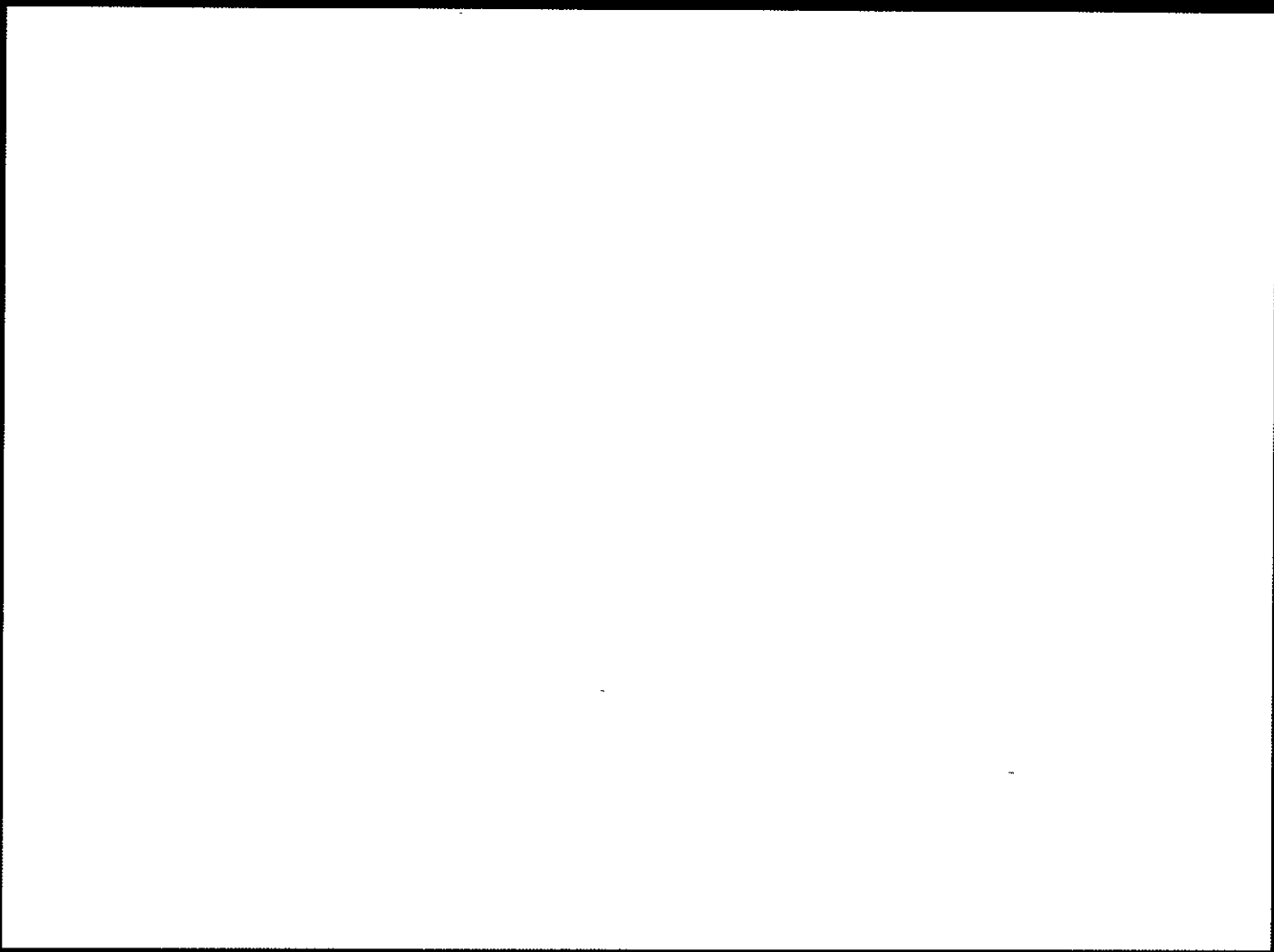
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ACTIVITY SIX: MY BEST FRIENDS FOREVER!

*"Faithful friends are sturdy shelters,
whoever finds one has found a treasure!"*



Draw or stick a picture of you and your friends.

ACTIVITY FIVE: Considering the choices/ looking at the consequences of our actions.

Read the story below.
'STUCK IN A RUT?'
(Part One)

Jeff has worked on his Goal Achievement Plan for several years now. He plans to finish secondary school and go to University to become a dentist so that he can help his parents in their old age, and help his younger brothers and sisters. He hopes to marry and start his own family sometime after he qualifies as a dentist.

Julie has worked on her Goal Achievement Plan for several years also. She plans to finish secondary school, and go to University to study medicine. She hopes that one day in the future she will meet the right man, get married, and have a family of her own.

Something new has happened to Jeff's and Julie's lives. Jeff and Julie met during the holidays while working at a fast food restaurant. After several months of dating they started 'making out' and then went 'all the way'.

Now, three weeks later, Jeff has started feeling uncomfortable. It seems to him that Julie is too serious about the relationship. He thinks she is demanding too much by trying to keep him exclusively to herself. He feels tied down, but is afraid to tell her. He does not believe that having sex is enough to make the relationship this serious.

On the other hand, Julie is happy. She is sure that she has a secure relationship, and she finally feels she has met the right man for her.

1. Discuss the consequences of Julie's and Jeff's actions.
2. What would you have done if you were in a similar situation?
3. If you were Julie's friend and she comes to you for advice, what advice would you give her?
4. If you were Jeff's friend and he comes to you for advice, what advice would you give him?

(Part Two)

Julie's mother, Ann, finds her weeping in her bedroom one evening. Her mother hugs her and encourages her to tell her why she is unhappy. Eventually, Julie tells her mother all that has occurred between Jeff and herself. Ann felt angry inside. But she knew that if Julie trusted her enough to share her pain with her, she should respond as a responsible mother. She wiped away Julie's tears, held her hands and said:

"I want to thank you for sharing this with me. Your father and I will always be here to listen to you and to assist in any way that we can. I know it's not easy to make the right choices when you're growing up, but we hope that your ongoing faith formation, and the virtues and values we are trying to instill in you will help.

Living a virtuous life is a challenge which we must each strive to meet. Even when you make the wrong choices, I want you to know that God allows 'U-Turns'. Once you go to Him with a humble and contrite heart and ask for His forgiveness in the Sacrament of Reconciliation, you will return to a state of grace. So when you go to Confession, prepare yourself well by examining your conscience. Ask God to grant you deep sorrow for all your sins and give you the help necessary so that you will not sin again.

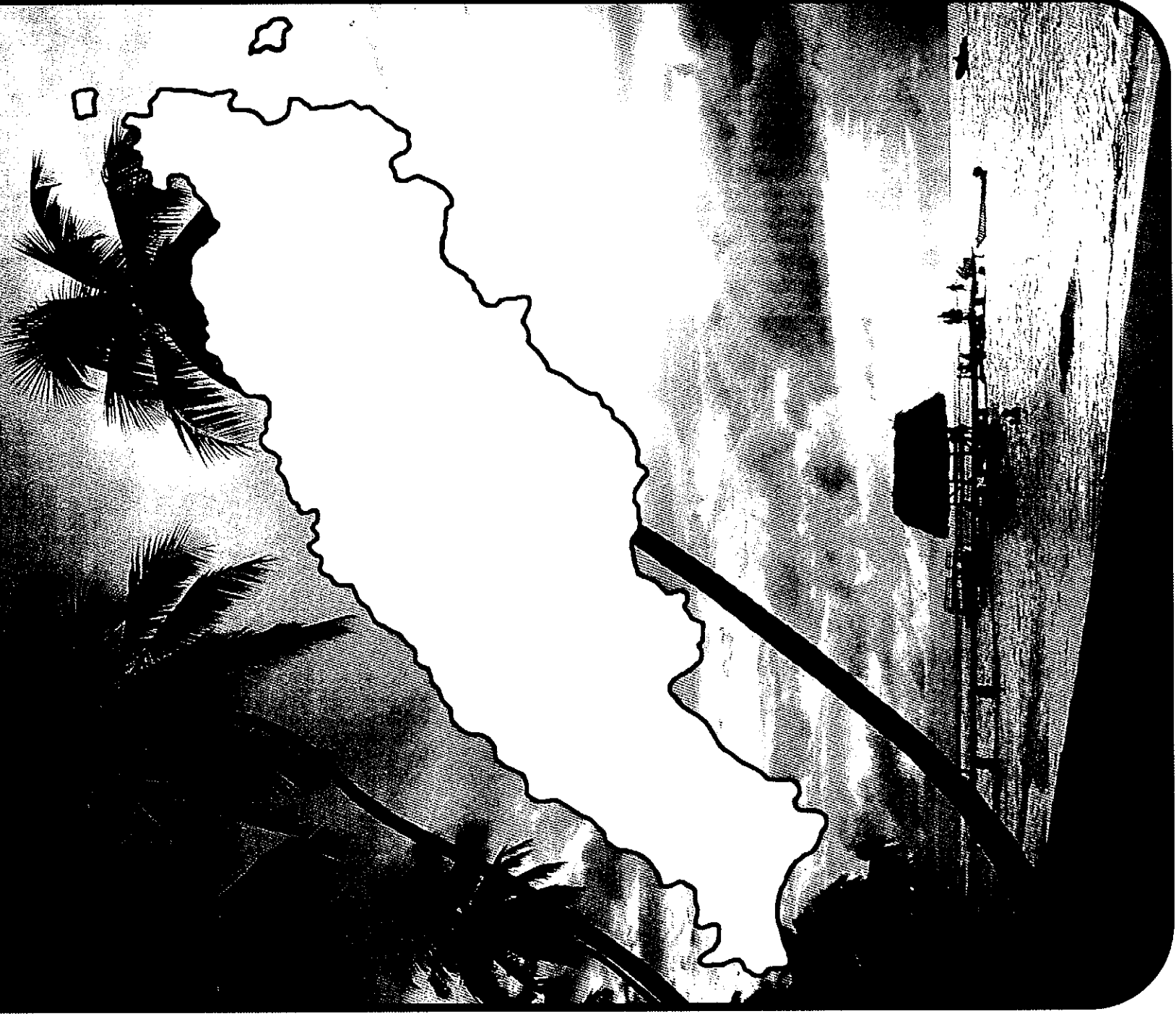
I know that you have learned a serious lesson from this experience. Our faith teaches us to abstain from sex before marriage and to be faithful in marriage. This does not mean that you cannot have friends, but don't think that you have to have sex with someone to show that person that you care about him or love him.

It is important to tell any potential boyfriend where you stand from the start; that you have pledged to abstain from sex until marriage. You will find that more likely than not, he will respect you for your stance. And don't let anyone pressure you into having sex with them. Remember, your body is the temple of the Holy Spirit. Let us pray daily; ask God to guide you so that you will make the right choices in your life."

Julie felt much better after discussing the issue with her mother. Together they prayed that Julie will strive to do the will of God.

Write a prayer asking God to stay close to you and guide you so that you will live a virtuous life.

too small for your
enlarge the maps by
pages.



ACTIVITY MY RAINBOW COLLAGE

In the maps of Trinidad & Tobago, on the left and right, and the next, make a collage of how our beloved twin island Republic looks when everyone lives and works together as one.



The ABC of Abstinence.

- A - Abstain. B - Be faithful.
- C - Control Yourself. D - Do get tested.
- E - Educate Yourself.

Prayer: Say this prayer daily.

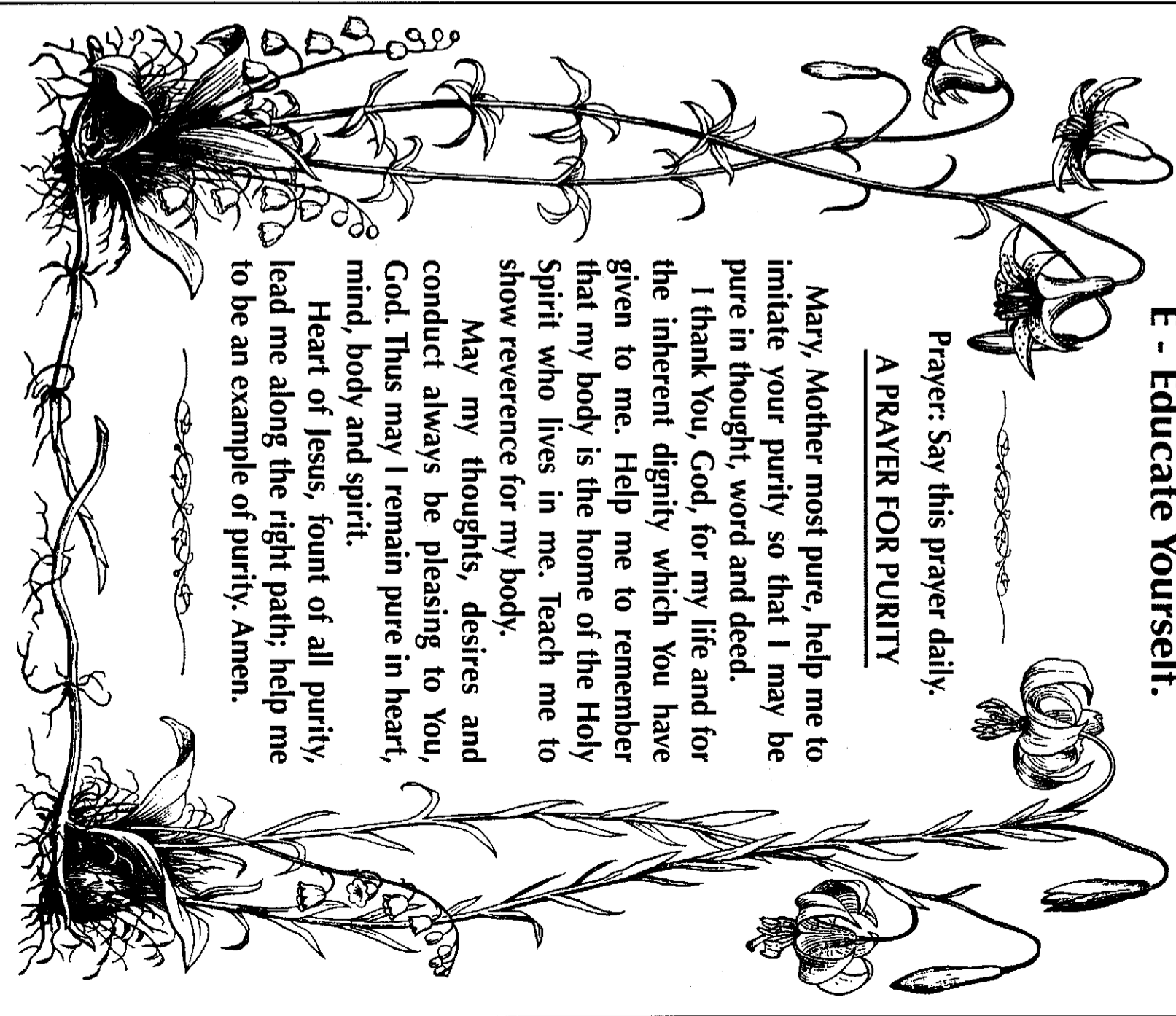
A PRAYER FOR PURITY

Mary, Mother most pure, help me to imitate your purity so that I may be pure in thought, word and deed.

I thank You, God, for my life and for the inherent dignity which You have given to me. Help me to remember that my body is the home of the Holy Spirit who lives in me. Teach me to show reverence for my body.

May my thoughts, desires and conduct always be pleasing to You, God. Thus may I remain pure in heart, mind, body and spirit.

Heart of Jesus, fount of all purity, lead me along the right path; help me to be an example of purity. Amen.



PLEDGE

ARCHDIOCESE OF PORT OF SPAIN

VALUES AND VIRTUES
FORMATION PROGRAMME

ABSTINENCE PLEDGE

**I promise to abstain from all sexual
activity from this day until I marry.**

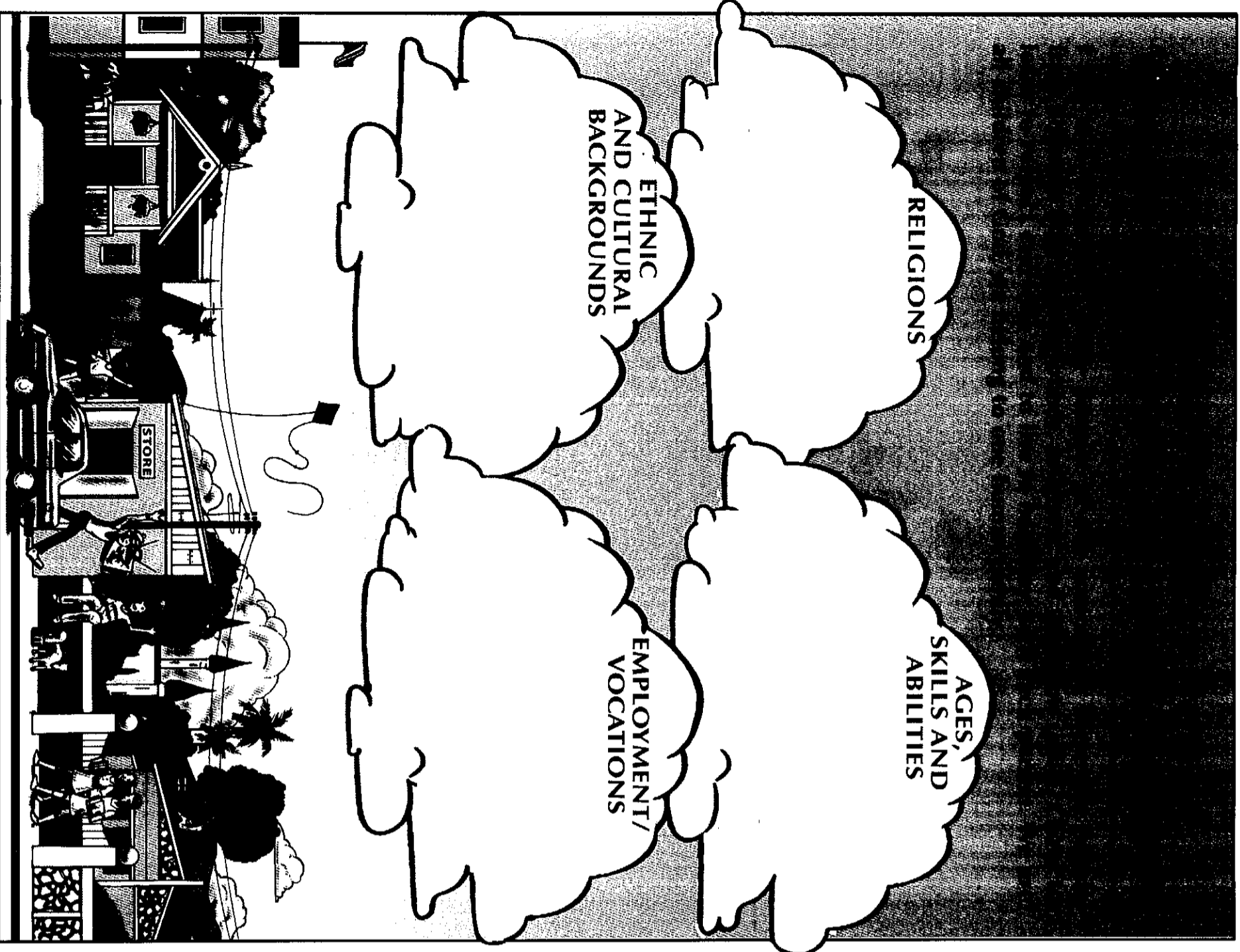
Signed.....

Date.....



ACTIVITY FOUR: MY COMMUNITY LOOKS LIKE...

Using the information from the previous activity and pictures from newspapers or magazines, make a collage of what your community looks like.



ACTIVITY SIX: DECISION MAKING

Discuss the following in groups:

- What is a good or responsible decision?
- Why is it important to know how to make good, responsible decisions?
- How do you feel when you make a good, responsible decision? Why do you feel this way?

Record below a situation that will require you to make a decision in the near future.

Explain how your choices are influenced by your values, feelings, experience and knowledge.

Ask yourself:

- Which of my values are consistent with this particular solution or decision?
- Does my decision actually deal with the situation?
- What is the best possible result of my decision, for me and for others?
- How might other people react to my decision or solution?
- How does my decision recognize the rights of others?
- What might happen if everyone decided to solve this kind of problem in the way I have?

Your teacher will arrange for your class to work in groups. Work with others in your group to create a scenario in which a Standard 5 student is faced with a situation requiring a decision. State the nature of the problem, list the possible alternatives, discuss the positive and negative consequences of each alternative and rank the alternatives.

Your teacher will arrange for you to present your group's scenario, alternatives and decision (with reasons) to the class, and for the class to discuss whether the decision is a responsible one.

SUGGESTED SCENARIOS:

SCENARIO 1.

A group of students go outside during the lunch break to play a game of football, but there isn't enough room. Younger students are playing in a part of the schoolyard they claim as their territory. The older students tell the younger children to leave, insisting the area is theirs. Some of the youngsters refuse to move, saying, "We were here first!" The older students physically push them out of the way.

SCENARIO 2.

Alex asks his teacher's permission to go to the bathroom. The teacher gives him permission but instead of going to the bathroom, he heads to the playground where the personal belongings of students in football training are kept.

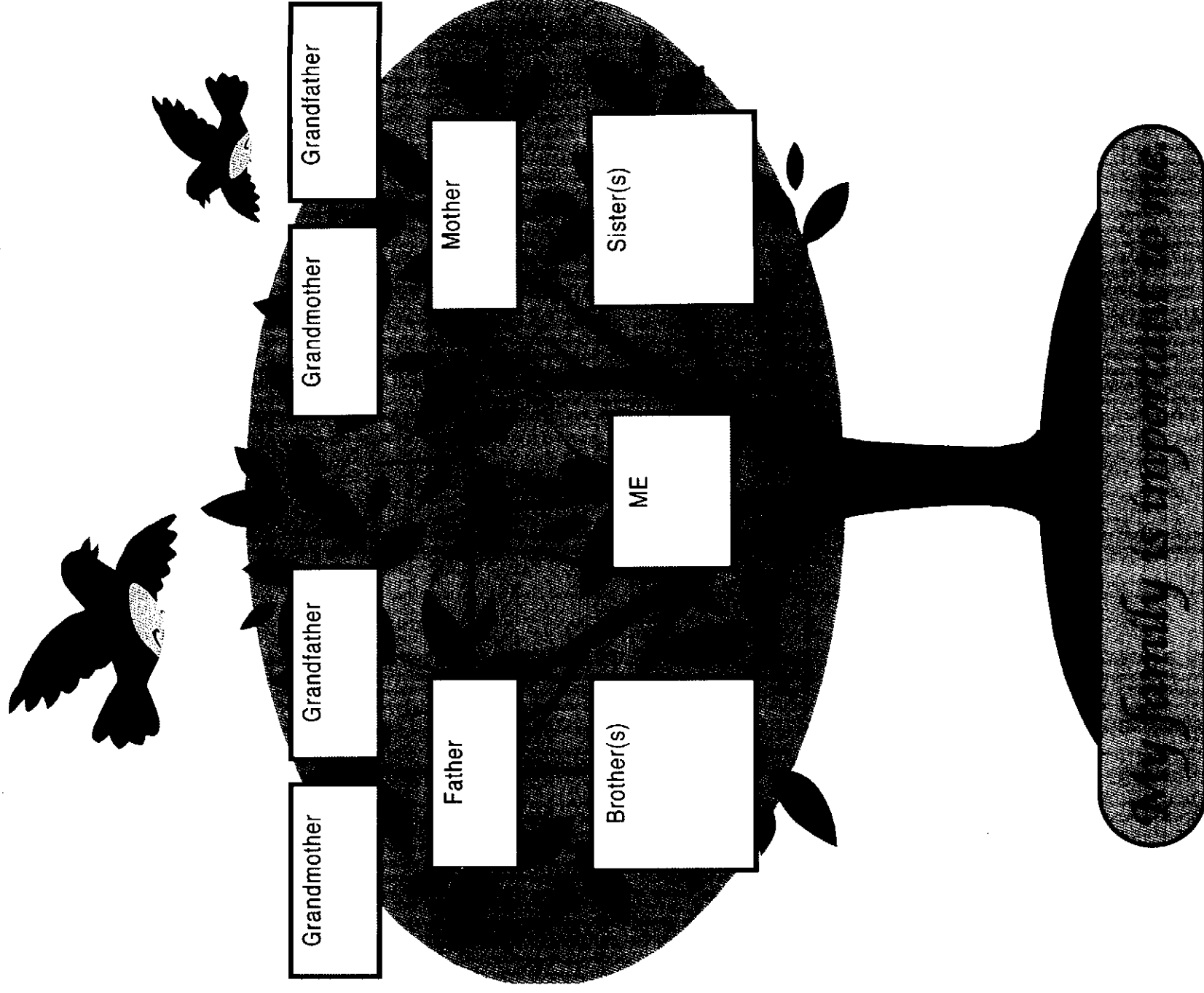
He walks up to the unmonitored belongings and picks up a cell phone he saw one of the players using earlier in the day. Alex puts it into his pocket and goes back to class. He sits beside Ajay, his best friend, and shows Ajay the cell phone. Ajay, stunned, doesn't know what to say or do.



Education is the key!

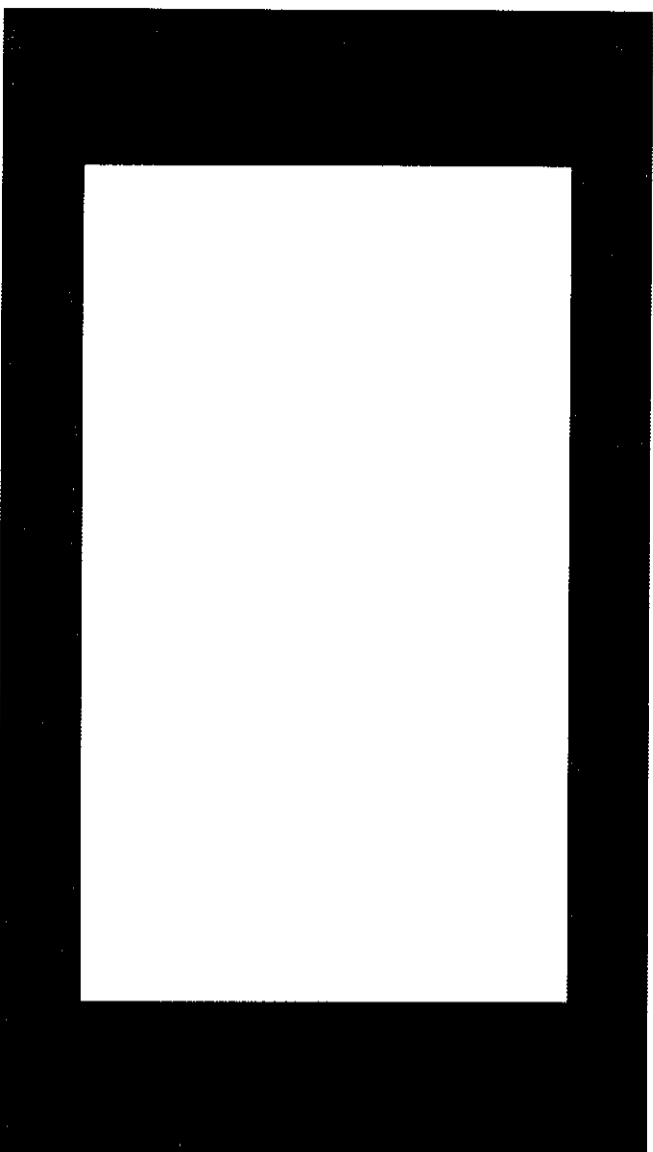
ACTIVITY TWO: MY FAMILY TREE

Fill in the names of your family on the tree



ACTIVITY ONE: WE ARE FAMILY

Stick or draw a picture of your family in the frame.



This is the.....family. We live at.....
 Let me introduce you to my father....., my mother.....,
 my brother(s).....and my sister(s).....
 These other people live with me. My.....
 Some things that we do as a family are

 Some things that I would like to do
 with my family are.....

The family stays together.

ACTIVITY SEVEN: COMMUNICATION

Role play, with one of your classmates, a scene that demonstrates poor listening techniques. For example, interrupting while the other person is speaking, asking irrelevant questions, or talking off topic.

Your teacher will arrange for the class to identify the poor techniques demonstrated in your role play.

She will then ask you to repeat the role, using good listening techniques. Your classmates will identify these after your role play.

Your teacher will divide the class into groups of three - each with a listener, a talker and an observer. The talker will be allocated two minutes to discuss a specific topic such as a favourite television show, a hobby, a pet or a dislike.

While the listener practises active listening, the observer will note whether the talker and the listener are using effective listening skills. After two minutes, the observer will give feedback to the talker and the listener.

Discuss the ways in which an individual's tone of voice and body language can affect how he/she communicates his/her message.

Give some examples of how another person's behaviour _____ can affect your feelings. For example:

- (A) When you play music loudly...
I feel annoyed because I cannot study for my test.
I need you to turn the music down or use headphones.
- (B) When you remember my birthday...
I feel happy.

RESPONSIBILITY

A responsible character is formed over time. It is made up of our outlook and daily habits associated with feelings, thoughts and actions. Responsible people act the way they should, whether or not someone is watching.

- Learning to be responsible includes:
- Respecting and showing compassion for others. • Practising honesty.
 - Showing courage in standing up for our principles. • Developing self-control.
 - Acting on our principles. • Maintaining self-respect.

We can learn more about responsibility by reading the Bible. One story that demonstrates courage and shows how one can stand up for one's principles is the story of David and Goliath. Reference:(1 Samuel 17: 12-54) Read/act out the story, then discuss in groups.

ACTIVITY EIGHT: BEING RESPONSIBLE

WANTED!

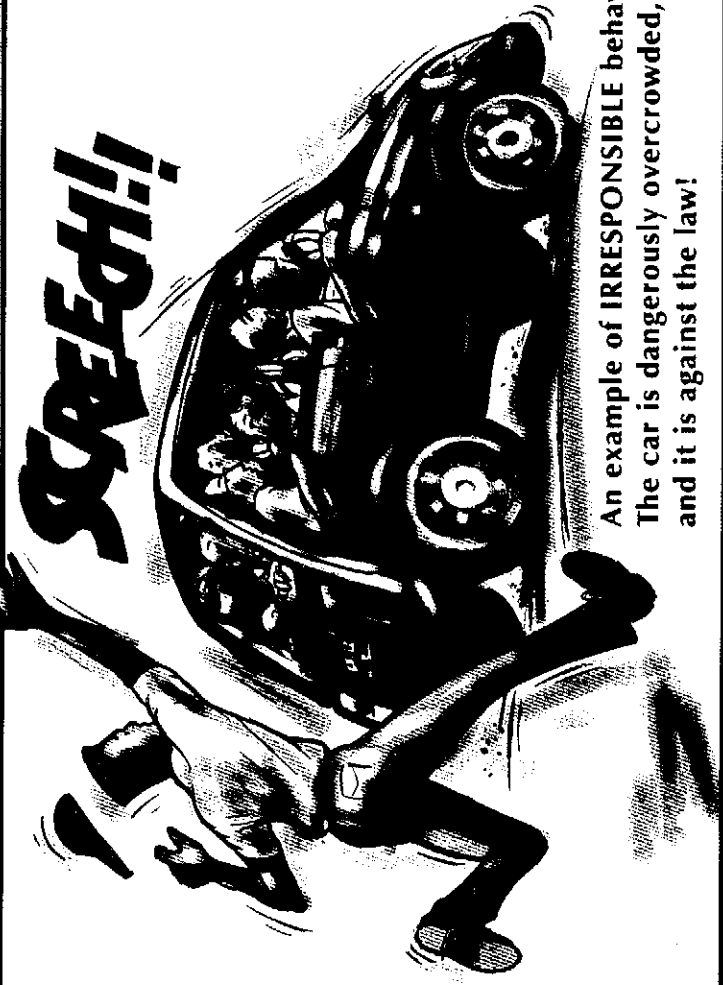
POSTER DESIGN!

In groups or individually,
design a 'BEING RESPONSIBLE' poster,
illustrating responsible behaviour.

It could focus on responsibility to:

- YOURSELF • YOUR FAMILY
- YOUR FRIENDS • THE WIDER COMMUNITY
- YOUR COUNTRY: TRINIDAD & TOBAGO
- THE ENVIRONMENT • THE WORLD

THE POSTERS CAN BE DISPLAYED IN THE CLASSROOM.



An example of **IRRESPONSIBLE** behaviour.
The car is dangerously overcrowded,
and it is against the law!

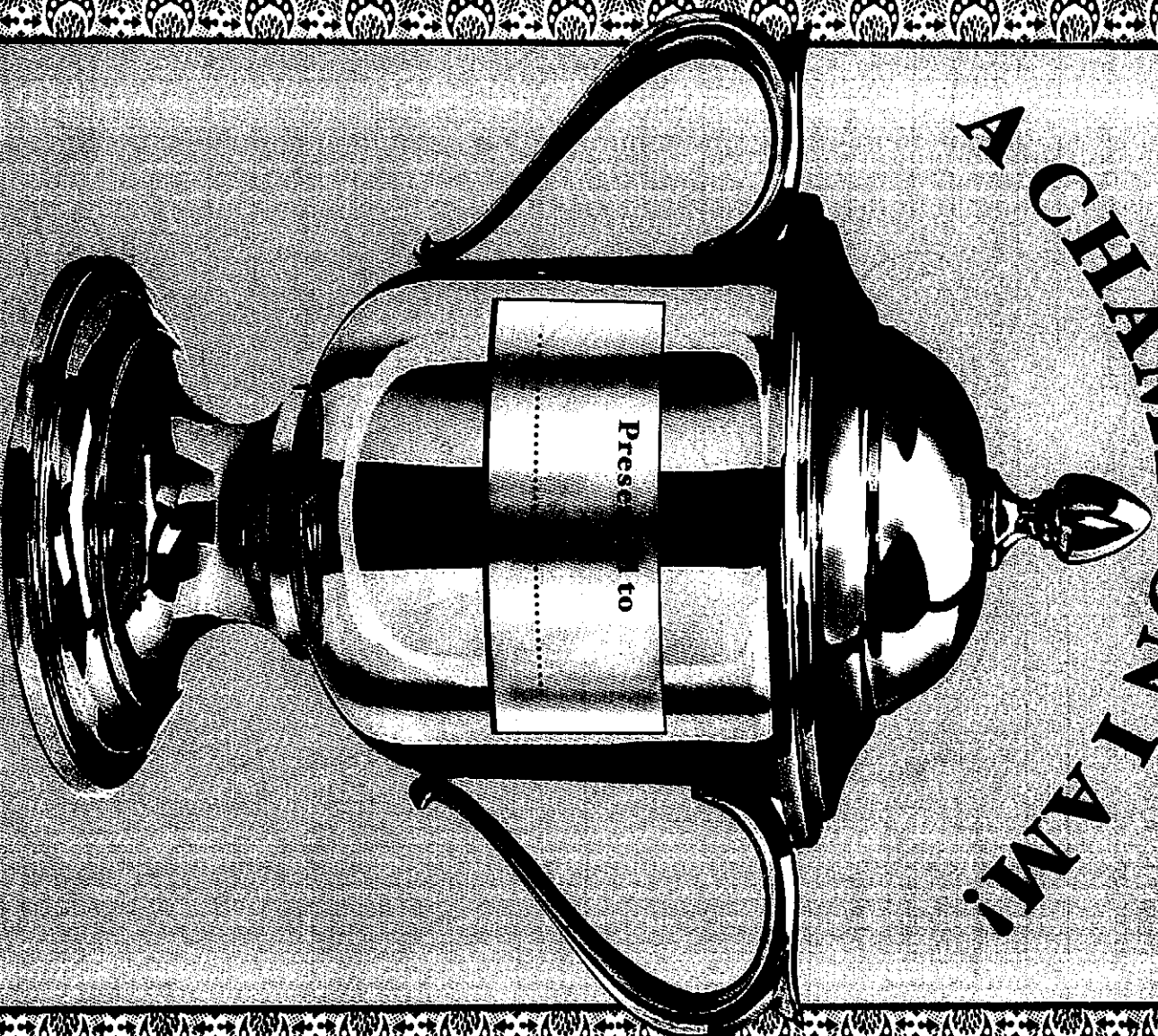
MODULE TWO

RELATIONSHIPS

MODULE TWO

ACTIVITY NINE: A CHAMPION I AM!

A CHAMPION I AM!



"I think self-awareness is probably the most important thing in becoming a champion."
- *Billie Jean-King* -

BALANCE & WHOLENESS

MODULE
FOUR

MODULE
FOUR

MODULE FOUR BALANCE & WHOLENESS

MODULE FOUR

ACTIVITY ONE: HIGHWAY TO WHOLENESS.

Through the grandeur and wonder of nature, we realize that as human beings we are part of a creation that is bigger and grander than ourselves.

Teacher will read Genesis: 1-31

Paradise.



Jesus, the Saviour.
Positive Cultures.



Disharmony
Can be caused by:

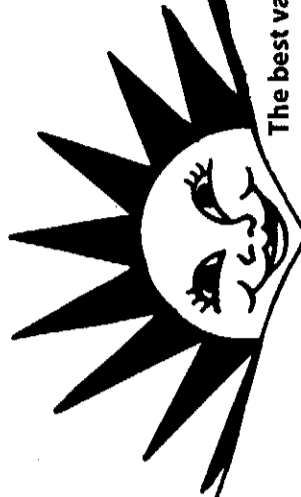


Adam & Eve expelled from Eden.

The Garden of Eden
Peaceful, quiet, harmonious.

We must respect and cherish nature. We must respect and love ourselves. We must love others and try to live in harmony with them and with all God's creation. Each one of us is unique, made in God's image and likeness. Each one of us is special. We must strive to live as good citizens, and use our God-given talents for the common good. Let us ask God to build our character and help us to be the best we can be.

THE ROAD TO HAPPINESS



Who are some people I can talk to when I am sad or lonely?

The best vacation I remember was

The best time I had with my family was when

FRIENDLY PHONE CO.

MEMORY LANE

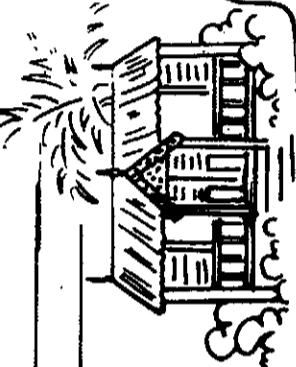
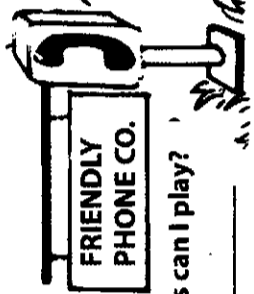
What games can I play?

The nicest gift I ever received was

What hobbies can I make?

What work can I do?

Who do I blame when I am feeling sad or lonely?



Dangerous Curve



Start

Times when I feel sorry for myself:

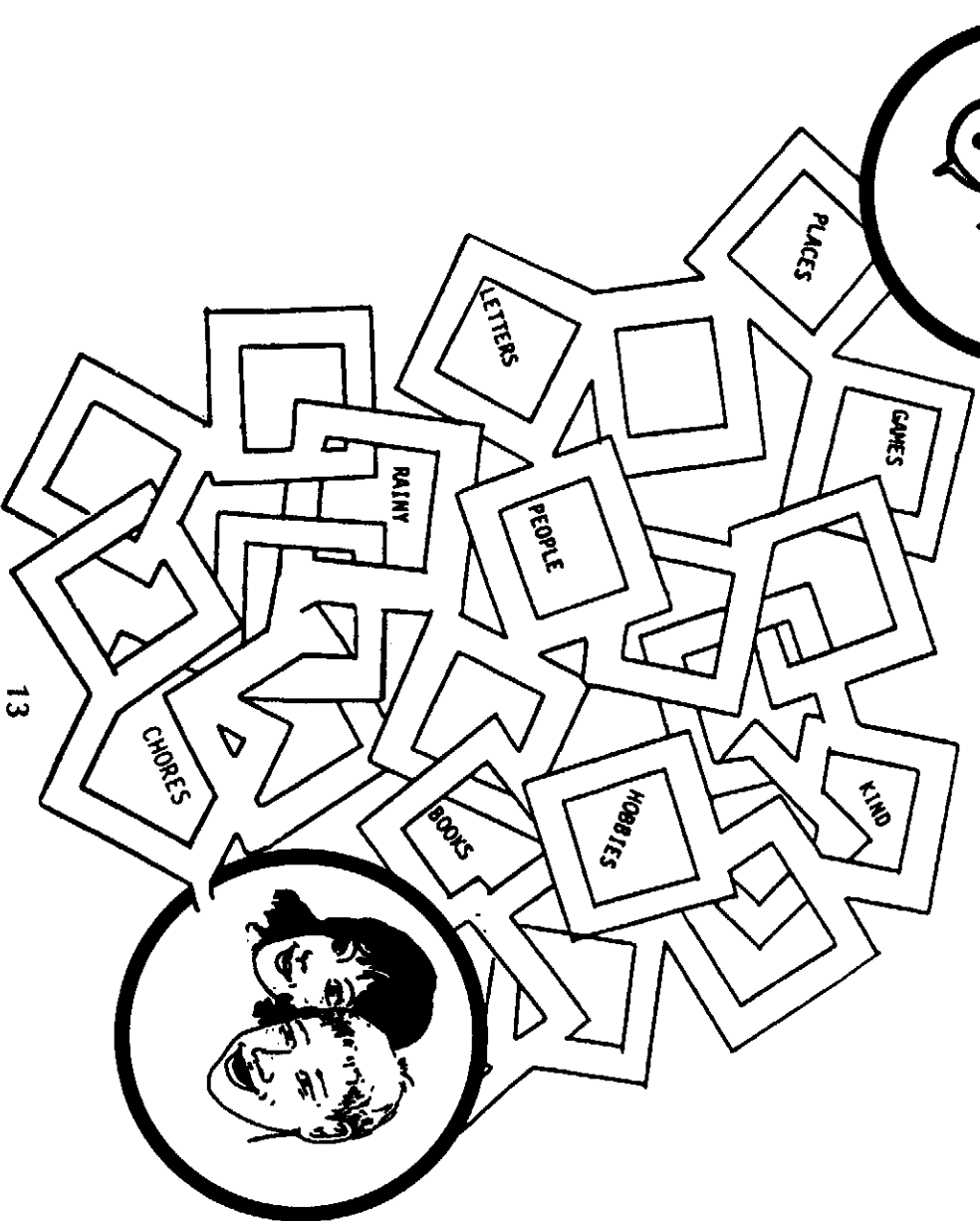
Bored?

How can you have confidence handling feelings of boredom? A-maze yourself! Start with the bored looking child and find your way to the happy children. Can you also find the best word to complete the sentences?

- What _____ do I want to read? What _____ would I like to play?
- What _____ do I wish to go? What _____ do I need to do?
- What can I do on a _____ day? What _____ do I need to write?
- What _____ do I need to talk to?

Is boredom hard to bear?

- What _____ can I learn more about?
- What _____ thing could I do for someone else?



Balancing feelings

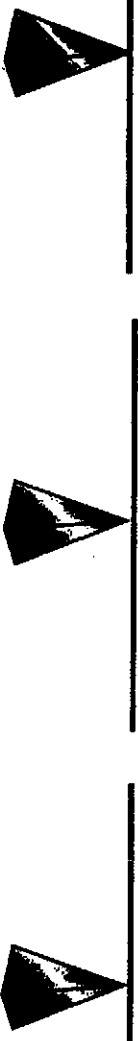
Each SEE SAW has a feeling on it. Balance the SEE SAW by selecting opposite feelings from the list.

- BRAVE KIND HAPPY RELAXED**
TRUSTING EXCITED CAUTIOUS

NERVOUS _____ SAD _____ CRUEL _____



BORED _____ DARING _____ AFRAID _____



SUSPICIOUS _____



Some feelings are more difficult to understand than others. The most important thing is to have CONFIDENCE in balancing the feelings!

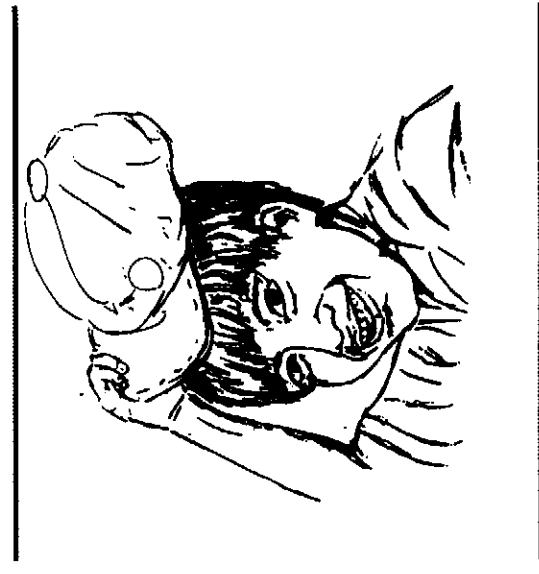
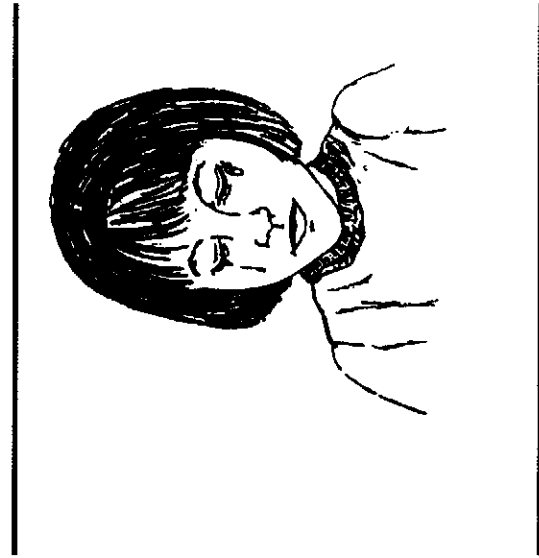
Picture your feelings

You are a unique person! You have feelings that belong especially to you. Other people are unique too, and they also have feelings.

Let us look at four feelings that you and others have in common. By recognizing, understanding and managing these feelings, you will be a happier and healthier person.

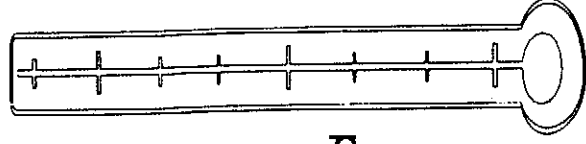
The four feelings that you will be looking at in the next few pages are shown in the pictures below. Pick the word from the list that best describes the feeling shown in the picture and write the word below the picture.

BRAVE SAD PEACEFUL INTERESTED
BORED HAPPY ANGRY AFRAID



Degrees of feelings

Write the number of the sentence by the word on the thermometer that best describes how you feel in these situations.



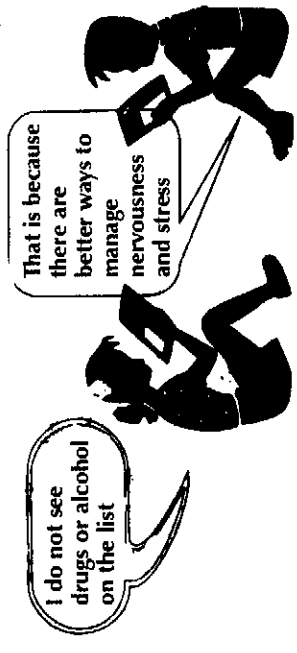
- Scared stiff
- Afraid
- Worried
- Nervous
- Concerned
- Relaxed

1. You have had a warm bath and you are watching TV.
2. You are instructed to report to the principal's office.
3. You are waiting for the teacher to hand out a test.
4. You hear your parents arguing about divorce.
5. You are walking home from school and a stranger in a car asks you if you would like a ride.

Managing my nervous feelings

Match the statements by writing the letter of the best answer on the line.

1. I have not studied for tomorrow's math test. _____ A. I can stop watching scary movies and listen to music.
2. A bully called me a name. _____ B. I can study well before exams.
3. A "Dracula" movie is on TV and I am home alone. _____ C. I can take a deep breath and relax my muscles.
4. I keep having scary nightmares _____ D. I can walk away without fighting.
5. I am acting in a play and I can not remember my lines. _____ E. I can talk out my fears with someone who might understand.
- _____ F. I can be calm and try to help my friend.



1. B 2. D 3. A 4. E 5. C 6. F

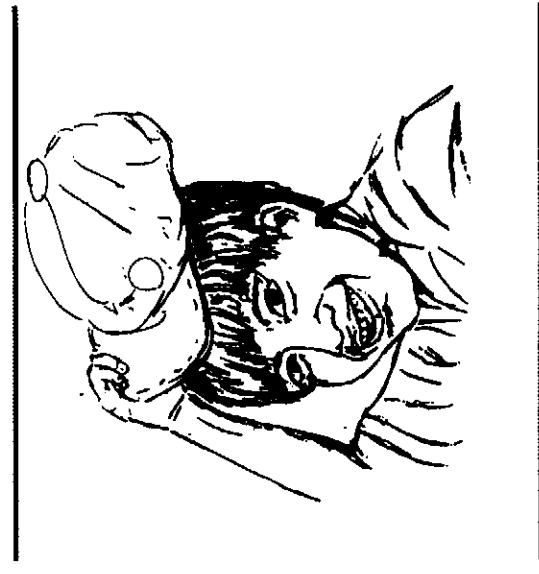
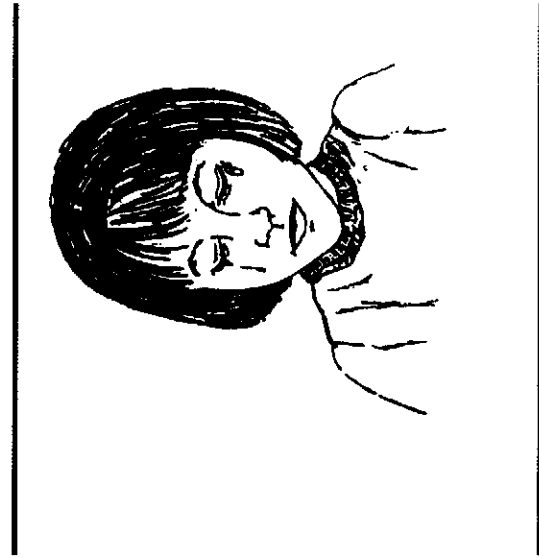
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The four feelings that you will be looking at in the next few pages are shown in the pictures below. Pick the word from the list that best describes the feeling shown in the picture and write the word below the picture.

BRAVE SAD PEACEFUL INTERESTED
BORED HAPPY ANGRY AFRAID



Now answer the questions below.

What feeling did you experience?

From where did that feeling come?

What caused you to feel that way?

**Did you take time to understand
and manage your feelings?**

Did you take responsibility for your feelings?

*As aggressive as
a pothound!*



POTENTIALLY OVERWHELMING FEELINGS

All people have felt these potentially overwhelming feelings!
Sometimes these feelings get the better of us.

*** FEAR ***

Some people deny these feelings.
For example, they say: "I have never been afraid!"

*** SHAMESS ***

Some people blame others for their feelings.
For example, they say:

*** BOREDOM ***

Some people cover up their feelings.
For example, they say:

*** ANGER ***

Some people just give up!
For example, they say:

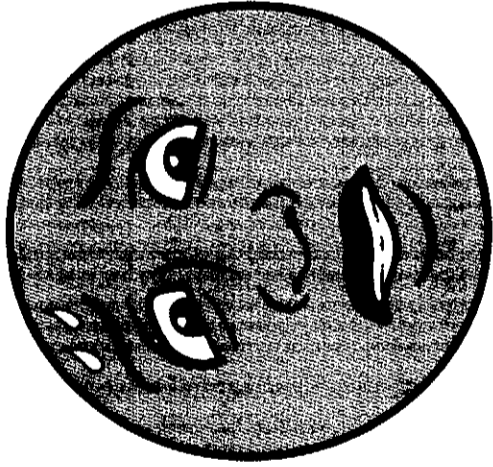
Some people who misuse drugs or alcohol have difficulty
with these potentially overwhelming feelings.

Many people are able to manage these feelings. This Virtues
and Values Formation Programme will help you to manage
your feelings.

Let us take a closer look at these four feelings. This will
help us to see that they are not so overwhelming after all.

ACTIVITY FOUR: FEAR! FEELING NERVOUS!

Place a tick next to the thing(s) that may cause you to feel nervous, and/or next to the person or persons who may cause you to feel nervous.




DARK	BEEES	POLICEMEN	MOTHER
FIRE	WAR	NIGHTMARES	BROTHER
PAIN	FAILING	CHOKING	LOUD NOISES
TEACHERS	SNAKES	ANIMALS	DEATH AND DYING
STEP-PARENT	STRANGERS	DOGS	HIGH PLACES
OLD PEOPLE	ROBBERS	FATHER	DROWNING
SISTER	GANGS	BULLY	TESTS
BEING LOST	SCARY MOVIES	GETTING SICK	DRUG PUSHERS

ACTIVITY EIGHT: FEELING THE FEELINGS

Here are feelings we all experience at some point in our lives:

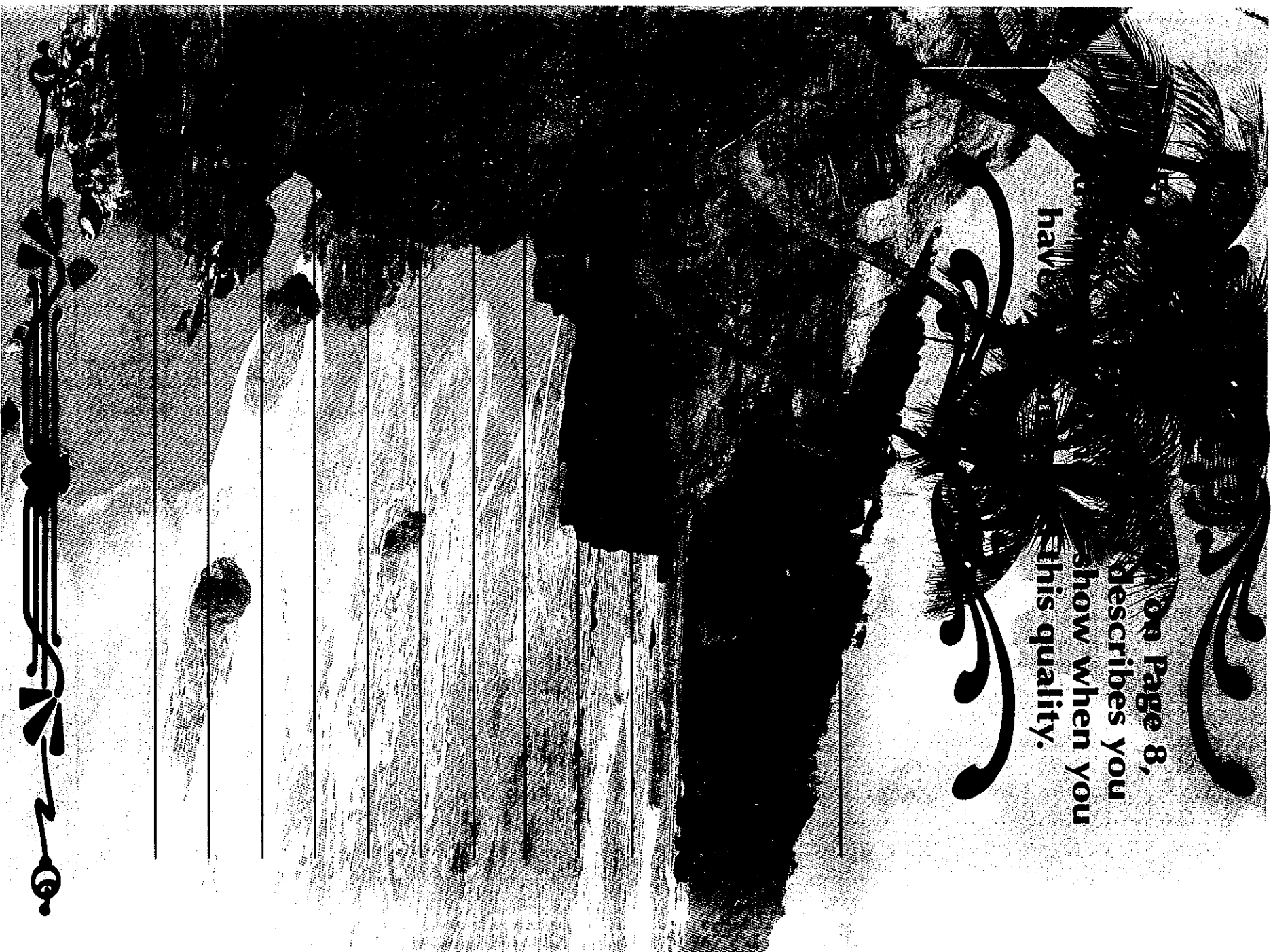
- FEAR
- ANGER
- CONFIDENCE
- DISAPPOINTMENT
- EMBARRASSMENT
- EXCITEMENT
- FRUSTRATION
- HAPPINESS
- LONELINESS
- NERVOUSNESS
- PRIDE
- SUSPICION
- JEALOUSY
- ENTHUSIASM
- SADNESS
- HUMILIATION

In the box provided, draw and write a few lines about a time when you experienced any one of the above feelings.



Happy like pappy!

On Page 8,
describes you
show when you
have this quality.



ACTIVITY FIVE: NERVOUSNESS AND MY BODY.

What are some of the changes you notice in your body when you feel scared or nervous?

(Put a tick in the appropriate box).

	YES	NO
Does your heart pound like a hammer?	<input type="checkbox"/>	<input type="checkbox"/>
Do you get shivers up and down your spine?	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel "butterflies" in your tummy?	<input type="checkbox"/>	<input type="checkbox"/>
Does cold sweat appear on your forehead?	<input type="checkbox"/>	<input type="checkbox"/>
Do your hands sweat?	<input type="checkbox"/>	<input type="checkbox"/>
Do your knees shake?	<input type="checkbox"/>	<input type="checkbox"/>
Do you get cold feet?	<input type="checkbox"/>	<input type="checkbox"/>



*No fear or nervousness in this line.
Only anticipation of a delicious reward!*

ACTIVITY SIX:

MANAGING MY NERVOUS FEELINGS.

Match the statements by writing the letter of the best answer on the line.

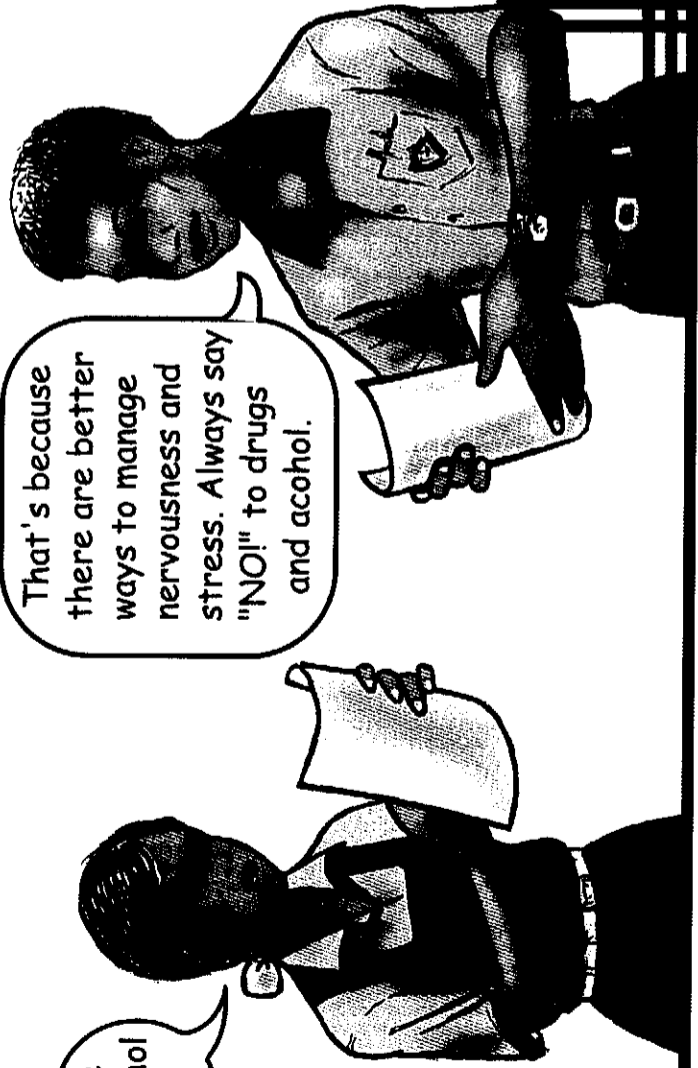
1. I have not studied for tomorrow's math test.....
2. Someone is constantly bullying you at school.....
3. A "vampire" movie is on television and I am home alone.....
4. I keep having scary nightmares.....
5. I am acting in a play and I cannot remember my lines.....
6. A younger friend of mine fell and cut his arm, and no one else is there to help but me.....

Answers:

- A. I can stop watching scary movies and listen to music.
- B. I can study well before exams.
- C. I can take a deep breath and relax my muscles.
- D. I can walk away without fighting.
- E. I can talk out my fears with someone who might understand.
- F. I can be calm and try to help my friend.

I do not see drugs or alcohol on the list.

That's because there are better ways to manage nervousness and stress. Always say "NO!" to drugs and alcohol.

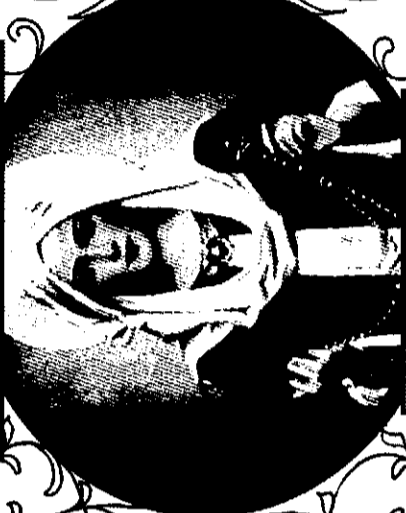


PATIENT AS JOB



CHAPTER 1:13-21

PURE AS MARY



LUKE 1:26-36

STRONG AS RUTH



RUTH 1:16-17

CARING LIKE MARTHA



JOHN 11:1-9

WISE AS SOLOMON



1 KINGS 3:16-28

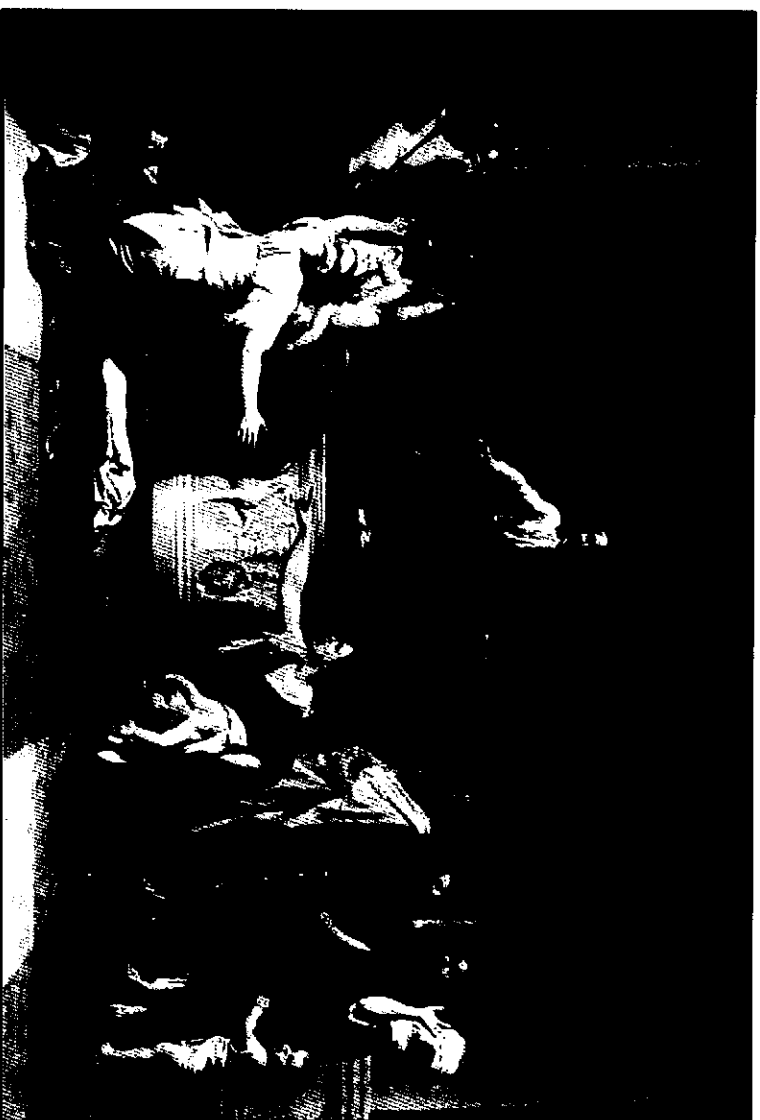
OBEDIENT AS NOAH



GENESIS 7:1-16

ACTIVITY SEVEN: AM I LIKE....?

The Bible gives us many examples of people who demonstrated qualities that were pleasing to God. Can you identify with any of these persons? Solomon was one such person. Read the story of Solomon below, then, on the following page, put a tick next to each quality that you too have demonstrated. Read the Bible to find out more about each person.



Solomon, the Wise King

King Solomon prayed that God would give him wisdom to help him rule his country in a way that was just and fair. God granted him wisdom which helped him to solve problems. One day two women went to see him. They were arguing among themselves about a baby. Each one said that the baby was hers.

King Solomon ordered his guards to bring him a sword. He took the sword and said: "Since each of you claims that the baby is yours, I will cut the baby in half and give each of you half of the baby." One of the women cried out, saying: "Please don't cut my baby in half. I want my child to live. Give her the baby instead."

The other woman said: "Let him cut the child in half."

King Solomon said to the first woman: "You can take the baby. I see now that the baby is yours. Only a mother would rather give her baby away than see it cut in half."

Of course King Solomon never planned to cut the baby in two. He knew that the real mother would not want to kill her baby. He became known as the wisest man who ever lived.

Prayer: Lord, please give wisdom to make the right decisions in my life.

ACTIVITY SEVEN: BOREDOM!

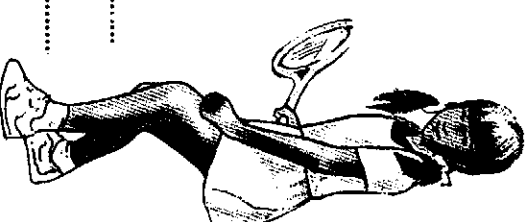
CIRCLE YOUR ANSWER.

(A) I AM BORED WHEN...

- | | | |
|---|-----|----|
| 1. I have no one to play with. | Yes | No |
| 2. Someone talks on and on and on. | Yes | No |
| 3. I am out of ideas of things to do. | Yes | No |
| 4. I have to do the same chores all the time. | Yes | No |
| 5. I have to visit my parents' friends. | Yes | No |



(B) OTHER THINGS THAT BORE ME...



(C) WHEN I AM BORED I CAN...

- | | | |
|------------------------------|-----|----|
| 1. Call a friend. | Yes | No |
| 2. Ride my bike. | Yes | No |
| 3. Start a nature scrapbook. | Yes | No |
| 4. Make popcorn. | Yes | No |
| 5. Watch television. | Yes | No |

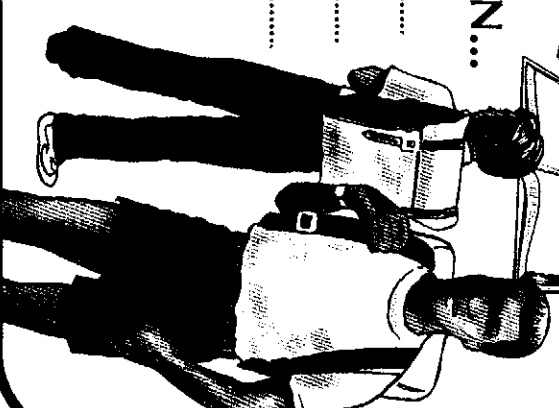


(D) OTHER THINGS I CAN DO TO HAVE FUN...

.....

.....

**BE CREATIVE, DO NOT USE
DRUGS OR ALCOHOL!**



Break boredom's balloon

1. List ten things you love to do.

2.

3.

4.

5.

6.

7.

8.

9.

10.

When is the best time to make up a list?

What friends and relatives could I write letters to?

When you are not feeling bored!

What places would I like to visit?

Books I would like to read:

People I like to call on the telephone:

ACTIVITY SIX: 'I AM!'

Colour the words which best describe you...

LEADER	ASSERTIVE	AGGRESSIVE	CURIOUS
OPTIMISTIC	OUTGOING	PESSIMISTIC	FRIENDLY
GENEROUS	INDECISIVE	CREATIVE	KIND
SELFISH	SHY	BOASTFUL	QUIET
HELPFUL	BRAVE/COURAGE	CONFIDENT	HONEST

ACTIVITY FIVE: THINGS I AM GOOD AT
 Trace your hand in the space provided.
 On each finger write a strength or quality.

ACTIVITY NINE:

HOW TO OVERCOME BOREDOM.

The list below is for those who, when bored, need some confidence that there are other things to do besides giving in to boredom. When you are bored, consult the list or add some of your own creative ideas!

ACTIVITIES TO DO ALONE OR WITH OTHERS:

HOBBIES	ACTIVITIES	EXERCISES	COLLECTING
<i>Models:</i>	Reading	Running	Posters
Plastic	Listening to music	Walking	Books
Wood	Dancing	Roller skating	Shells
Paper	Eating	Bike riding	Coins and notes
<i>Puzzles:</i>	Sleeping	Jumping rope	Rocks
Jigsaw	Cooking	Playing basketball	Bottles
Crosswords	Studying/ doing	Cricket	Cans
Sudoku	Home Work	Kite flying	Autographs
Painting	Praying	Swimming	Insects
Gardening	Playing with toys, cards, Board games	Diving	Cars
Sewing	Video games.	Fishing	Stamps
Art and Craft	Watching TV	Karate	Bottle caps
	Playing musical instruments	Gymnastics	Leaves
	Writing letters, poems, stories, songs or a journal	Hockey	Pencils
	Daydreaming	Hopscotch	C.D.'s and D.V.D.'s
	E-mailing a friend	Golf	Stuffed animals
		Football	Dolls
		Tennis	Action figures
		Pitching marbles	Comic books
		Netball	Pictures
		Rounders	



ACTIVITY TEN: SAD AND LONELY?

Have you ever felt sad and lonely? Everyone has felt sad or lonely sometime. Check the times you have felt sad, lonely, discouraged or depressed and then write what you did to overcome those feelings.

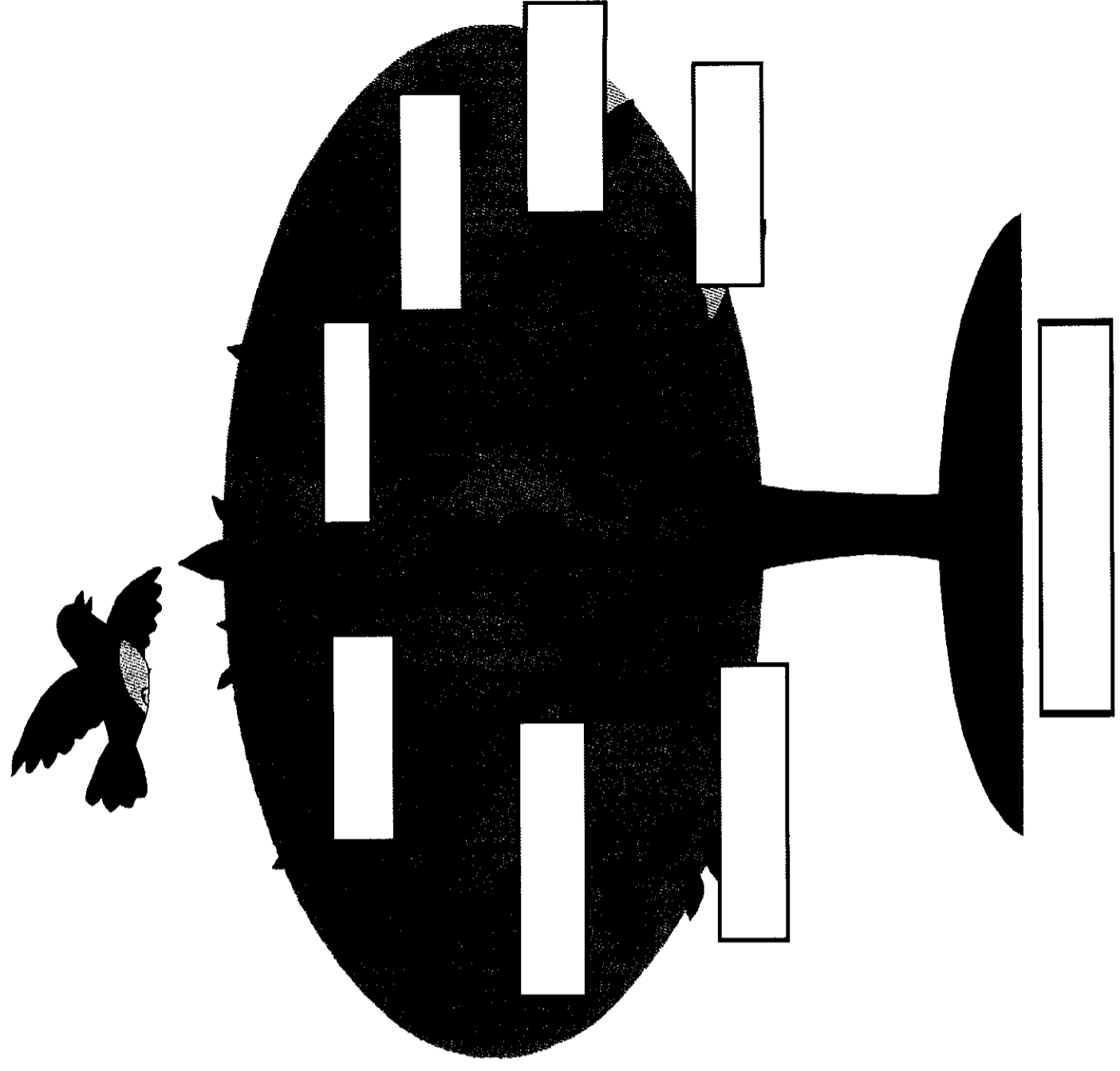
1. When you missed somebody you love. _____
2. When you moved to a new town or neighbourhood. _____
3. When you had no one with whom to play _____
4. When you went someplace where you did not know anyone. _____
5. When your friend made fun of you. _____
6. When you did something you knew was not right. _____
7. When someone accused you of something you did not do. _____
8. When you wished to be brave, but were not. _____
9. When you hoped for something, but did not get it. _____
10. When you looked for something, but could not find it. _____



ACTIVITY FOUR:

PLANTING YOURSELF FIRMLY

Write your name at the bottom of the tree. In each branch, write a positive attribute about yourself.



ACTIVITY THREE: QUALITIES THAT MAKE ME UNIQUE

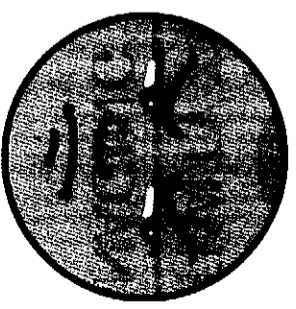
Who or what is your favourite.....?

- | | |
|------------------------|-------------------|
| Time of day..... | T.V. Show..... |
| Radio Station..... | Movie..... |
| Day of the week..... | Song..... |
| Sport..... | Calypso..... |
| Athlete..... | Actor..... |
| Hobby..... | Actress..... |
| Activity..... | Drink..... |
| Place of interest..... | Food..... |
| School..... | Eating Place..... |
| Subject..... | Feelings..... |
| Memory..... | Relative..... |
| Colour..... | Friend..... |
| Animal..... | Book..... |
| Toy..... | |

*There is no one in this world who thinks, feels and acts
the way I do all the time. That is why I am unique.*

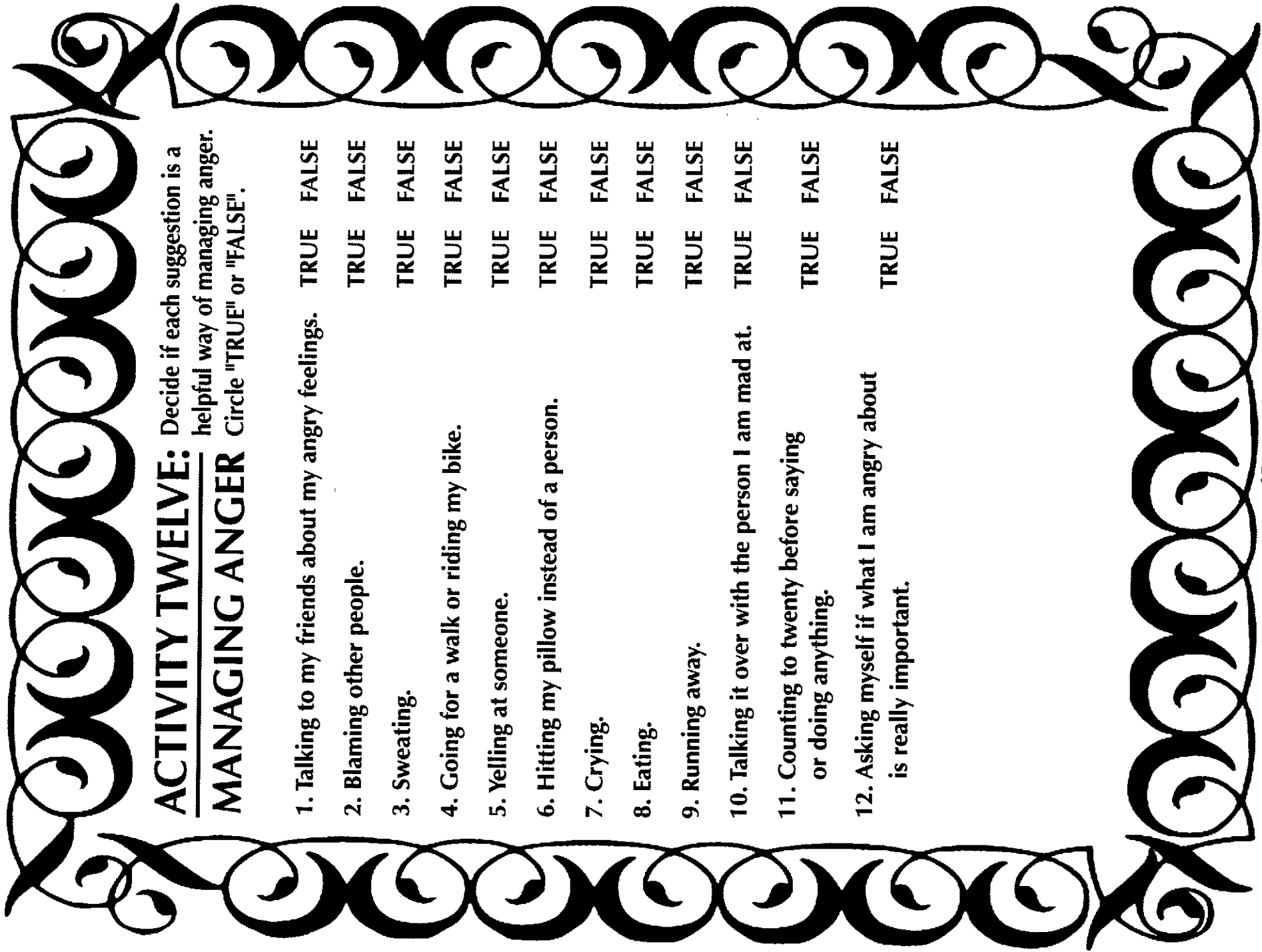
ACTIVITY ELEVEN: FEELING ANGRY!

Listed below are several things that might upset you. Circle those things that "always", "sometimes", or "never" cause you to feel angry.



- When my friend borrows my favourite toy or game and does not return it, I feel angry.
Always Sometimes Never
- When I get punished for something I did not do or say, I feel angry.
Always Sometimes Never
- When someone pushes me first and I push back, but I am the one who gets caught by the teacher, I feel angry.
Always Sometimes Never
- When someone gets a better grade on his/her test than I do, I feel angry.
Always Sometimes Never
- When my best friend plays with someone else instead of me, I feel angry.
Always Sometimes Never
- When people make jokes about me, I feel angry.
Always Sometimes Never
- When someone makes me do something I do not want to do, I feel angry.
Always Sometimes Never

Re-check your answers. If you have marked "always" in most of the situations, you really need to work on managing your anger.



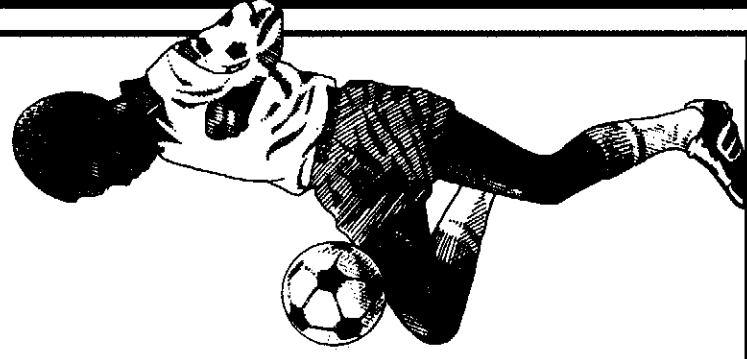
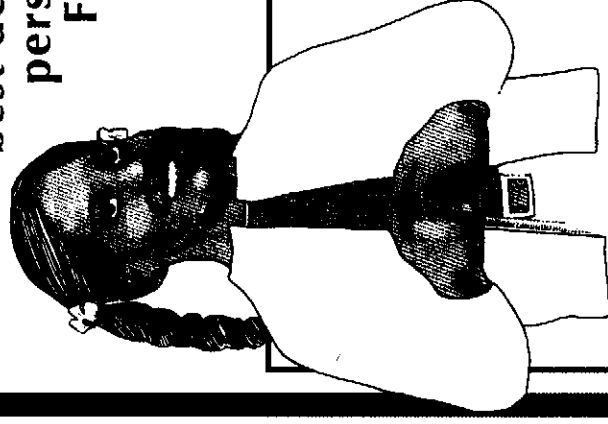
ACTIVITY TWELVE: Decide if each suggestion is a helpful way of managing anger.
MANAGING ANGER Circle "TRUE" or "FALSE".

1. Talking to my friends about my angry feelings. TRUE FALSE
2. Blaming other people. TRUE FALSE
3. Sweating. TRUE FALSE
4. Going for a walk or riding my bike. TRUE FALSE
5. Yelling at someone. TRUE FALSE
6. Hitting my pillow instead of a person. TRUE FALSE
7. Crying. TRUE FALSE
8. Eating. TRUE FALSE
9. Running away. TRUE FALSE
10. Talking it over with the person I am mad at. TRUE FALSE
11. Counting to twenty before saying or doing anything. TRUE FALSE
12. Asking myself if what I am angry about is really important. TRUE FALSE

ACTIVITY TWO: MY NAME HAS MEANING

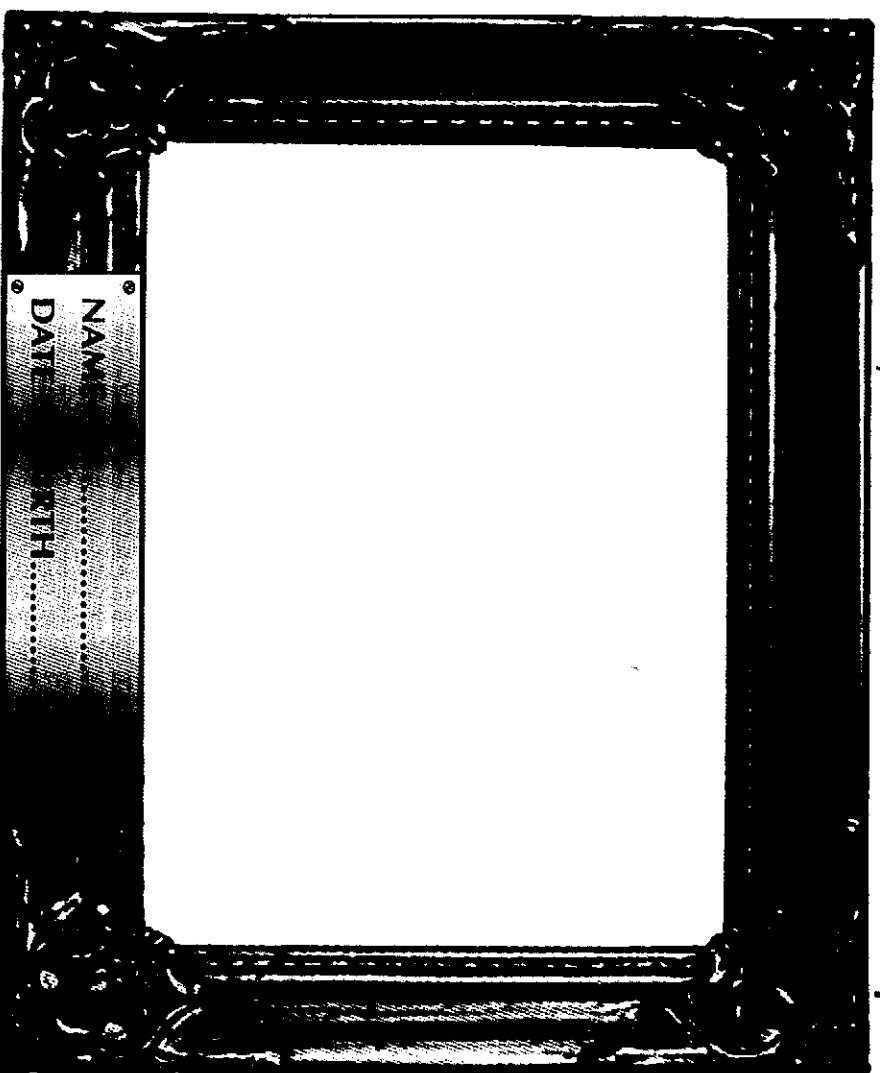
Write an adjective for each letter in your first name that best describes the person you are. For example:

M MAGNIFICENT
A ASSERTIVE
R RADIANT
C CARING
I INNOVATIVE
A ANGELIC



ACTIVITY ONE: MIRROR, MIRROR!

Look into the mirror, who do you see? Draw or stick a picture of yourself in the mirror and write your name and date of birth under the picture.



The Lord called me from birth from my mother's womb,
He gave me my name. (Isaiah 49:1)

Before I formed you in the womb, I knew you, and before
you were born, I consecrated you. (Jeremiah 1:5)

Prayer:

Thank you, God, for the gift of my life and for your never-ending love. Watch over me and guide me. Keep me close to you. Help me to love you more and more each day and to love my neighbours as I love you. Help me to live as you want me to - a good and virtuous life. Amen.

ACTIVITY THIRTEEN:

MANAGING ANGER.

Role play the following scenarios where you need to manage anger. What would you do in each situation?

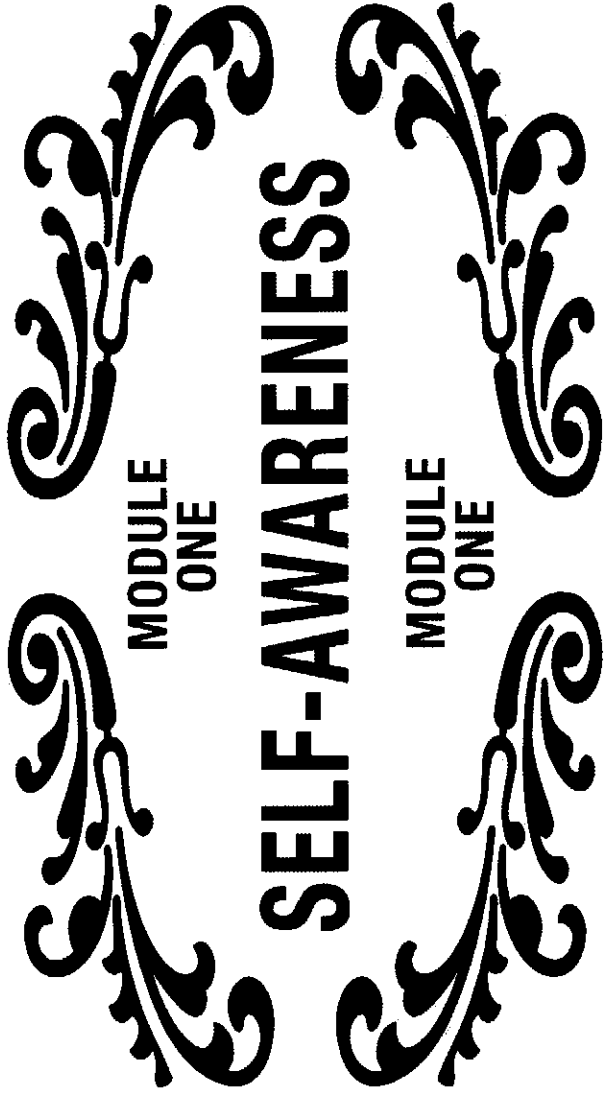
- ★ A friend grabs your pen when you are using it to do your school work.
- ★ Someone is fighting with your best friend.
- ★ You realize that a classmate is nice to you only when you do what he/she wants.
- ★ Friends make nasty comments about you.
- ★ A friend borrows things that belong to you and does not return them.
- ★ You want to go to a friend's house but your parents refuse to give you permission.
- ★ Your parents want you to tidy your room immediately, but your favourite television show is about to start.
- ★ A friend shouts at you without provocation or treats you unfairly.
- ★ A classmate bounces into you on the playground on purpose, so he/she can take the ball with which you are playing.
- ★ A friend destroys school property, but tells the teacher that you did it and you are punished.

ACTIVITY FOURTEEN: RESOLUTIONS

List the qualities and skills that a person needs to develop to negotiate a win-win resolution. Which of these qualities do you need to develop in yourself? What is your plan of action for doing so?

"THE PRICE OF GREATNESS IS RESPONSIBILITY"

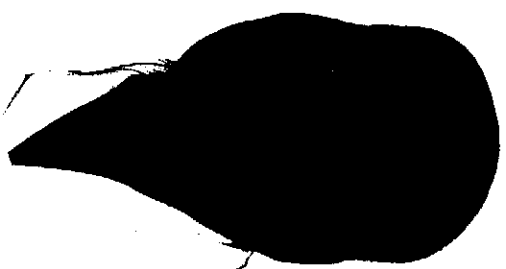
-Winston Churchill





CHILD OF GOD

by
DEREK FIELDS

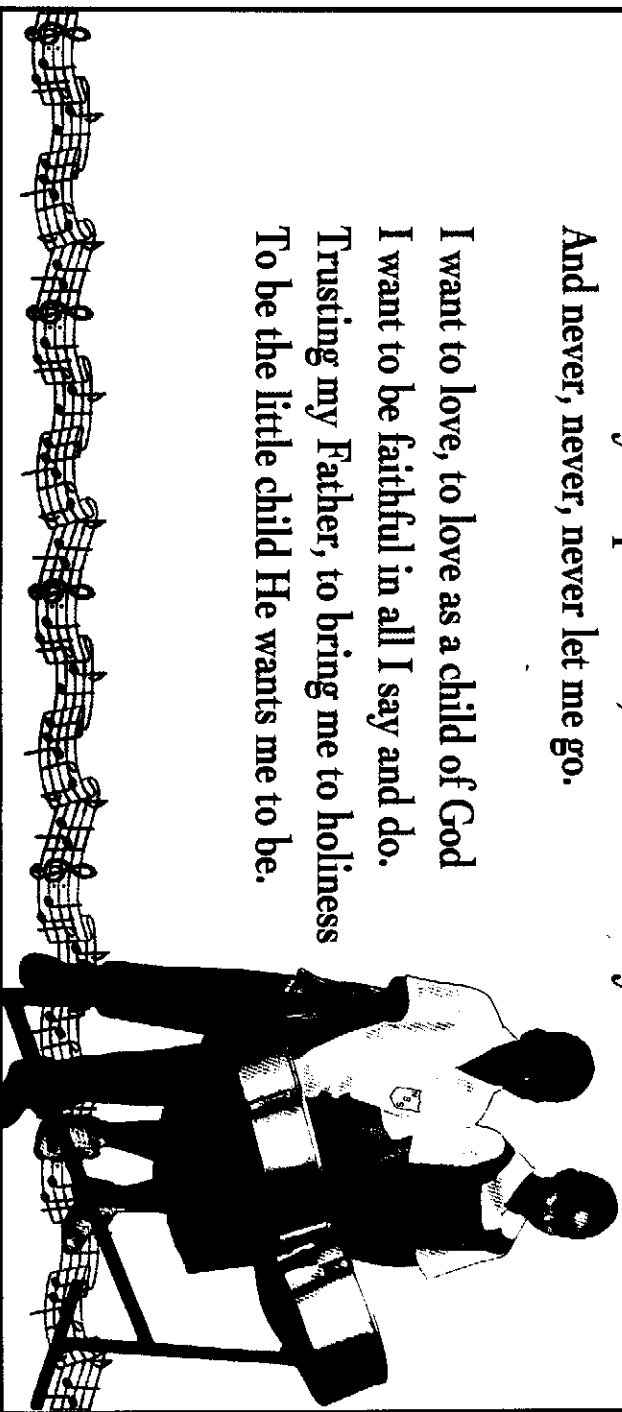


I want to be free, to live as a child of God
I want to be free, to do the things I know are right.
I want to be pure, pure as the driven snow
So that all may know I'm living in God's light.

I want to be kind, gentle as a lamb
I want to feel the beat of God's heart and make it mine.
Living His word, on fire with His love
His joy and peace to share with all humankind.

Chorus:
Jesus make me over, heal my wounded heart
Cleanse the living temple of my soul.
Fill me with your spirit Lord, and hold me to your heart
And never, never, never let me go.

I want to love, to love as a child of God
I want to be faithful in all I say and do.
Trusting my Father, to bring me to holiness
To be the little child He wants me to be.



Feeling Word Search: Mixed Feelings

Search out and circle the hidden words.

C O N F I D E N T L H Q O D N I C Y A W D C J V B
M H U L O Y T Q E H J D L M A D F A U K T O U G H
O L M N P Z A G R E A T B U F I C R L T D O Z Y U
S P B D R I L Q A L C F H S R Z Y A I M V O P Q N
Q U N R I F N Z O P D R E O A N G R Y W R Z J K E
W B Z Z A M K D U L L K N P I J H Z O F H R J F A
N A Q L O V I N G E I L D K D O W N J A A F O N S
I D A R S R E Z Q S H T F M N K Z Q G F P C Y L Y
Y V A K O H R S Z S T R O N G E H L Z T P R O U D
K P W O R R I E D B P V G Y Z R A T S H Y R U T Q
A A E J E K J N M Z U N G C K D P Q R H Y Y S Y H
H Z A K I K V L I V E L Y R T Z H L T K C P N O V
S N K F T C F O P P C T Z N L X C L B Z U K P Z E
V N O P I Z L N J U I P A N I C A V O B R E I K X
I L E N R A G E D B U O P Q W E L C K S F W F J C
B Q A R E B N L Q W P P T F H Z I R Z U T W Z J I
N M T H D Q W Y J V S B C D U E V F L K C T H R T
T M D A Q C K J W I E N J K R O E W J K L M S B E
S H O C K E D Q U P T I G H T Z P R S T U V W X D

- | | | | | | | | | | |
|-----------|-----------|-----------|---------|-----------|----------|-----------|--------|-----------|--------|
| ★ ★ ★ ★ ★ | ANGRY | ★ ★ ★ ★ ★ | DOWN | ★ ★ ★ ★ ★ | HAPPY | ★ ★ ★ ★ ★ | LOVING | ★ ★ ★ ★ ★ | UNEASY |
| ★ ★ ★ ★ ★ | AFRAID | ★ ★ ★ ★ ★ | DULL | ★ ★ ★ ★ ★ | HEALTHY | ★ ★ ★ ★ ★ | LOVELY | ★ ★ ★ ★ ★ | UPSET |
| ★ ★ ★ ★ ★ | ALIVE | ★ ★ ★ ★ ★ | ENRAGED | ★ ★ ★ ★ ★ | HELPLESS | ★ ★ ★ ★ ★ | LIVELY | ★ ★ ★ ★ ★ | SHY |
| ★ ★ ★ ★ ★ | BAD | ★ ★ ★ ★ ★ | EXCITED | ★ ★ ★ ★ ★ | HOPEFUL | ★ ★ ★ ★ ★ | MAD | ★ ★ ★ ★ ★ | SORE |
| ★ ★ ★ ★ ★ | BRAVE | ★ ★ ★ ★ ★ | FOGGY | ★ ★ ★ ★ ★ | HURT | ★ ★ ★ ★ ★ | NUMB | ★ ★ ★ ★ ★ | STRONG |
| ★ ★ ★ ★ ★ | CALM | ★ ★ ★ ★ ★ | GLAD | ★ ★ ★ ★ ★ | JOYOUS | ★ ★ ★ ★ ★ | PANIC | ★ ★ ★ ★ ★ | TRED |
| ★ ★ ★ ★ ★ | CONFIDENT | ★ ★ ★ ★ ★ | GREAT | ★ ★ ★ ★ ★ | LOST | ★ ★ ★ ★ ★ | PROUD | ★ ★ ★ ★ ★ | TOUGH |

ACTIVITY SIXTEEN:

WHAT DO I NEED TO MAKE ME WHOLE?

We hope that you will continue learning about ways in which the values and virtues that you have been learning about can help you to do good, and to give the best of yourself always. Remember, it is important that you do not only believe in these values and virtues, but that you practise them. Ask God to help you to live by them.

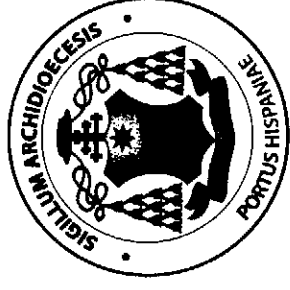
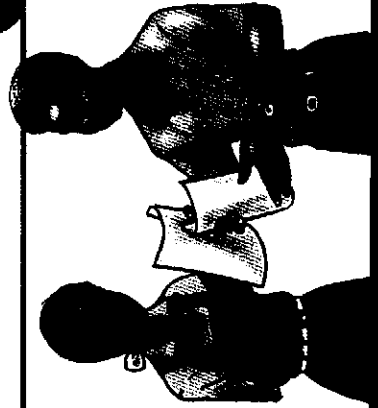
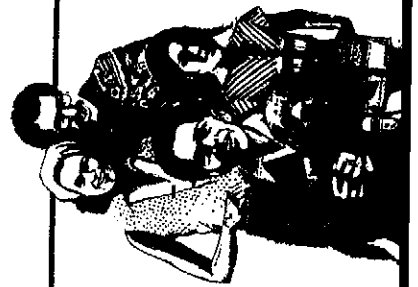
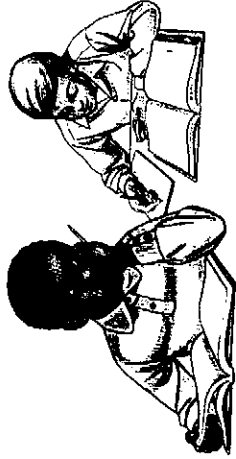
Reflect on the words of Archbishop Edward J. Gilbert C.Ss.R.:
"Virtues inform values and values influence behaviour."

VIRTUES THAT HELP TO MAKE ME WHOLE

Stick a picture of yourself in the space provided, and complete the scrolls below.

VALUES THAT HELP TO MAKE ME WHOLE

Stick a picture of yourself in this space.



FOREWORD FROM ARCHBISHOP EDWARD GILBERT FOR THE STUDENTS' WORKBOOK - VALUES & VIRTUES PROGRAMME.

The second edition of the Values and Virtues Programme is a welcome contribution to the ongoing efforts of the Catholic Church to form the young people of the Archdiocese and Nation so they can choose truth and authentic values for their lives.

The specific call of the Church to young people is fundamental: the young must find ways to enable themselves to live a full and productive life which must embrace the common good. In an age of individualism, the common good is a very important concept.

How is this important goal of formation to become a reality? The answer to that question is through participation in holistic spiritual/theological programmes that teach them specifically about values, virtues, morality and personal and social relationships. In this way the young form their consciences.

The Values and Virtues Programme is an opportunity to participate in such a formative programme. While it is designed for the post SEA students, it also can benefit adults. The Catechetical Department of the Archdiocese has been encouraging parents and members of the extended family to familiarize themselves with the catechetical material their children are studying. When participation actually happens, the entire family benefits.

The Values and Virtues Programme can help address the admitted serious challenges to international society, namely, the general breakdown of family life and the pervasive lack of values in the lives of so many people. It can certainly help address the implementation of the first theme of the Archdiocesan Synod which is to be pursued vigorously this year.

I have a special request of the parents of the post SEA students. Please encourage your children to participate in the Values and Virtues Programme and, whenever possible, try to benefit from the material they have been given to study.

I want to explicitly thank the members of the Commission for Social Justice and the team of educational experts that collaborated together to prepare the second edition of the Values and Virtues Programme. May God bless this work of your hands with success!

Be assured of my prayer support.

Edward J. Gilbert

Most Reverend Edward J. Gilbert C.Ss.R.
Archbishop of Port of Spain

February 01, 2010



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Contact Leela Ramdeen, Chair, CCSJ on 299-8945.

NOTES

VALUES AND VIRTUES FORMATION PROGRAMME

“*Virtues* inform *values* and *values* influence behaviour” --

(Archbishop Edward J. Gilbert, C.Ss.R)

Table of Contents:

	Page
Foreword	iii
Module One – <u>SELF AWARENESS</u>	01
Module Two – <u>RELATIONSHIPS</u>	16
Module Three – <u>BEING RESPONSIBLE</u>	40
Module Four – <u>BALANCE AND WHOLENESS</u>	53