



THE CHALLENGE OF DISABILITIES

(Taken from a Deseret News article by Jan Thompson)

Bruce Jenner was a 1976 Olympic gold medalist who won the decathlon and became one of the world's greatest athletes. Few knew he was learning-disabled and couldn't read even simple words. He was afraid his classmates would tease him if he was called upon to read. He found he could excel in sports and used his incredible skill to become the school football hero and a water-skiing champion. From there, he trained to become an Olympic champion. He told a group of learning disabled students, "It was scarier for me to read in front of the class than it was to compete in the Olympics." He encourages those with disabilities to find a strength and excel in it!

Cher and her daughter Chastity have dyslexia, a reading disability. She explains that she suffered through her studies and was devastated by her teachers' criticism, "She has ability but doesn't apply herself." Many labeled her as lazy, but she wasn't. She didn't understand that there was a reason for her difficulties. Today she still has trouble reading and because of that, she reads through a movie script once and has it memorized. This is one way she has compensated for her difficulty in reading.

Tom Cruise always wrote his "Z's" backward and couldn't tell the difference between "b" and "d" no matter how hard he tried. He was never given special help in school. Today, he is a very popular actor and challenges others to not give up.

Mark Twain spoke with a Southern accent that was regarded as a stammer. He was very sensitive about it. When he was 11 years old, his father died and he had to quit school to help support his family. He became a printer which influenced his love for words. His books and prose have become classics in American literature.

Emily Dickinson had a behavior problem. She was extremely shy and had a fear of people. She quit school, withdrew from society, and became a recluse. During the time she was in these circumstances, she wrote some of the most beautiful and touching poetry ever written.

Albert Einstein, at age nine, spoke slowly and disjointedly. His parents thought that he was retarded. It took him longer to respond to questions than others in the class. When the teacher asked him to do a math problem in front of the class, he couldn't do it. However, if he was allowed to work by himself at his own pace, he was astounding. Albert was learning disabled as he was cracking the theory of relativity as an adult. Learning disabilities are a challenge throughout a lifetime.

Great leaders who have had to overcome obstacles in their lives never seem to take their hard earned success for granted. Their struggle to achieve enables them to reach out to others facing similar challenges, offering encouragement and faith.

Name _____ Period _____ Date _____

CELEBRITY CHALLENGES

Directions: Match the name of the celebrity with the correct challenge that each faced by placing the number next to the challenge.

Name	Challenge
1. Emily Dickinson-Poet	_____ Could not read simple words
2. Tom Cruise-Actor	_____ Had a fear of people and became a recluse
3. Bruce Jenner-Olympic Gold Medalist	_____ Was dyslexic
4. Albert Einstein-Scientist	_____ Could not complete the simplest math problems
5. Cher-Singer/Actress	_____ Stammered
6. Mark Twain-Writer	_____ Could not tell the difference between "b" and "d"
7. Hans Christian Andersen-Fairytale Writer	_____ Saved soldier's life when wounded. Had dozens of operations to remove 200 shell fragments.
8. Greg Louganis-Olympic Diver	_____ Was a diabetic
9. Bruce Willis-Actor	_____ Never learned to spell
10. Winston Churchill-Satesman	_____ Was teased about a learning disability; worked out in a gym to become an Olympian
11. Thomas Edison-Inventor	_____ A stutterer and famous speaker
12. Boris Yeltsin-President of Russia	_____ Grenade maimed his right foot and left 100 pieces of shrapnel in it; Went back to football
13. Alexander Graham Bell-Inventor	_____ A short sleeper who worked for days in a row without sleep
14. W.C. Fields-Actor	_____ Only slept for 3 hours at a time
15. Marlene Dietrich-Actress	_____ Developed a vaccine that he tested on himself first
16. Theodore Roosevelt-U.S. President	_____ A stutterer who found that the stuttering vanished when speaking in front of an audience
17. Cezanne-French Painter	_____ Could not sleep without a sardine, onion, and rye sandwich
18. Ernest Hemingway-Writer	_____ Could stay up for 3 to 4 days without sleeping
19. Rocky Bleier-Football Player	_____ Had TB
20. Jonas Salk- Scientist	_____ Was an insomniac

Name _____ Period _____ Date _____

CELEBRITY CHALLENGES - TEACHER KEY

Directions: Match the name of the celebrity with the correct challenge that each faced by placing the number next to the challenge.

Name	Challenge
1. Emily Dickinson-Poet	__3__ Could not read simple words
2. Tom Cruise-Actor	__1__ Had a fear of people and became a recluse
3. Bruce Jenner-Olympic Gold Medalist	__5__ Was dyslexic
4. Albert Einstein-Scientist	__4__ Could not complete the simplest math problems
5. Cher-Singer/Actress	__6__ Stammered
6. Mark Twain-Writer	__2__ Could not tell the difference between "b" and "d"
7. Hans Christian Andersen-Fairytale Writer	__18__ Saved soldier's life when wounded. Had dozens of operations to remove 200 shell fragments.
8. Greg Louganis-Olympic Diver	__17__ Was a diabetic
9. Bruce Willis-Actor	__7__ Never learned to spell
10. Winston Churchill-Sstatesman	__8__ Was teased about a learning disability; worked out in a gym to become an Olympian
11. Thomas Edison-Inventor	__10__ A stutterer and famous speaker
12. Boris Yeltsin-President of Russia	__19__ Grenade maimed his right foot and left 100 pieces of shrapnel in it; Went back to football
13. Alexander Graham Bell-Inventor	__14__ A short sleeper who worked for days in a row without sleep
14. W.C. Fields-Actor	__12__ Only slept for 3 hours at a time
15. Marlene Dietrich-Actress	__20__ Developed a vaccine that he tested on himself first
16. Theodore Roosevelt-U.S. President	__9__ A stutterer who found that the stuttering vanished when speaking in front of an audience
17. Cezanne-French Painter	__15__ Could not sleep without a sardine, onion, and rye sandwich
18. Ernest Hemingway-Writer	__11__ Could stay up for 3 to 4 days without sleeping
19. Rocky Bleier-Football Player	__13__ Had TB
20. Jonas Salk- Scientist	__16__ Was an insomniac

THE GUM MACHINE

Mother is going to marry Albert. Jackie tells herself this again, for what, the 40th time today maybe? And waits for the zap she expects. But nothing.

Mother is going to marry Albert. She has been feeding herself that sentence all day, the way she used to feed herself M & M's--one at a time, slowly, slowly, sucking each candy button to get all the flavor. Mother is going to marry Albert. The words have been churning in her mind through first period and Spanish and lunch and computer lab, like the verse of a popular song that she can't shake. ("Your assignment, boys and girls...Mother is going to... Buenos dias ... marry Albert, marry Albert, marry Albert ... page 85 ... term paper due ... Mother is going to marry Albert.") But the thing that puzzles her, the really crazy part is this: Why doesn't the news taste the way she expected? She has wanted this to happen so much--practiced in her head just how it would be when the dream became real--and now, where is the anticipated flavor? Numb, she thinks, I'm just numb; the meaning will grab me anytime now. So she tells herself again, whispers it right out loud in the street, "Mother is going to marry Albert." And some kid, thudding along with his Nikes strung together over his shoulder, stares at her as if she were crazy. So she walks on down South Avenue, squinting against the wind, and thinks back over the puzzling day that started so high and spiraled curiously down into this hollowness.

"Albert has asked me to marry him, Jackie, and with your permission, I will accept," is how Mother said it just this morning. Wham. News given with orange juice. Then Mother just sat there across from her, forearm curved around her coffee cup, looking like she always does in the morning on her way to work, with her makeup fresh, her hair brushed back and up, and the familiar little lines near her eyes and mouth that came during the long-ago trouble-time with Daddy; the bad time when Jackie's stomach always ached and Mother's face tightened and toughened. Then, after Daddy went away to California, the toughness and tightness went away, too, but the lines stayed in Mother's face. Scars, sort of.

"My permission? I'll say ... wow. I don't know what to say. You know how much I want him, Mother. I mean, Albert wants us, doesn't he? Me, too. I mean? Like, it's not just a wife he's getting, but a daughter, too, and he wants that?" But Mother is laughing and nodding and crying a little, and what felt like little balls inside Jackie's chest start hitting off her ribs and bouncing higher and higher.

Hugs. Then...a few tears. Laughter. "You'll be late! Hurry, hurry... here's your coat... got your homework?...We'll talk tonight...Have a good day."

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Jackie is out the door and off to school, telling herself her mother's happy news, telling herself how everything will be now that the often-rehearsed words are true. Now that the dream is real. The dream that's been playing in her mind so long that every word, every turn of events is familiar to her, and as surely as fairy tales begin with "Once upon a time," Jackie's dream begins with her mother saying, "I'm going to marry Albert." From that point, Jackie knows just how it will be.

She goes to school in the dream, just as always, but everyone knows right away, before she even says a word, that something is different. She has this special glow. She just smiles and lets them all wonder for a while. And then she tells them, tells everyone, that Jackie Frolich won't be around much longer because her mother is going to marry Albert Marks and that means Winston Heights instead of Hauser Street. And Winston Heights, as no one needs to be told, means a long low house of brick and glass with shoulders of lawn all around. When you look up and down the street you see houses everywhere, and no delicatessens and laundromats and gas stations in between them, either. Winston Heights means a high school that looks like a southern mansion instead of a factory. Telling everyone she knows--yes, that is the sweet part.

"Oh, Mr. Spengler," she says to the principal, "I won't be walking by your office many more times. And so long to you, too, Mrs. Lanz, snooty-little-glasses-on-the-end-of-your-nose secretary!" She tells the news to frustrated Miss Ruple, the vice principal, who asks the nosy questions about what she hears from her father and does her mother work full-time? She tells Mr. Perske in first period, who's always yelling for everyone to shut up so he can take attendance. And she tells Mrs. Fellows in Spanish that she is transferring to Winston Heights High before the midterm exam, and won't those words taste sweet? Good-bye Ms. Davis and your sweaty gym, and Mr. Luscombe, the king of the computer lab. She tells the popularity queens and the football jocks who never asked her to dances, and when they hear she is going to Winston Heights they'll be sorry they never paid attention to little Jackie. Wow, if she's good enough for Winston Heights, she must have something that we missed! Dude, we must have been wrong about her!

She even walks around South High in her dream, not saying anything to the school, of course, but sort of feeling a good-bye for it. No more walking through halls that look like catacombs--walls covered almost to the ceiling with dull green lockers (who could ever invent that color green?), and lights way up high with those great gloomy globes. And the smell! South High has a smell all its own--like the inside of an old boot, Jackie thinks. Except at noon maybe, when the smell of lunch cooking seeps up from the cafeteria in the basement. Vegetable soup and grilled cheese. It all blends in with the

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old boot smell and the chalk dust in the air and the new-book and old-book smells and the scent of the janitor's disinfectant. She wonders about Winston Heights High ... probably smells like grass--fresh;...steak in the cafeteria...flowers in the locker room.

So that's the dream--the way she has always felt it would be. But now that the opening sentence is written--Mother is going to marry Albert--she can't make the rest of the story behave. All the way to school in the morning she tells herself how it will be, but when she goes in the front door of South High and turns left, she goes right past the principal's office. Mrs. Lanz is already at her computer, glasses way down on the tip of her nose, but Jackie doesn't say anything. She thinks about going in and having Mrs. Lanz look up her card in the file and mark it "transfer." ("Yes, Winston Heights High, Mrs. Lanz. My new address will be...") But she doesn't do it. First period comes. She takes her seat behind Roger McDermott's Lucky Brand tee shirt. Mr. Perske is up front as usual shuffling through the papers on his desk so furiously that he seems to be messing them up rather than putting them in order. "All right now," he yells, "I want this room quiet so I can call the roll. Silence back there, Perrin. Okay, now. Ackerman? Bucholz?"

"Guess what? I've finally saved enough to by that CD I wanted. I'm going to Musicland after school. You want to come?" her friend asks. And Jackie just shakes her head. She doesn't say no, I've got to hurry home because we've had some pretty terrific news. She doesn't even smile in an I've-got-a-secret way. She just sits there twiddling her pencil and waiting for Perske to yell "Frolich" so she can say "here." Same as yesterday. Same as the day before that.

Mr. Perske finishes the attendance. The morning news is broadcast over the school's television system. Mr. Spengler mentions something about "proceedings" in the parking lot and the cheerleaders announced the sale of pennants and pom poms for spirit week in the usual bubbly enthusiastic way. The bell rings. Jackie is carried along with the others hurrying from first period. She has said nothing, so no one eyes her with new respect. She wonders why she hasn't spoken.

And it goes like this all day. Algebra gives up to Spanish; Mr. Milton turns into Mrs. Fellows; homework is passed forward; new assignments are copied into scruffy spirals. "Maybe I won't have to do this," Jackie thinks, writing that pages 235-248 are due on Thursday. "I'll be gone soon; therefore, this will be meaningless." But she goes on writing anyway, and squints at the board, of all the stupid things, to be sure she's got it right. And all the time she keeps turning the special words over in her mind--Mother is going to marry Albert--imagining herself saying them. Imagining, of all things! She can't figure out why she doesn't just blurt it out.

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Even at lunch, eating salad from the salad bar and frozen yogurt from the yogurt machine with Judy Riccatelli and Marlene Greenwall, she doesn't tell them what is spinning in her head. They talk of Marlene's new job at the mall and agree that it is the best shop in the mall. They discuss what kind of shoes Judy should buy and decide that plain ones would probably go with her outfit. And all the time Jackie is thinking, "I'll be leaving soon. Next month you probably won't be eating lunch with me at this table, because I'll be in Winston Heights High where they surely won't serve anything as boring as a salad bar."

All day it goes like this. Jackie moves mechanically. Then last period, trotting around the gym wearing a red bib which means she is on Sally Niller's team, and waving her arms trying to prevent the yellow bibs, Janet Walsh's team, from scoring a basket, Jackie gets fed up.

"I'm moving," she tells Rosamond Schindler, as they strip out of their gym clothes in the locker room. Rosamond Schindler is a tall, long-nosed, sad girl whom Jackie hardly knows and to whom she has probably never said a word before. "My mother is marrying this guy named Albert Marks, and we are moving to Winston Heights." The words spoken, sounded flat--not at all the way she imagined they'd sound. She is disappointed. And Rosamond Schindler, which just goes to show you how dull she really is, says, "Yeah? I knew a girl who went there once. She said everyone at Winston Heights is stuck-up!" Rosamond Schindler! Jackie berates herself as she tugs on her sweat shirt. Of all people to tell--Rosamond Schindler!

So she walks home--down South Avenue to Albemarle, crosses over to Telegraph and keeps walking, and as she goes she thinks, "Mother is going to marry Albert." It sure is funny. She was so certain of how things would happen. She wonders now about Winston Heights. Would the kids really be stuck-up? What if Rosamond Schindler is right? Suppose it is worse than South High? She expects too much, maybe.

Then in front of the 7-11 on the corner of Telegraph and 40th, a piece of paper whooshes along the sidewalk and blows flat against her ankles. It is one of those coarse yellow tablet papers with blue lines, and Jackie knows right away it is some kid's spelling or handwriting paper. Instantly she is back in Ms. Cobb's room concentrating over such a piece of yellow paper, pressing down hard with her fat pencil. Jackie picks up the paper, and sure enough, there is the printing--big and effortful and familiar. And then she sees the paper's owner. Over at the gum machine in front of the 7-11, a little girl is crouching. Her books and papers are plunked right down on the sidewalk beside her, and she doesn't see that something has been tugged loose

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and blown away. Maybe it's the familiarity of the school paper, or maybe it's the way the child looks, but Jackie identifies with the little girl.

Jackie carries the spelling paper over and speaks, "I think you lost this." The child looks up gravely and accepts the paper which she stuffs inside her book bag. "Thank you." While Jackie watches, the little girl jiggles a quarter into the gum machine's slot and grinds the handle efficiently. Three white gumballs rattle down. The girl retrieves them, pops them into her mouth, and fits another quarter in the groove. The kid seems to feel the need of an explanation, so, chomping the wad of gum, she tells Jackie, "I'm trying for one of those rings."

The globe of the machine, Jackie sees, is rainbowed with gum and tumbled between the bright gum-marbles in an opulent jumble are rings of emeralds, rubies, opals, sapphires, diamonds, and pearls. Undreamed-of wealth, yours for a twist and a lucky quarter. Again Jackie remembers how it is, and she loves this girl--this little Jackie.

Yellow, blue, and red beads of gum travel down the chute and the girl accepts them philosophically, adding them to the wad in her mouth. "I have four quarters today," she explains, chewing her gum, and resolutely fits another coin into the slot. "I've been working all week to get one of these rings."

Jackie privately believes that all the rings in the machine are lined up around the glass and the middle, and what drops down is solid gum. "It's a loaded game, kid," Jackie says. But the child goes right ahead and lifts the lip, and there, right beside the blue gumball, is a ring with a green stone. For a second both Jackie and the girl are too stunned to believe.

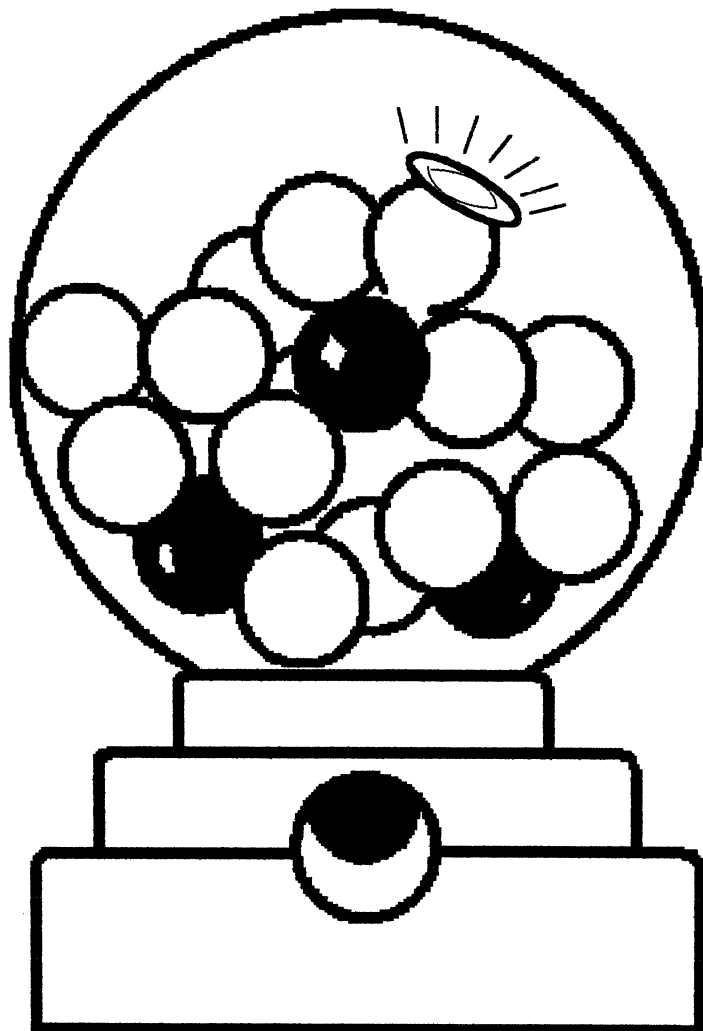
"Hey," the child says wonderingly. The miracle melts in a moment, though, and she efficiently adds the gum to the mass in her jaw and slips the ring on her finger. Jackie likes the way the girl's fingers look--bitten, sort of. Jackie can practically see the girl chewing all around her nails while the teacher thwacks away with a pointer at the map pulled down behind the desk or while some boy sounds out words in his reader. Jackie loves the fingers, red and blunt-ended. With the child, she admires the ring. The little girl holds her hand out, and Jackie remembers the way one of those gumball-machine rings feels on your finger, the way the adjustable band cuts into your flesh just a little. You wear the ring around for maybe a day, and then you leave it in the soap dish or in your bureau drawer, and forget about it until one day, weeks later, you find it again and wonder why you ever wanted it so badly.

"It doesn't shine on my hand the way it did in my head," the child says. She is talking to herself, not to Jackie--the words sort of murmur out. She feels cheated, maybe let

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down. Having the dream was better than having the ring. Jackie stands close to the little girl--the once Jackie. But then the child recovers and shrugs, jaded at the age of seven or eight or whatever she is. She juggles her untidy pile of books and papers against her thin body and dashes off.

Jackie, standing beside the gum machine, watches the child run and feels curiously that something has become clear for her--she feels the way she does when a geometry theorem is made plain. Dreams are so wonderful before they come true. You can create a perfect ending; you can make yourself the hero, the envied one, the wearer of the emerald ring. Reality is much more stubborn stuff. "No, that ring doesn't shine on your hand, little girl, the way it did in your head," thought Jackie as she turned homeward. "But I guess nothing ever can."



Name _____ Period _____ Date _____

THE GUM MACHINE

1. How did Jackie feel about her mother's marriage to Albert? How could you tell?

2. What apprehensions did she have about this marriage?

3. Was Jackie suffering from some of the stages of loss? Which ones? Cite an example for each.

4. Why wouldn't Jackie tell any of her friends that her mom was getting married?

5. Why did she tell Rosamond Schindler?

6. What did the little girl mean by: "It doesn't shine on my hand like it did in my head?"

How would this statement apply to Jackie?

7. What are some problems that teenagers might face when one or both of their parents remarry?

8. Pretend you are a family counselor. What advice could you give to Jackie?

9. What did Jackie mean by, "Dreams are so wonderful before they come true?"

THE SWEATER

by Chris Moore

When I was in high school, I sat in front of a girl named Linda in my math class who was very shy and quiet. I noticed that wherever she went, and no matter what the weather was, she always wore a sweater. If she wasn't wearing the sweater, she had it draped over her right arm.

One day as I was passing my work back for her to check, I noticed that her right hand looked a little strange. It looked fake. It startled me. She had a gold bracelet that she wore at the wrist. I turned around quickly. I felt unsure of what to do. The experience stuck with me for quite some time.

I began to do some investigating. I learned that Linda loved to water ski and discovered that during the previous summer she had vacationed with her family at a lake. One day when it was her turn to water ski she wrapped the rope around her wrist for extra security. As she was skiing, a boat cut through her ski line and got tangled. It pulled Linda's rope so hard that her hand was pulled out of the socket and pulled off. They had tried to find her hand to save it, but to no avail.

The doctors had made a prosthesis for Linda that was non-functioning and only cosmetic in appearance. She wore a mesh glove with a gold bracelet where it was joined to her arm to give it a more realistic appearance.

The experience was so traumatic for Linda that her personality changed. She had been very outgoing, but became introverted and kept to herself. She was very self-conscious and felt as if everyone was looking at her. She would break into tears if anyone glanced at her hand. That was why she always wore or carried a sweater--to cover her hand.

THE CHALLENGING TIMES CHALLENGE GAME DIRECTIONS

Purpose: To have students analyze how happy events can be challenging times.

Directions: For this game you will need:

- a trash can with a liner in it
- a small basketball or ball
- a score keeper
- masking tape
- treats for winning team

The trash can is placed at the front of the room. It becomes the basketball net for the game. Clear a path to the trash can by dividing the desks in the middle with enough room so that a student can stand and shoot to the basket. One side of the room will be Team 1 and the other Team 2. Have the students pick names for their teams. The score keeper will write them on the board.

Make 3 shooting lines starting about 10 feet from the basket by placing a masking tape line on the floor. Make another line 2 feet back from the first mark and another 2 feet back from the second one. These will become the 1-point, 2-point, and 3-point shot lines.

The players are allowed to pick a 1-point, 2-point, or 3-point question. Using the question sheet provided (pages V-A-28 through V-A-30), the teacher will ask the question. If the student answers correctly, he/she stands at the appropriate mark and shoots. If the shot is made, that team gets the point. It is recorded by the score keeper under the correct team name on the board. If the shot is missed, no points are received. The team with the most points wins the treat at the end of the game.

If the student does not know an answer, the same question is asked to an opposing team member. The teacher can decide which student will answer the question. Start at the top of a seating row and have each student take a turn or students can be asked in alphabetical order, or by raising their hands. The teacher should make sure that all students get a chance to answer a question. Playing this game may be challenging for some students!

Note: The teacher can add additional questions as needed to play the game.

**THE CHALLENGING TIMES CHALLENGE
GAME QUESTIONS - PAGE 1**

1-Point Questions:

1. Name one thing that is stressful about a first date.
(How to act, what to do, etc.)
2. Name one thing about planning a party that would be a challenge.
(Deciding who to invite.)
3. What is one thing about trying out for the school play that would be stressful?
(Getting up in front of a group.)
4. What should you do if you spill something on yourself while on a date?
(Asked to be excused to go to the restroom.)
5. Name one thing that would be stressful about trying out for a team.
(Practicing, making shots, etc.)
6. Define a challenging time.
(A turning point, a decisive moment, an unstable or crucial time or state of affairs when the outcome will make a decisive difference for better or worse.)
7. Why are happy times considered challenging times?
(Because any change, positive or negative, causes stress.)
8. _____
(_____)
9. _____
(_____)
10. _____
(_____)
11. _____
(_____)
12. _____
(_____)

**THE CHALLENGING TIMES CHALLENGE
GAME QUESTIONS - PAGE 2**

2-Point Questions:

1. Name two happy events that would be considered a challenge.
(Weddings, first dates, passing tests, vacations, new jobs, trying out, reunions, etc.)
2. What are two things that are stressful about a first date?
(What to wear; how to make conversation, etc.)
3. Give two reasons why passing a test would be stressful.
(Waiting for the results of the test; trying to keep high marks in the class; studying for the test, etc.)
4. Name two things that would be challenging about taking a vacation.
(Not fighting with family members; having enough money; etc.)
5. What two things would be stressful about getting a new job?
(Interviewing for the job; not knowing what to do on the first day; etc.)
6. How would winning an award offer a challenge?
(Trying to compete with yourself and others to achieve higher goals to prove you are worthy of the award given.)
7. How would being a friend offer a challenge?
(Soothing hurt feelings; spending time with the friend; etc.)
8. _____
(_____)
9. _____
(_____)
10. _____
(_____)
11. _____
(_____)
12. _____
(_____)

**THE CHALLENGING TIMES CHALLENGE
GAME QUESTIONS - PAGE 3**

3-Point Questions:

1. Name 3 things that would be stressful about getting a driver's license.
(The thought of failing the test; studying for the test; having to demonstrate your skill at the wheel; etc.)
2. What 3 things about a new baby in the family could be a challenge?
(Change in life patterns; having someone else to care for; change in sleeping habits; making room for another person in the home, etc.)
3. What 3 challenges could a family reunion offer?
(Location; food to serve; inviting people you don't get along with; having enough chairs and tables; etc.)
4. What 3 challenges would a wedding offer?
(Expenses; planning; decisions; preparations; a sibling moving out of the house or someone new moving into the house; visiting relatives; etc.)
5. Name 3 things that would be stressful about moving into a new home.
(A change in lifestyle and habits; change in friends; change in school; etc.)
6. What 3 things would be a challenge about going to a new school?
(New teachers; not knowing your way around school; not knowing anyone.)
7. What 3 challenges would come from a relative or another person moving into your home for a long period of time?
(Making room for another member in your home; more chores; someone new with different habits living with you; being disciplined by another person.)
8. _____
(_____)
9. _____
(_____)
10. _____
(_____)
11. _____
(_____)

TEACHER BACKGROUND INFORMATION
THE CHALLENGES OF LOSS
(STAGES OF LOSS)

Loss comes to us all. When the word loss is placed before us, the first word to pop into our minds is probably "death." Certainly death is the ultimate loss, but there are other losses in our lives that have similar impacts. Some of these are moving, divorce, loss of job, loss of boyfriend/girlfriend, failing a test, getting an "F", loss of a best friend, an accident, loss of freedom (jail), and a host of others.

When a person is confronted with a loss, he/she experiences certain stages while going through the process of dealing with that loss.

These stages are:

1) denial, 2) anger, 3) bargaining, 4) depression, and 5) acceptance.

Denial is the first stage after a person is confronted with the loss. For a minute, think about a serious injury that you had. Did you feel this injury at first? Many people who lose fingers, etc., say that at first they couldn't feel the injury. This is because the body allows one to get help. When we face a loss that affects us mentally, our brain does the same thing. The denial stage does the following things for the body:

- a. Functions as a buffer after unexpected shocking news.
- b. Allows the victim time to collect himself/herself.
- c. Mobilizes other less radical defenses.
- d. Serves as a temporary defense and will soon be replaced by partial acceptance.

Anger is the second stage of loss when denial cannot be maintained any longer. This stage is difficult to cope with because anger is dispersed in all directions. The person may be angry at anything and everything. An understanding of this will help family members deal with this stage.

Bargaining is the third stage of loss. It usually lasts only a brief period of time. Bargaining is a reaction that could include any or all of the following:

- a. Striving for an agreement which may postpone the inevitable.
- b. Making agreements with God, doctor, parents, teachers, friends, etc., which are kept secret.
- c. Making agreements with a person who is knowledgeable or powerful enough to influence or change the situation.

TEACHER BACKGROUND INFORMATION
THE CHALLENGES OF LOSS - Page 2
(STAGES OF LOSS)

Depression is the fourth stage of loss. Depression is usually experienced during loss due to:

- a. Changes or losses experienced (e.g., changes in finances, change in operations, loss of job, loss of possessions, change of lifestyle, loss of femininity or masculinity, loss of security, loss of beauty or handsomeness, or loss of partner)
- b. Impending loss or confrontation with death.

Depression is both necessary and beneficial for the individual to be able to accept the situation and live in peace. Only persons who have been able to work through their anguish are able to advance to the acceptance stage.

Acceptance is the fifth stage of loss and comes when the person has had enough time to work through the other stages. Some characteristics of acceptance are:

- a. Being devoid of feelings (i.e., worked through overwhelming emotions.)
- b. Having a feeling that the struggle is over.
- c. Accepting one's fate.

These five stages are known as defense mechanisms. They are tactics used by the body to help us cope with very serious situations. We can experience all, part, or several at the same time, depending upon the situation. They are all healthy and a necessary part of the process of coping with loss.



TEACHER BACKGROUND INFORMATION
THE CHALLENGES OF LOSS - Page 2
(STAGES OF LOSS)

Depression is the fourth stage of loss. Depression is usually experienced during loss due to:

- a. Changes or losses experienced (e.g., changes in finances, change in operations, loss of job, loss of possessions, change of lifestyle, loss of femininity or masculinity, loss of security, loss of beauty or handsomeness, or loss of partner)
- b. Impending loss or confrontation with death.

Depression is both necessary and beneficial for the individual to be able to accept the situation and live in peace. Only persons who have been able to work through their anguish are able to advance to the acceptance stage.

Acceptance is the fifth stage of loss and comes when the person has had enough time to work through the other stages. Some characteristics of acceptance are:

- a. Being devoid of feelings. (i.e., worked through overwhelming emotions)
- b. Having a feeling that the struggle is over.
- c. Accepting one's fate.

These five stages are known as **defense mechanisms**. They are tactics used by the body to help us cope with very serious situations. We can experience all, part, or several at the same time, depending upon the situation. They are all healthy and a necessary part of the process of coping with loss.



**STAGE 1:
DENIAL**



TOTALLY
STRESSED
OUT

THANK
YOU

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Jim Berry



STAGE 3: BARGAINING

STAGE 4: DEPRESSION



STAGE 5: ACCEPTANCE



Name _____ Period _____ Date _____

THE CHALLENGES OF LOSS

Directions: Using the information presented by the teacher as a guide, place the correct answer in the blanks provided.

1. Loss comes to _____.
2. Some kinds of losses that individuals may suffer are:

3. The **five stages** of dealing with loss are: a. _____
b. _____ c. _____
d. _____ e. _____
4. The **denial** stage does the following things for the body:
a. _____
b. _____
c. _____
d. _____
5. Why is the **anger** stage so difficult to handle?

6. The **bargaining** stage is a reaction that could include:
a. _____
b. _____
c. _____

THE CHALLENGES OF LOSS - Page 2

7. The **depression** stage can be experienced due to:
- a. _____
- b. _____
8. Why is depression necessary and beneficial?
- _____
- _____
9. The **acceptance** stage can be characterized by:
- a. _____
- b. _____
- c. _____
10. These five stages are known as _____
11. Defense mechanisms are a _____ and a _____
- part of the process of coping with loss.
12. Briefly describe a challenge of loss that you have experienced recently.
- _____
- _____
13. Can you identify some of the stages of loss that you experienced? _____
- Which ones can you identify the easiest?
- _____
- _____
- _____
14. How did you handle each stage?
- _____
- _____

Name _____ Period _____ Date _____

THE CHALLENGES OF LOSS TEACHER KEY

Directions: Using the information presented by the teacher as a guide, place the correct answer in the blanks provided.

1. Loss comes to US ALL.
2. Some kinds of losses that individuals may suffer are:

<u>DEATH</u>	<u>FAILURE</u>
<u>MOVING</u>	<u>EMPLOYMENT</u>
<u>DIVORCE</u>	<u>FREEDOM</u>
3. The five stages of dealing with loss are: a. DENIAL
b. ANGER c. BARGAINING
d. DEPRESSION e. ACCEPTANCE
4. The denial stage does the following things for the body:
a. FUNCTIONS AS A BUFFER AFTER UNEXPECTED SHOCKING NEWS
b. ALLOWS THE VICTIM TIME TO COLLECT HIMSELF/HERSELF
c. MOBILIZES OTHER LESS RADICAL DEFENSES
d. SERVES AS A TEMPORARY DEFENSE
5. Why is the anger stage so difficult to handle?
BECAUSE IT IS DISPERSED IN ALL DIRECTIONS AT ANYTHING AND
EVERYTHING
6. The bargaining stage is a reaction that could include:
a. STRIVING F/AN AGREEMENT WHICH MAY POSTPONE THE INEVITABLE
b. MAKING AGREEMENTS WITH OTHERS AND KEPT A SECRET
c. MAKING AGREEMENTS WITH SOMEONE TO CHANGE THE SITUATION

THE CHALLENGES OF LOSS - Page 2

7. The **depression** stage can be experienced due to:
- a. CHANGES OR LOSSES EXPERIENCED
 - b. IMPENDING LOSS OR CONFRONTATION WITH DEATH
8. Why is depression necessary and beneficial?
- THE INDIVIDUAL NEEDS TO BE ABLE TO ACCEPT THE SITUATION
AND LIVE IN PEACE
9. The **acceptance** stage can be characterized by:
- a. BEING DEVOID OF FEELINGS
 - b. FEELING THAT THE STRUGGLE IS OVER
 - c. ACCEPTING ONE'S FATE
10. These five stages are known as DEFENSE MECHANISMS
11. Defense mechanisms are a HEALTHY and a NECESSARY part of the process of coping with loss.
12. Briefly describe a challenge of loss that you have experienced recently.
- _____
- _____
13. Can you identify some of the stages of loss that you experienced? _____
- Which ones can you identify the easiest?
- _____
- _____
- _____
14. How did you handle each stage?
- _____
- _____
- _____

Name _____ Period _____ Date _____

DEALING WITH LOSS

Directions: Read this story and underline examples of denial, placing a "D" in the margin next to the sentence. Repeat the process using an "A" for anger, "B" for bargaining, "Dep" for depression, and "Acc" for acceptance.

"He just called me into the shop and said, 'You're fired!' I was so shocked. I remember saying, 'What fire? Is something burning?' It wasn't real. I kept thinking that he couldn't be talking to me--it must be one of the other mechanics. In fact, I said, 'You must be mistaken, Mr. Allen. I couldn't be fired. I have a wife and two kids and a new baby on the way. I need this job and I'm good at it.' He kept right on talking about how he was sorry to do it and all. Somehow I stumbled home. As I told my wife I found myself shaking. I thought, 'I don't deserve this.' I started yelling about how if I ever got my hand on the jerk responsible, I'd wrap a tire iron around his neck. I couldn't even talk to my buddies at work. I hated them for still having their jobs. I prayed. I asked God if he would only let me keep this job until after the baby was born I'd quit going out with the boys on Friday nights. I called Mr. Allen and said I'd work overtime if he'd take me back. But it was no go. I was without a job. For weeks I sat in the house with the shades pulled down. I couldn't even look at the 'Help Wanted' ads. My old buddies called up and I didn't want to see or talk to them. I must have lost fifteen pounds. I watched TV with the sound turned off. I was turned off. One day it hit me--I had indeed been fired and there was nothing left to do but look for another job and get on with my life."

.....Source Unknown

Name _____ Period _____ Date _____

REACTING TO LOSS

Directions: For each of the situations below, analyze how the stages of loss would be exhibited by writing what each individual might do or say in each particular stage.

Jared's family has just informed him that they are moving to another state. Jared does not want to move.	Andrea's boyfriend of one year has just told her that he thinks it's better if they date others.
Denial:	Denial:
Anger:	Anger:
Bargaining:	Bargaining:
Depression:	Depression:
Acceptance:	Acceptance:

Sarah discovered that she has a terminal illness and is given about six months to live.	Ian was not expecting the "F" that he received in Mr. Huntington's class.
Denial:	Denial:
Anger:	Anger:
Bargaining:	Bargaining:
Depression:	Depression:
Acceptance:	Acceptance:

REACTING TO LOSS - TEACHER KEY

Jared's family has just informed him that they are moving to another state. Jared does not want to move.	Andrea's boyfriend of one year has just told her that he thinks it's better if they date others.
Denial: <i>You must be kidding! Is this some kind of joke?</i>	Denial: <i>At first I thought he was kidding. I just couldn't believe it.</i>
Anger: <i>I'm not going with you! I'm going to stay at one of my friend's house. I'll stay with grandma!!</i>	Anger: <i>I was so mad. He was a jerk anyway. I was the one who always did things for him. He never did anything for me.</i>
Bargaining: <i>I promise that I will do better in school if we don't go. I'll do all of my chores without complaining!</i>	Bargaining: <i>I'll go to him and tell him that I will do anything if he will take me back! I'll buy him that coat that he wanted.</i>
Depression: <i>I didn't feel like eating. Who cares anyway?</i>	Depression: <i>I couldn't sleep and would eat everything in sight. Everytime I would hear our favorite song, I would cry.</i>
Acceptance: <i>Maybe it won't be so bad. Dad said that they have great skiing there!</i>	Acceptance: <i>There are other fish in the sea. I have got to get on with my life.</i>

Sarah was told she has a terminal illness and is given about six months to live.	Ian was not expecting the "F" that he received in Mr. Huntington's class.
Denial: <i>I didn't believe my doctor and made an appointment for another doctor to give me a second opinion.</i>	Denial: <i>I can't believe this! This is a mistake!</i>
Anger: <i>Why now? I am so young and have my whole life ahead of me. How could this happen to me? I am a good person.</i>	Anger: <i>That stupid Mr. Huntington. He never liked me anyway. It is all his fault.</i>
Bargaining: <i>Doctor, if you will save my life, I will donate money to your research project. I will promise God that I will go to church every Sunday!</i>	Bargaining: <i>I will promise Mr. Huntington that if he will change my grade, I will work twice as hard next term.</i>
Depression: <i>Negative thoughts kept playing over and over again in my mind. I had a hard time concentrating.</i>	Depression: <i>I couldn't even feel better if I played my favorite tape.</i>
Acceptance: <i>I came to the conclusion that the best thing I could do was enjoy every day I had left to live. I needed to spend my time doing things I loved doing.</i>	Acceptance: <i>I just have to study harder and try to turn my assignments in on time.</i>

CHILDREN'S BOOK REVIEW
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Death_____

1. The Dead Bird, Margaret Wise Brown, New York: Young Scott Books, 1950.
2. Nana Upstairs and Nana Downstairs, Tomie DePaolo, New York: Putnam, 1973.
3. Scat, Arnold Dobrin, New York: Four Winds Press, 1971.
4. My Grandpa Died Today, Joan Fassler, New York: Behavioral Publications, 1971.
5. Why Did He Die?, Audrey Harris, Minneapolis: Lerner Publications Co., 1965.
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7. Annie And The Old One, Miska Miles, Boston: Little, Brown, 1971.
8. About Dying: An Open Book for Parents and Children Together, Sara B. Stein, New York: Walker and Company, 1974.
9. The Tenth Good Thing About Barney, Judith Viorst, New York: Antheneum, 1971.
10. Growing Time, Sandol S. Warburg, Boston: Goughton Mifflin Co., 1969.
11. My Grandson, Lew, Charlotte Zolotow, New York: Harper, 1974.

Terminal Illness_____

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A workbook for children who love someone with AIDS.

Moving_____

1. Superfudge, Judy Blume, Dell, \$3.50, ISBN-0-440-48433-2.

CHILDREN'S BOOK REVIEW
Bibliography - Page 2

Divorce/Remarriage_____

1. Dinosaurs' Divorce, Laurene Krasny Brown and Marc Brown. Little Brown and Company. \$5.95 ISBN-0-316-10996-7.
2. The Boys and Girls Book About Divorce, Bantam Books, \$4.99 ISBN-0553-27619-0.
3. Sarah Plain and Tall, Patricia MacLachlan, Harper Trophy, \$3.50, ISBN 0-06-440205-3.

Adoption/Orphan_____

1. A Forever Family, Roslyn Banish, Harper Trophy, \$4.95 ISBN 0-06-446116-5.
A child's story about adoption.
2. Why Was I Adopted? Carole Livingston, Carole Publishing Group, \$8.95 ISBN-0-8184-0400-0.
3. The Secret Garden, Frances Burnett, Harper, \$3.50 ISBN 0-06-440188-X.
4. Pollyanna, Eleanor H. Porter, Puffin Classics, \$2.25, ISBN 0-14--03502303.
5. The Face on the Milk Carton, Caroline B. Cooney, \$3.99, Bantam Books ISBN-0-553-28958-6.
6. Island of the Blue Dolphins, Scott O'Dell, Dell Publishing, \$3.50 ISBN 0-440-43988-4.

Loss of Job_____

1. When A Parent Loses A Job, Delta, \$7.95, ISBN-0385-30931-7.
A workbook about parents' job loss.

A New Baby At Home_____

1. The New Baby At Your Home, Hella Hammid, Mulberry Books, \$5.95 ISBN 0-688-07418-9.

Name _____ Period _____ Date _____

CHILDREN'S BOOK REVIEW

Directions: Read at least one children's book depicting the subject of loss (divorce, loss of a pet, moving, death of a parent or grandparent, etc.). Fill out the book review form below. If possible, bring the book to class and report.

<i>Author, title, publisher, and date published</i>	<i>Age, grade group of child who would like this book</i>	<i>This book is about...</i>	<i>This book would be good for a child who...</i>

Describe how this(these) book(s) might help a child deal with loss:

Name _____ Period _____ Date _____

PERSONAL REVIEW OR INTERVIEW

1. Who did you review or interview?

2. What challenge did this individual face?

3. How did the individual handle the situation in a positive manner?

4. What was the outcome?

5. What other alternatives did the person have?

6. Why was this a good choice?

7. What were some of the comments this person made?

8. What impressed you the most about this person?

TEACHER BACKGROUND INFORMATION THE CRISIS TECHNIQUE

The Crisis Technique is a positive way of managing a challenging time and can be used whenever anyone is faced with a crisis. It has four steps:

Step 1. Acknowledge your feelings. Identify them. Allow yourself to feel them. Put them in writing.

Do you feel angry, hurt, embarrassed, sad, depressed? These feelings are your body's way of telling you that you have been through something traumatic. Emotions are internal indicators of how you are feeling. Sometimes people think it isn't good to feel emotions, but quite the contrary is true--this means that your body is functioning normally. The problem arises when you allow the emotion to control you instead of you controlling the emotion. This becomes overwhelming and can make you feel frightened.

If you can identify your feelings, that is the first step in getting a handle on the emotion. For example, if you broke up with your boyfriend or girlfriend and you are feeling down, ask yourself, "What am I feeling?" As you think through it, you may realize, "I am depressed. It is normal to feel that way because I had an emotional investment in this person. I have just experienced a loss. Depression is one of the stages of loss. I will allow myself to experience it for a while and then I will get on with my life."

Sometimes writing down what you are feeling can help you to feel better about things and be more objective.

Step 2 Stand back. Imagine you are another person looking at your situation. Are your feelings realistic for the situation?

"I am worthless. I will never find another boy/girlfriend. I'll never find any friends at my new school." Are these kind of feelings a realistic way to look at a situation?

Step 3 Engage in activities you enjoy doing. Make a mental note of the ones that help you feel better.

Studies have indicated that activity reduces depression. Walking, jogging, exercising, playing tennis or basketball, riding a bicycle, and hiking are all good activities. Getting out into the fresh air does wonders for the emotions.

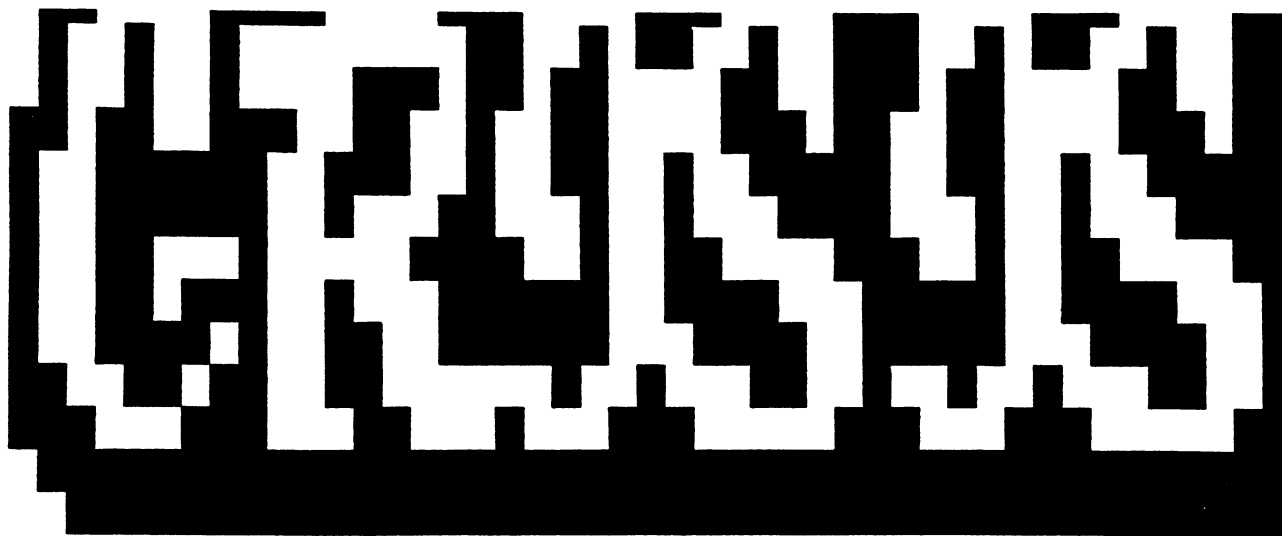
**TEACHER BACKGROUND INFORMATION
THE CRISIS TECHNIQUE - Page 2**

Talking to a trusted friend or parent, writing in a journal, or even a loving pet can help get you through a crisis.

If you listen to music, take caution that the music doesn't dwell on depressing things or isn't something that brings you down. The music or song should be uplifting and help you feel better.

Step 4 Brainstorm solutions to your situation. List all alternatives in writing. Choose one to try.

This step is very helpful, especially if you write out your list of the alternatives. The physical act of writing demonstrates that you have power to manage the challenging time that you are experiencing.



STEP 1

**ACKNOWLEDGE YOUR
FEELINGS.**

IDENTIFY THEM.

**ALLOW YOURSELF TO
FEEL THEM.**

WRITE THEM DOWN.

STEP 2

**STAND BACK.
IMAGINE YOU ARE
ANOTHER PERSON
LOOKING AT YOUR
SITUATION.
ARE YOUR FEELINGS
REALISTIC FOR THE
SITUATION?**

STEP 3

**ENGAGE IN ACTIVITIES
YOU ENJOY DOING.
MAKE A MENTAL NOTE
OF THE ONES THAT HELP
YOU FEEL BETTER.**

STEP 4

**BRAINSTORM
SOLUTIONS TO YOUR
SITUATION.
LIST ALL
ALTERNATIVES.
CHOOSE ONE TO TRY.**

Name _____ Period _____ Date _____

THE CRISIS TECHNIQUE

Directions: From the class presentation and discussion, answer the questions below.

1. The Crisis Technique is _____

2. When can the Crisis Technique be used? _____

3. The first step is: _____

4. The second step is: _____

5. The third step is: _____

6. The fourth step is: _____

7. If you were cut from a football team because you were too short, what other options would be available to you?

8. If you just broke up with a boy/girlfriend, what could you do to help yourself feel better?

9. If your parents are separating or getting a divorce, what are some things that you can do to help ease the stress at home?

10. If you failed a test, what needs to happen to make the outcome different next time?

11. If you are moving, what can you do in the new location to help you adjust to the new area?

12. If your parent lost a job, what can you do to help with the situation at home?

THE CRISIS TECHNIQUE TEACHER KEY

Directions: From the class presentation and discussion, answer the questions below.

1. The Crisis Technique is _____ A POSITIVE WAY OF MANAGING
_____ CHALLENGING TIMES
2. When can the Crisis Technique be used? _____
_____ WHENEVER YOU ARE FACED WITH A CRISIS
3. The first step is: _____ ACKNOWLEDGE YOUR FEELINGS. IDENTIFY THEM.
_____ ALLOW YOURSELF TO FEEL THEM. WRITE THEM DOWN.
4. The second step is: _____ STAND BACK. IMAGINE THAT YOU ARE ANOTHER
_____ PERSON LOOKING AT YOUR SITUATION. ARE YOUR FEELINGS
_____ REALISTIC FOR THE SITUATION?
5. The third step is: _____ ENGAGE IN ACTIVITIES YOU ENJOY DOING
_____ MAKE A MENTAL NOTE OF THE ONES THAT HELP YOU FEEL BETTER
6. The fourth step is: _____ BRAINSTORM SOLUTIONS TO YOUR SITUATION
_____ CHOOSE AN ALTERNATIVE TO TRY.
7. If you were cut from a football team because you were too short, what other options would be available to you?

8. If you just broke up with a boy/girlfriend, what could you do to help yourself feel better?

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10. If you failed a test, what needs to happen to make the outcome different next time?

11. If you are moving, what can you do in the new location to help you adjust to the new area?

12. If your parent lost a job, what can you do to help with the situation at home?

Name _____ Period _____ Date _____

PUTTING THE CRISIS TECHNIQUE TO WORK

Directions: For each of the situations below, use the steps in the Crisis Technique to offer ways for the individual to manage the crisis.

Lisa and Paul

Lisa and Paul have gone together for one year. Paul told Lisa that he wasn't going to take her to John's party because he wanted to take someone else. He felt that it was time they started seeing other people. This devastated Lisa. She felt worthless. She told her friend that she would never find another boyfriend and sank into a depression.

How can the Crisis Technique work for Lisa?

Step 1-Acknowledge Feelings. Name them	Step 2-Are they realistic?	Step 3-List some activities that could help this person feel better	Step 4-List alternatives to the situation. Choose one for this person

Tom

Tom played basketball all through junior high. When he was in high school, he was cut from the team because he was too short. Tom was angry--so angry, in fact, that he picked a fight with one of the boys that made the team. Tom is now suspended for three days from school. He is very upset about the situation.

How can the Crisis Technique work for Tom?

Step 1-Acknowledge Feelings. Name them	Step 2-Are they realistic?	Step 3-List some activities that could help this person feel better	Step 4-List alternatives to the situation. Choose one for this person

PUTTING THE CRISIS TECHNIQUE TO WORK

TEACHER KEY

Directions: For each of the situations below, use the steps in the Crisis Technique to offer ways for the individual to manage the crisis.

Lisa and Paul

Lisa and Paul have gone together for one year. Paul told Lisa that he wasn't going to take her to John's party because he wanted to take someone else. He felt that it was time they started seeing other people. This devastated Lisa. She felt worthless. She told her friend that she would never find another boyfriend and sank into a depression.

How can the Crisis Technique work for Lisa?

Step 1-Acknowledge Feelings. Name them	Step 2-Are they realistic?	Step 3-List some activities that could help this person feel better	Step 4-List alternatives to the situation. Choose one for this person
anger	yes	jogging	getting a makeover
jealousy	yes	going to parties	trying a new hairstyle
depression	yes	being with friends	meet new boys
rejection	yes	talking with friends	participating in a hobby
worthlessness	no		exercising

Tom

Tom played basketball all through junior high. When he was in high school, he was cut from the team because he was too short. Tom was angry--so angry, in fact, that he picked a fight with one of the boys that made the team. Tom is now suspended for three days from school. He is very upset about the situation.

How can the Crisis Technique work for Tom?

Step 1-Acknowledge Feelings. Name them	Step 2-Are they realistic?	Step 3-List some activities that could help this person feel better	Step 4-List alternatives to the situation. Choose one for this person
anger	yes	exercise	soccer
uselessness	no	help around house	tennis
frustration	yes	play an instrument	baseball
not good enough	no	help a neighbor	golf
depressed	yes	talk to someone	gymnastics

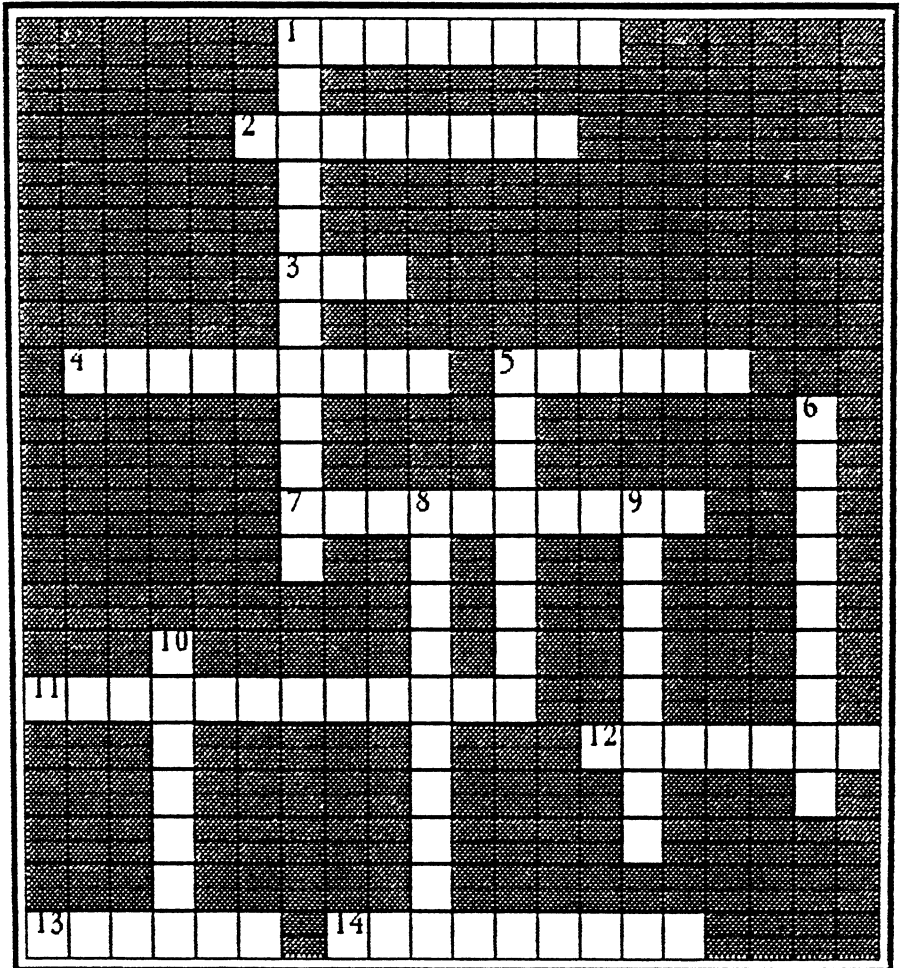
Name _____ Period _____ Date _____

SOME BEHAVIOR CAN BE PUZZLING**ACROSS**

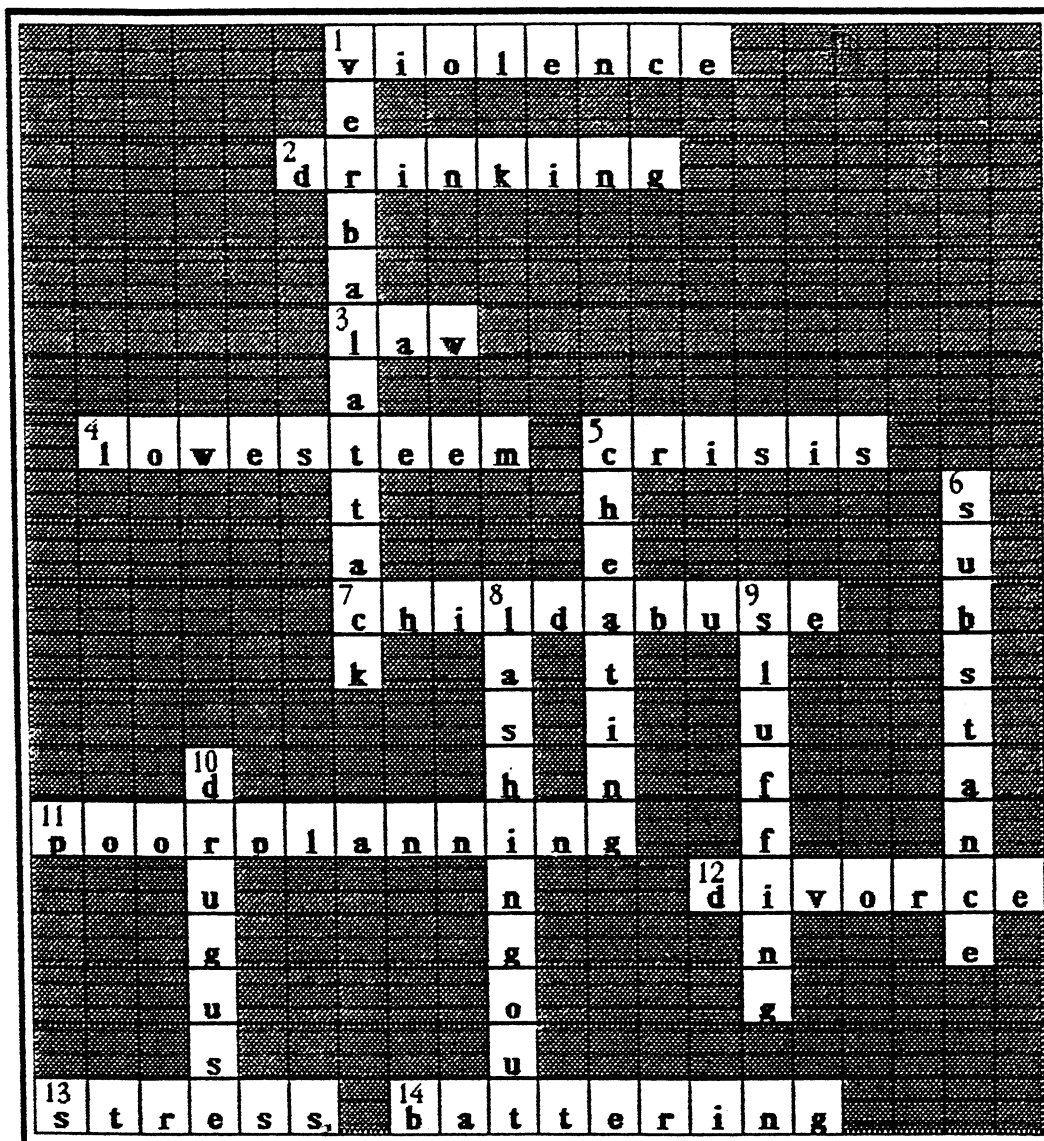
- 1 _____ is one way that individuals try to cope with crises.
- 2 Some people resort to _____ to solve problems.
- 3 People who break the _____ to ease stress find themselves in more trouble.
- 4 Many who lash out have this.
- 5 A situation that causes a disruption in your life.
- 7 This can happen to children as a result of stress.
- 11 Crises can be a result of this.
- 12 _____ causes a big challenge to families.
- 13 This may cause people to explode.
- 14 Women are often victims of this.
- when students don't prepare.
- 6 Alcohol, drugs, pills are this type of abuse.
- 8 People who explode are often doing this.
- 9 _____ is a negative way to deal with problems at school.
- 10 _____ causes the most violence and harm in families.

DOWN

- 1 This can be abusive as physical attack.
- 5 This is done



Name _____ Period _____ Date _____

**SOME BEHAVIOR CAN BE PUZZLING
TEACHER KEY**

Name _____ Period _____ Date _____

A BAD DAY FOR BILLY

Directions: Read the following story and circle all of the negative ways that Billy handled each situation. List all of the circles at the bottom in the space provided. Make suggestions as to what he could have done to prevent future problems.

Billy's father has just lost his job. This means that they will have even less than they have now. "How can you get less than nothing? I don't care," he thought. He was feeling pretty down as he was waiting for the bus at the bus stop. When Billy got on the bus, one of the kids who always bugs him made some comment to him. "That's it," thought Billy and he gave him a right to the jaw. Billy sent the boy flying. The bus driver kicked Billy off the bus and he had to walk to school.

He knew he would be suspended from school so he and some friends decided to sluff. They thought they would go to the convenience store on the corner for a Coke. Billy didn't have any money, but it was okay because the cashier didn't see him put the candy and Coke in his pocket. They walked casually out of the store and onto the street and found a package of cigarettes. They couldn't believe the pack was still unopened! They tore into the package and began to light up. They didn't see the policeman as he pulled up behind them. "Boys, this looks like your lucky day! Not only do you get a free ride to school in a police car, but you get to sign up for the smoking ticket lottery!" said the policeman.

He was chuckling as he helped the boys into the squad car. This made Billy mad. Billy swore at the policeman and spit at him. The officer warned Billy that his behavior could cause him to spend the night in the juvenile detention center. "I don't care," said Billy.

Negative Behavior	How Situation Should Have Been Handled
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**A BAD DAY FOR BILLY
TEACHER KEY**

Directions: Read the following story and circle all of the negative ways that Billy handled each situation. List all of the circles at the bottom in the space provided. Make suggestions as to what he could have done to prevent future problems.

Billy's father has just lost his job. This means that they will have even less than they have now. "How can you get less than nothing? I don't care," he thought. He was feeling pretty down as he was waiting for the bus at the bus stop. When Billy got on the bus, one of the kids who always bugs him made some comment to him. "That's it," thought Billy and he gave him a right to the jaw. Billy sent the boy flying. The bus driver kicked Billy off the bus and he had to walk to school.

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Negative Behavior	How Situation Should Have Been Handled
1. Ignoring feelings	1. Identify feelings/reason
2. Punching others to resolve conflicts	2. Ignore comments/discuss problem
3. Sluffing school	3. Take responsibility for behavior and consequences
4. Stealing/engaging in illegal activities	4. Keep rules of school and community
5. Disrespect for authority	5. Showing respect brings cooperation

Name _____ Period _____ Date _____

BEHAVIOR IDENTIFICATION

Directions: For each picture or scenario shown in class, identify the negative behavior shown and give suggestions on how the individual should have handled the situation to make the outcome positive.

Scene #1 Brief description of what is happening: _____

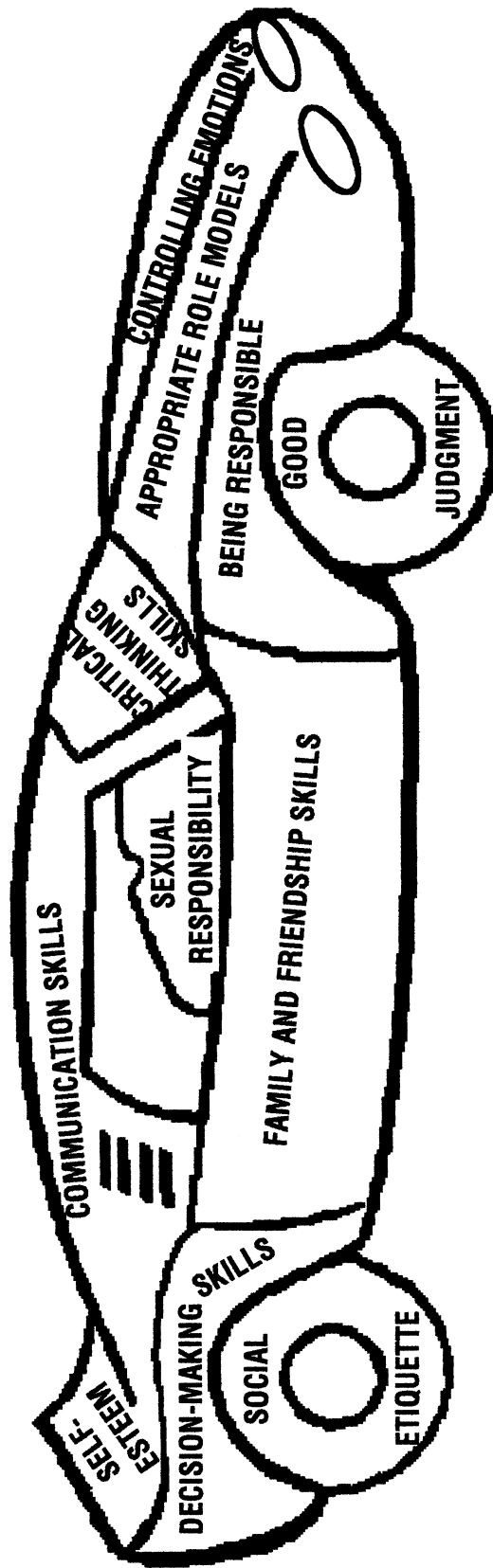
Negative Behavior	How Situation Should Have Been Handled
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Scene #2 Brief description of what is happening: _____

Negative Behavior	How Situation Should Have Been Handled
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Scene #3 Brief description of what is happening: _____

Negative Behavior	How Situation Should Have Been Handled
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



THE TEEN LIVING VEHICLE

