
CONCEPT: Everyday living creates various challenges for everyone. No one escapes life's celebrations and/or unpredictable events. As individuals, we have the power to manage those times by taking charge of our lives and being prepared. Challenging times can become roadblocks or mile markers in our lives, depending on how we choose to handle them.

OBJECTIVE: The student will identify some of life's challenging times and the problems associated with them, analyze whether challenges are positive or negative, and determine positive methods of coping with those challenges by applying their personal management skills.

COMPETENCIES:

1. Define and/or describe the term *challenging times* and list various types of challenging times individuals and families face. (1-1, 1-2, 1-3, 1-4, 1-5)
2. Analyze how positive (happy) events in our lives can be challenging times for individuals and families. (2-1)
3. Analyze how negative events that involve loss can be challenging times for individuals and families and identify the stages of loss. (3-1, 3-2, 3-3)
4. Specify ways individuals can handle challenging times.
 - a. Identify positive methods of managing challenging times. (4.a-1, 4.a-2, 4.a-3, 4.a-4, 4.a-5, 4.a-6, 4.a-7)
 - b. Identify negative methods of managing challenging times. (4.b-1, 4.b-2, 4.b-3, 4.b-4)
5. Review personal skills applicable to managing challenging times and identify personal choices that accompany each challenge. (5-1, 5-2)

**Challenging times can be
roadblocks or mile markers
on the road of life;
It's all a matter of perspective.**

ACTIVITIES:

- 1-1 Introductory Activity:
Abraham Lincoln
- 1-2 Challenging Times Identification
- 1-3 Celebrity Challenges
- 1-4 The Gum Machine
- 1-5 The Sweater
- 2-1 Challenging Times Challenge
- 3-1 The Challenges of Loss
(Stages of Loss)
- 3-2 Dealing with Loss
- 3-3 Reacting to Loss
- 4.a-1 Positive Method Description
- 4.a-2 Children's Book Review
- 4.a-3 Videos
- 4.a-4 Personal Reviews or Interviews
- 4.a-5 The Crisis Technique

SUPPLIES NEEDED:

- Overhead transparency (V-A-15)
- Large pieces of butcher paper or poster board
- Felt-tip markers
- Copies of student activity guide (V-A-17)
- Classroom set of story (V-A-19 through V-A-24)
- Copies of student activity guide (V-A-25)
- None
- A trash can with a liner in it
- A small basketball or other ball
- Masking tape
- Treats for winning team
- Overhead transparencies (V-A-33 through V-A-37)
- Copies of student activity guide (V-A-38 and V-A-39)
- Copies of student activity guide (V-A-42)
- Copies of student activity guide (V-A-43)
- None
- Copies of bibliography (V-A-45 and V-A-46)
- Copies of student activity guide (V-A-47)
- Video selected
- Video player
- Optional: Copies of student activity guide (V-A-48)
- Overhead transparencies (V-A-51 through V-A-54)
- Copies of student activity guide (V-A-55)

ACTIVITIES:

4.a-6 Putting the Crisis Technique to Work

4.a-7 Positive Solutions

4.b-1 Negative Methods Description

4.b-2 Some Behavior Can Be Puzzling

4.b-3 A Bad Day for Billy

4.b-4 Behavior Identification

5-1 Personal Management Skills

5-2 Summary Activity:
Challenging Times: Roadblocks
or Mile Markers**SUPPLIES NEEDED: - CONT'D:**Copies of student activity guide
(V-A-57)Large pieces of butcher paper
Felt-tip markers

None

Copies of crossword puzzle (V-A-59)

Copies of student activity guide
(V-A-61)Copies of student activity guide
(V-A-63)VERY enlarged copy of graphic
(V-A-64)Overhead transparencies or posters
(V-A-65 and V-A-66)