

Discovering the Real Me

Teacher's Manual #10

A Companion for Student Textbook #10

Building Successful Relationships

The Interreligious and International Federation for World Peace is an NGO in Special Consultative Status with the Economic and Social Council of the United Nations

Published in the United States of America by:
Interreligious and International Federation for World Peace/Universal Peace Federation
155 White Plains Road, Suite 222
Tarrytown, NY 10591
Telephone: 914-631-1331; Fax: 914-631-1308

Copyright © 2006 by Interreligious and International Federation for World Peace/

All rights reserved. Except for use in reviews, no part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical or otherwise, without the prior written consent of the publisher. Copyright on chapters noted at the end of each chapter.

Production by the Interreligious and International Federation for World Peace/Universal Peace Federation

ISBN 1-930549-32-6

Contents

Preface	xi
Introductory Lesson	1
Chapter 1	
How Do I Find My Value?	7
Chapter 2	
Who Am I?	13
Chapter 3	
Am I My Own Boss?.....	17
Chapter 4	
Resolving Inner Conflict	21
Chapter 5	
Respect in Relationships	29
Chapter 6	
True Love—The Greatest Value	37
Chapter 7	
Friendship.....	43
Chapter 8	
How We Relate.....	49
Chapter 9	
Communication Skills.....	55

Chapter 10

What Do Parents Really Think? 61

Chapter 11

Resolving Conflict and Forgiveness 65

Chapter 12

Human Sexuality and Integrity 71

Chapter 13

The Challenge of Purity 77

Chapter 14

Falling in Love, Friendship, and Real Love 83

Chapter 15

Broken Relationships 89

Chapter 16

Preparation for Marriage 95

Chapter 17

The Family as a School of Love 101

Introductory Lesson:

OBJECTIVES

Cognitive

Students will understand that good relationships are important to their happiness in the present and in the future.

Students will understand that relationship principles and skills may be studied and learned.

Affective

Students will want better relationships and to apply the lessons learned in their lives.

Behavioral

Students will invest in learning the material that can aid them in making better relationships.

Class Session 1:

Give students time to read the introduction in class.

Ask students how many of them would like to have better relationships with the people in their lives. Ask how many would like more friends. Explain that this book deals with understanding how to build better relationships with others. It will add to the ways they know to make good relationships and hopefully will lead to better relationships.

Ask students if being among good friends makes them feel happy. Explain that having good relationships is not only important to being happy; it is important to being healthy too. Scientists did a study of over twenty-nine years in the lives of seven thousand healthy people in California. Over time, they found that the ones who belonged to churches or clubs or other friendly groups lived longer than the ones who did not have as many friends. The people with fewer friends died more often of heart disease, cancer, and other major illnesses.

Doctors also found that if someone is already sick—say someone has had a heart attack—if that person lives all alone, he or she is twice as likely to die or have another heart attack within two years. Half of those who were very isolated—unmarried with no close friend or relative they trusted—were dead within five years.

Write the following quote on the board:

“One reason to build better relationships with our fellow humans is that by doing so we lay the foundation for a life both happier and healthier.”

Virginia Williams, Ph.D. and Redford Williams, M.D., *Life-Skills*

Students may say that some people are just luckier than others with relationships. They are born with personalities that make friends more easily. They have better families.

Maybe good fortune does have something to do with it. Still, it is possible to *learn* how to make friends and improve relationships. For instance, doctors have found that helping people to be less angry toward others gets them into fewer arguments; their relationships with their families improve; and they start making friends.

Do the students have people in their lives they trust?

Ask students to consider the following situations:

- 1. While walking home from school one day, a young man from another area or neighborhood got in your way and started teasing you in a mean way. He said he was going to be there every day from now on, and he wanted you to pay him some money each day or he would beat you up. He seemed pretty serious.*

Is there anyone you know whom you could talk to about this situation to get some advice on how to handle it?

Do you have friends who would walk home with you each day?

Could you turn to your parents for help?

- 2. You’ve gotten a very heavy crush on someone of the opposite sex who is a member of a family that is friendly with your family. Whenever that family comes over, you can hardly stand to serve drinks, make small talk, etcetera. You find it very hard to act normally around this person.*

Is there anyone in your family you can tell about this without fear of being made fun of?

Are there any friends or relatives you can invite over at the same time this family visits to support you?

Can you trust that your siblings won’t tease you in front of the person?

3. *You really want to go to the basketball game, but it is far away and your parents can't go. They suggest you find a friend to help you get there and back again.*

Do you have friends whose parents you could ask for help?

Do you have another relative who might be able to go with you or help you get there?

Do you know any neighbors or other friendly adults who might be willing to go with you or help you get to the game?

The more “Yes” answers they have to the above questions, the more good relationships in their lives.

Now ask them this:

1. *It is ten o'clock at night. You've had a long hard day; you have a test in the morning, and you've been studying till you think your brain is going to fall out. You're looking forward to a little bit of relaxation before you go to sleep. You turn on the TV. Good! A good show is on! Then the phone rings.*

It is a close friend. She asks if she can talk to you—a major problem has come up, and she needs help. She is crying. Do you:

- a) Turn off the TV and listen as long as she needs you to.
- b) Make up an excuse to get off the phone.
- c) Listen for a while—long enough to know what is wrong. Comfort and reassure her and explain that you do really care. Explain about the test tomorrow and your need for some rest and ask if it would be okay with her if you talked more tomorrow.

Explain that if they answered a or c, it means they are supportive friends to others.

Class Session 2:

Repeat that we know from doctors and scientists that we need good relationships to be happy and healthy. Good relationships may be the most important part of our lives. Yet do we study about making good relationships? Certainly students are learning language arts, math, and science. Isn't it important to learn about making good relationships too, since they are such an important part of having a good life? That is why this course exists.

Good relationships—from friendships to family to marital—depend on good character. A bad person will not attract true friends; he or she will only attract people who want to do bad things together. That is not really true friendship. A good person will attract friends and relatives, neighbors, acquaintances, and even authorities who will want to be around that person.

Therefore, the first few chapters of this course deal with ourselves as individual characters. Respect and love are explained as the beginning of good relationships. Solving conflict and communicating well are analyzed. Family relationships and how they affect our other relationships in life are explored. The important topic of sexuality is discussed, as well as preparation for marriage, family life, and coping with broken relationships.

Mention that we hear a lot about romantic love in songs and in the movies. All the movie, TV, and music stars are very physically attractive, so we sometimes think that is all we need in order to enjoy great romantic love. Yet a lot of very plain, ordinary-looking people are enjoying wonderful, loving marriages, because they are good people.

After all, good looks go away after a few years. But a kind heart, a gentle spirit, a helping pair of hands, a caring attitude—these are the things that make love between two people grow and last over a whole lifetime.

As one marriage expert said, “It’s more important to BE the right person than to FIND the right person.”

Write on the board:

“It’s more important to BE the right person than to FIND the right person.”
Dr. Shirley Glass

Ask students what they think about that. Do they believe that a good person will attract others, including a good husband or wife?

Spend some time in class preparing for a Day of Heart for the next class sessions, and ask the students to continue preparations on their own. The idea behind this group activity is that through skits, poems, stories, dances and other presentations that the students prepare, students will be able to share their talents, ideas, and personal expression with each other in a supportive and encouraging

environment. Each student should have an opportunity to present to the class something of his or her choice. Although students should be actively encouraged to participate, you may encourage them to decorate the room in preparation for the Day of Heart activities if they are too shy to make a presentation in front of the class. Students may make their presentations individually or in groups.

You, as the teacher, may also like to prepare a presentation for the class or bring something for the students to eat (this is not necessary, though, as it may be expensive). The teacher should show interest and be involved in whatever way he or she feels comfortable.

This activity has been recommended by many students and teachers and is thought to bring students together very well. It may be used at any time during the course, but is especially recommended as an introductory or concluding class.

Class Session 3:

The Day of Heart activity presentations. Enjoy! Assign the reading of Chapter 1 as homework to be prepared for the next class session.

Chapter 1

How Do I Find My Value?

OBJECTIVES

Cognitive

Students will accept that each human being is valuable and should be treated well.

Affective

Students will understand that their own sense of value is awakened by helping others.

Behavioral

Students will help others more often and use this experience as a tool to realize the value of others and their own value.

Class Session 1:

Write the three sources of value on the board:

- 1) Intrinsic Value
- 2) Objective Worth (or Value From What a Person Does)
- 3) Inner Worth

Explain that intrinsic value is inborn—the value of a human being just because of being human. Explain that objective worth is the worth other people give to you, especially in the forms of compliments, honors, rewards for your work or acts that you do. Explain that inner worth is more a spiritual worth—it is a sense welling up deep from within.

Have students do the Questions for Discussion in their student books. Allow them to refer to the student text. Then discuss their answers.

For Question #6, explain that many TV shows and movies are based on the idea that human life is valuable. Some of the most popular TV shows have to do with detectives or government agents solving a crime (wanting to catch a murderer, for instance, to bring him or her to justice) or preventing a disaster that will cost lives. In many movies, people go to great lengths to save lives. All these shows reflect that society values human life very much.

QUESTIONS FOR DISCUSSION

1. What do psychologists say is proof of human beings’ inborn value?

2. What is “objective worth”?

3. What is the best way to feel your own value?

4. In the movies *The Third Man* and *Schindler’s List*, what material thing do the men compare human value to?

5. Can human value be compared to this material thing? Why or why not?

6. Describe a book you read or a movie you saw where one of the main characters placed a high value on human life.

7. Who are the top five people you know who genuinely think of others before they think of themselves?

8. Do you think Mother Teresa was foolish to spend her time taking care of dying people?

9. What did Mother Teresa want the Nobel Prize committee to do with the prize and banquet money they wanted to give to her?

Class Session 2:

Mention that in this class session students will be working on their sense of value. (Sometimes this is called self-esteem.)

The first exercise they will do is to make a list of the things they are good at. Have them write down such a list and think it over carefully. Have other people told them they were good at these things? Is that how they learned they were good at them? How does making such a list and looking it over make them feel about themselves?

The second exercise will be about accepting compliments. People who have a troubled sense of their own value often find it hard to accept compliments. For instance, Sonya has low self-esteem. She finds it hard to accept positive comments from others.

Latricia tells Sonya: I like your haircut.

Sonya: Really? I hate it!

Or

Sonya: You should. It cost me enough.

Or

Sonya: Really? Do you really mean it? I like yours better!

Or

Sonya: You must be joking.

Sometimes people think they are being humble when they don’t accept compliments, but that is not always the case. A humble person is grateful and simply receives the compliment and thanks the person. To deny everything nice the other person is saying is actually a bit rude, isn’t it? How do students think Latricia felt about her compliment being denied?

If Sonya has a proper sense of her value, she will think that it is entirely possible that her hair looks quite nice and that she deserves a compliment on it.

Latricia tells Sonya: I like your haircut.

Sonya: Thank you. (Smiles in a friendly way.)

Now the compliment is Sonya’s to keep and treasure. She may go home that night to work on her hair some more in order to get more compliments!

Mention that, in general, positive comments make a person do *more* of the same behavior that got them the comment in the first place. It is a good idea for bosses and parents and students in charge of different clubs or committees to remember to compliment people on the things they want to see them do more of! “Thank you so much for coming to meetings on time! That is so responsible!”

