

INTRODUCTORY MODULE
TEACHER'S RESOURCE PACKAGE

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THE SUM OF ITS PARTS

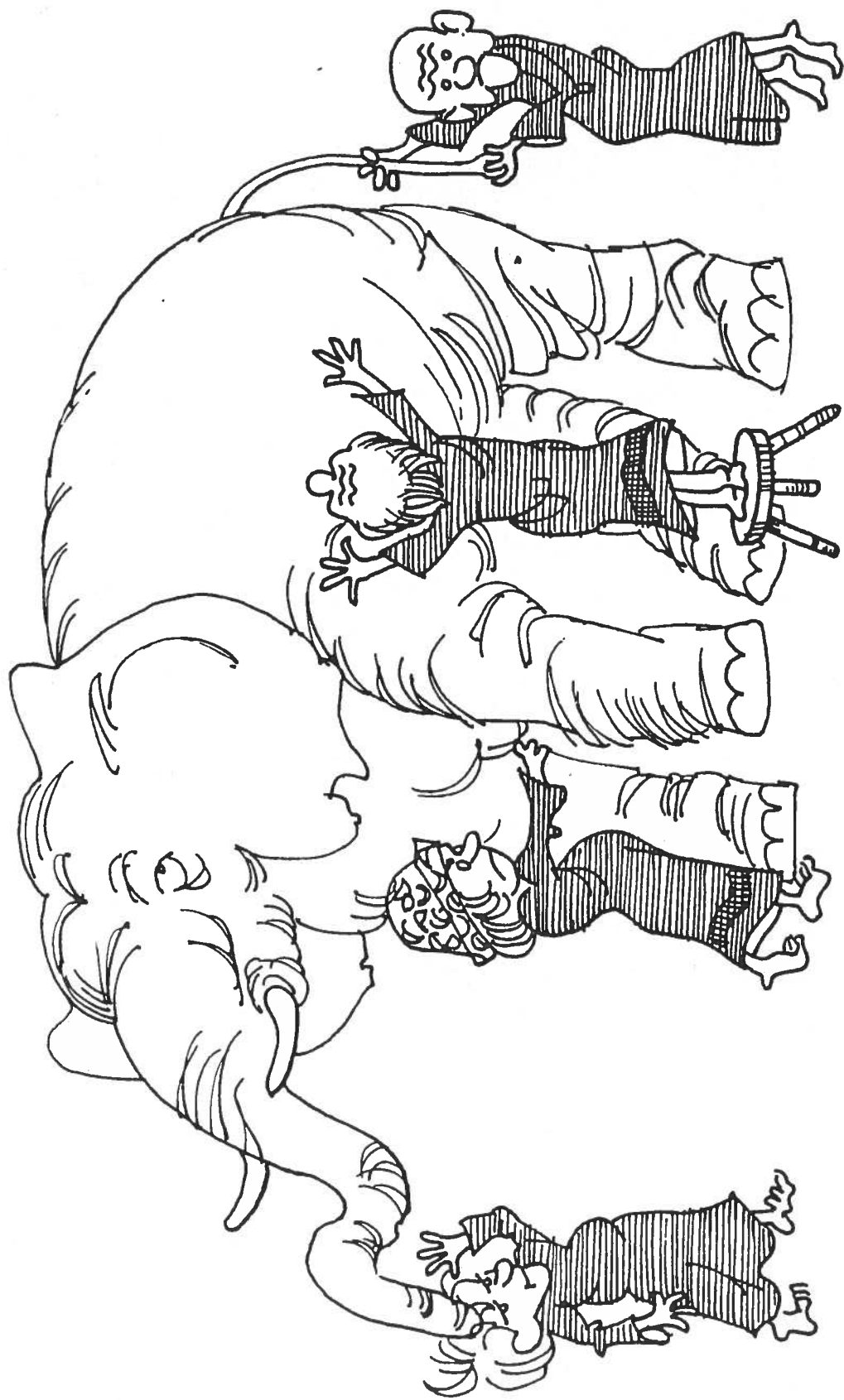
Once upon a time ... as all good stories start ... there were four blind men who were usually quite content with their lot in spite of their blindness. However, they were sitting together one day and, as occasionally happens among even the happiest of men, they began to grumble. The first said, "Once - just once - I would like to know what others experience when they see something." "Me too," said the second, "Good eyesight must really be wonderful." The third said, "But we can get just as clear a picture of an object by feeling it with our hands, then applying our brains to the problem. What would you like to see more than anything else?" This last question was directed toward the fourth man, who pondered for a bit, then said, "I think what I would like to see more than anything else is an ELEPHANT." Everyone expressed some surprise at this, but they then agreed that they were all curious about these exotic creatures called elephants that lived so far away. Suddenly the first man said, "Didn't I hear that there is a circus in town? Perhaps it has an elephant. If so, we could go and learn about this animal firsthand and not have to rely on others telling us about it." There was excitement then! The men got busy and went to "see" the elephant without further delay.

When the four blind men arrived at the circus, the elephant was dozing in its pen, probably dreaming of the far off land where it had been born. The men went in and approached the animal. The first encountered the elephant's leg, which he felt very carefully all over. (Don't worry, the elephant didn't mind. He thought it tickled and would have giggled if he'd been able to do so - but we all know elephants can't giggle). The second man approached from the rear and came to the animal's tail first. He felt it carefully, from its fuzzy little end to as high as he could reach (which wasn't very high, because he was a short man). The third found a little stool and decided to stand on it for his study of the beast. (He liked to be thorough.) When he'd climbed onto his stool, he came to the elephant's broad side with its bumpy skin. He too felt as high as he could reach, then stepped down when he was satisfied. By this time the elephant was getting curious. He had had his daydreams interrupted and couldn't quite figure out what was going on. It wasn't meal time. Whatever were these fellows were up to? He turned

around to get a good look at his visitors. The fourth man was just starting his assessment of the animal at this point, and the first part of the creature he encountered was its trunk. He felt it all over, but while he was at his own explorations, the elephant started a few explorations of his own. Its trunk touched the blind man's hair, coat, and nose. This unnerved the poor man so much that he retreated quickly and joined the others. The four quietly headed home, where they brewed a pot of tea while they thought about what they had learned.

"Well, I can't see what all the fuss is about with elephants," said one man. "There really isn't much to them, is there? Just a stringy bit of rope ravelled out on the end. I can't understand where these animals got the reputation for being so glorious!" The next man was quite indignant: "What do you mean - rope? The elephant is like a tree trunk. I felt it myself and put my arms around it - it's definitely the size and shape of a tree trunk." Can you guess what happened next? Of course, you're right. The third man jumped into the argument shouting "Tree trunk? What do you mean, tree trunk? An elephant is like an enormous wall - as high as I could reach - bumpy and leathery - an elephant is definitely just like a wall!" And of course the fourth man let a bellow out of him (he felt much braver now that he was away from the elephant and had a cup of tea in his hand). "You're all wrong - a snake, that's what it is - slithering around my neck and into my hair! It was terrible, just terrible!" Now if you walked by the house anytime during the rest of the day - or even that week - you'd hear shouts of "Snake!" "No - a grand and glorious wall" "Wall, my foot! - just an old bit of rope!" "No - definitely a tree trunk!"

... And this story helps to illustrate that sometimes we don't see the whole picture but just our little part of it. Home Economics is seen by some as only cooking, by others as mostly sewing, and by others again as childcare ... or money management ... or family studies. However, in reality, Home Economics is the sum of all of its parts. Some of them are more visible than others.



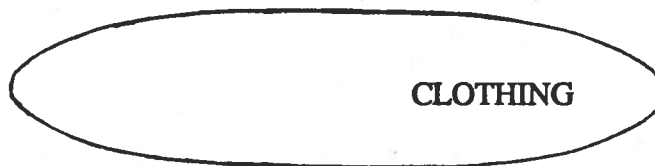
MODEL OF HOME ECONOMICS

The attached transparency masters can be used to help explain the scope and dimensions of the field of home economics.

1. To Construct

Reproduce six ovals (use "Home Economics - Aiming for Quality of Life" as a guide) each one onto a separate transparency using permanent projector pens. If possible, make each oval a different colour and label each with an 'area' of home economics at the outer end of the oval, leaving the centre clear.

e.g.



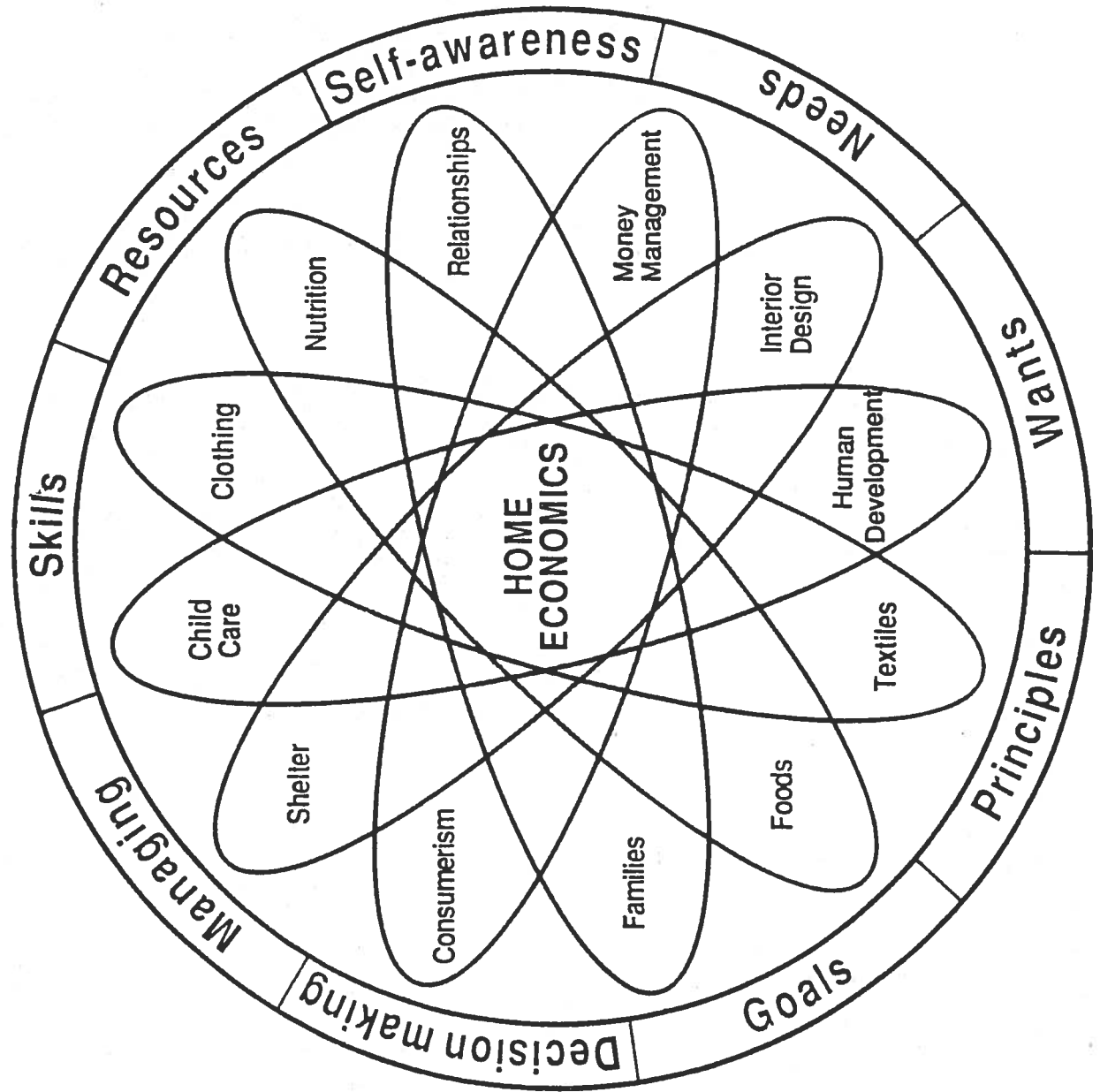
NOTE: Position each transparency over the overhead master as you prepare each oval. Then stack the transparencies in position, as you discuss each area with the class.

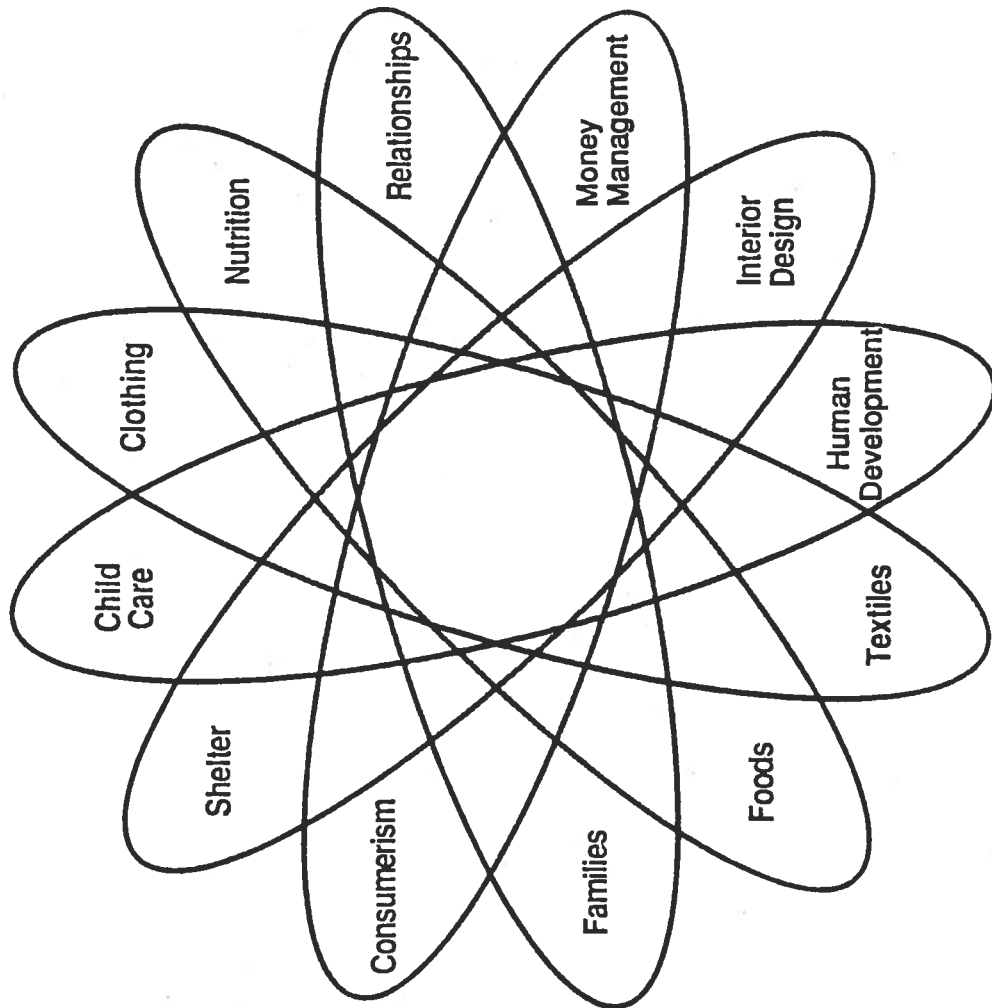
2. To Use the Ovals

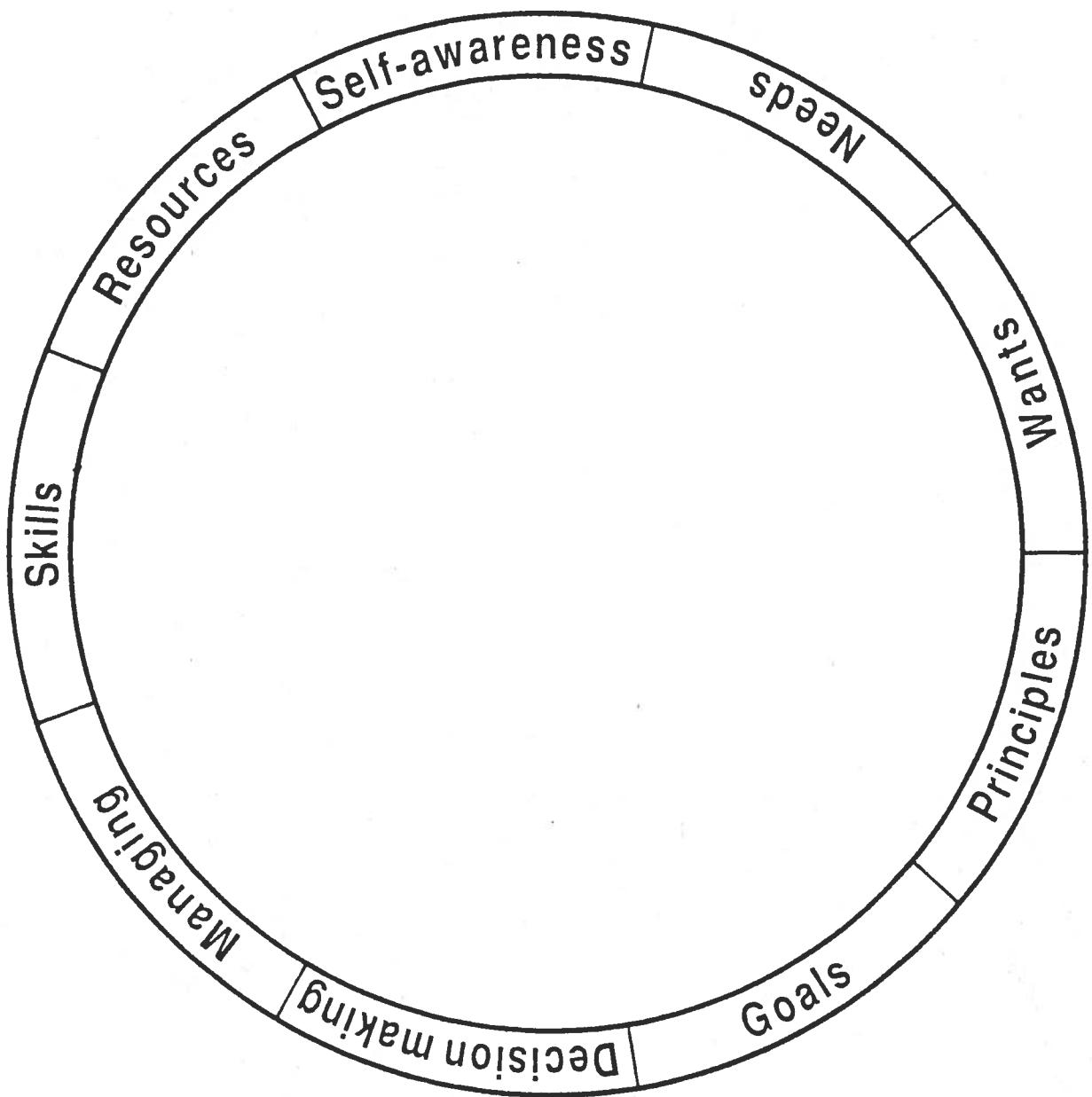
Introduce your presentation about home economics by asking students to name the areas that this field of study includes. As they suggest each one, place it on the overhead projector. Continue to add the other areas as they are identified and discussed so that the shape of the model is developed. Once the 6 areas are identified, add the outer ring illustrating the many factors that influence the 6 areas.

Then using the separate transparencies for each area, list the key ideas that could be included within each. You could briefly discuss how decision-making, available resources, needs, wants, principles, etc. influence each area.

Home Economics - Aiming for Quality of Life







Child Care

- Child Development
- Parenting
- Discipline
- Toys and Play
- Rights and Responsibilities
- Safety

Clothing and Textiles

- **Choice/Selection**
- **Care/Repair**
- **Construction**

Consumerism

- **Budgeting**
- **Comparison Shopping**
- **Managing Credit**
- **Making a Complaint**
- **Investigative Buying**
- **Rights and Responsibilities
of Consumers**

Families and Relationships

- **Attitudes**
- **Communication**
- **Types of Families**
- **Functions of Families**
- **Factors Affecting Families**

Foods and Nutrition

- **Nutrition**
- **Preparation**
- **Selection**
- **Storage**
- **Meal Planning**

Shelter and Interior Design

- **Selection**
- **Care/Organization**
- **Decorating**
- **Furnishing**

NAME: _____

CLASS: _____

DATE: _____

AREAS OF HOME ECONOMICS

HOME ECONOMICS is concerned with the well-being of families and individuals. It aims to help people learn skills and knowledge, and develop attitudes that will contribute to satisfying everyday needs and wants, and meeting goals.

Six main areas of study included in Home Economics are shown in the chart below.

Study the pictures displayed in the classroom. Select pictures which you feel depict each of the areas of home economics named below. Choose at least twelve different pictures. List each of your choices in the appropriate box on the chart below. If your choices relate to more than one area, list them under each category.

Consumerism	Food and Nutrition	Clothing and Textiles	Shelter and Interior Design	Child Care	Families and Relationships

NAME: _____

CLASS: _____

AREAS OF HOME ECONOMICS

In all the things we do and use each day, factors such as principles, managing, and decision making have an influence.

Look again at the pictures on display. Then, try to find examples which

- 1) suggest the influence of someone's **principles**
- 2) show that **managing** has taken place
- 3) show that a **decision** had to be made.

Choose **TWO** good examples to show **each** of the three factors mentioned above. Briefly explain why your choices are good examples. Write this information in the appropriate spaces provided below.

FACTORS

EXPLANATIONS

Principles:

Example 1: _____
(picture no. __) _____

Example 2: _____
(picture no. __) _____

Managing

Example 1: _____
(picture no. __) _____

Example 2: _____
(picture no. __) _____

Decision-Making

Example 1: _____
(picture no. __) _____

Example 2: _____
(picture no. __) _____

NAME: _____

CLASS: _____

DATE: _____

SMOOTH SAILING ON THE "C's" OF FAMILY LIFE

Many of the principles and terms important to a happy family start with the letter 'C'. Cruise through this word search puzzle to prove what a good sailor you are on these familiar "C's".

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

To help you, the definitions for the words you are looking for are given below. The blanks at the beginning of the definition indicate how many letters the word contains. Words can be found by reading in any direction.

Several of the words which are defined below have one letter starred. Put these special letters together to form a phrase that we should all work for.

----- friendship, being together

*

----- understanding others' unhappiness and trying to make them feel better

*

-----*	working together to help everybody
-----*	each person gives up something in order to find a solution that satisfies everyone
-----*	being in a good mood
-----*	believing that others will do the right thing
-----*	gently urging people in order to persuade them
-----*	working hard to make something succeed
-----*	sending and receiving messages from another
-----	preparing food
-----*	hugging and snuggling
-----*	make something useful or attractive out of something else
-----*	worrying about someone
-----	wanting to have things comfortable and pleasant
-----	a feeling of contentment or well-being
-----*	thinking about the needs of others

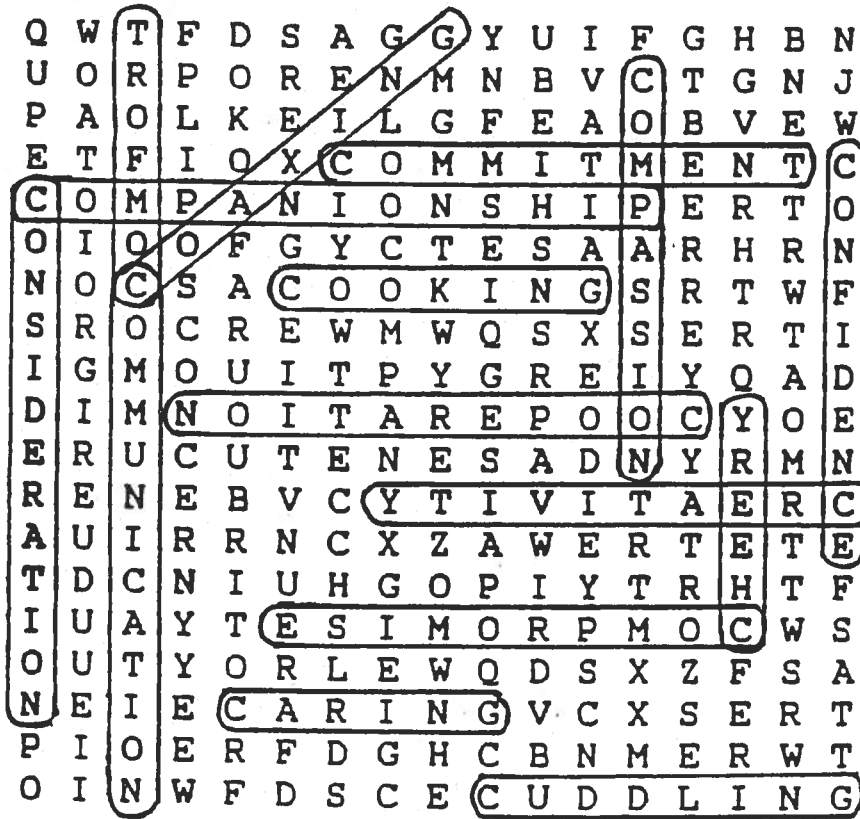
**LEARNING ABOUT AND TRYING TO APPLY
ALL OF THESE TERMS WILL HELP US HAVE**

HAPPY FAMILIES!

TEACHER'S KEY

SMOOTH SAILING ON THE "C's" OF FAMILY LIFE

Many of the principles and terms important to a happy family start with the letter 'C'. Cruise through this word search puzzle to prove what a good sailor you are on these familiar "C's".



To help you, the definitions for the words you are looking for are given below. The blanks at the beginning of the definition indicate how many letters the word contains. Words can be found by reading in any direction.

Several of the words which are defined below have one letter starred. Put these special letters together to form a phrase that we should all work for.

- | | | |
|----|----------------------|--|
| 1. | <i>COMPANIONSHIP</i> | friendship, being together |
| | * | |
| 2. | <i>COMPASSION</i> | understanding others' unhappiness and trying to make |
| | * | them feel better |

COOPERATION *	working together to help everybody
COMPROMISE *	each person gives up something in order to find a solution that satisfies everyone
CHEERY *	being in a good mood
CONFIDENCE *	believing that others will do the right thing
COAXING *	gently urging people in order to persuade them
COMMITMENT *	working hard to make something succeed
COMMUNICATION *	sending and receiving messages from another
COOKING	preparing food
CUDDLING *	hugging and snuggling
CREATIVITY *	make something useful or attractive out of something else
CONCERN *	worrying about someone
CARING	wanting to have things comfortable and pleasant
COMFORT	a feeling of contentment or well-being
CONSIDERATION *	thinking about the needs of others

**LEARNING ABOUT ALL OF THESE TERMS WILL HELP US HAVE
HAPPY FAMILIES!**

NAME: _____

CLASS: _____

DATE: _____

RATE YOURSELF AS A FAMILY MEMBER

Use the scoring guide below to rate your contributions to your family. Circle the number that corresponds to your behaviour. Add up all the circled numbers to find your total!

Be honest! Give yourself credit for what you really do.

Scoring: ALWAYS = 3 SOMETIMES = 2 NEVER = 1

-
- | | | | |
|---|---|---|---|
| 1. I willingly take part in family activities. | 3 | 2 | 1 |
| 2. I help by doing family chores willingly. | 3 | 2 | 1 |
| 3. I give my honest opinion in family discussions. | 3 | 2 | 1 |
| 4. I feel an important part of my family. | 3 | 2 | 1 |
| 5. I help reduce tension between family members. | 3 | 2 | 1 |
| 6. I care about what happens to other family members. | 3 | 2 | 1 |
| 7. I listen actively while other family members talk. | 3 | 2 | 1 |
| 8. I can be trusted with private family information. | 3 | 2 | 1 |
| 9. I discuss private matters/problems with my family. | 3 | 2 | 1 |
| 10. I admit to making errors with my family members. | 3 | 2 | 1 |
| 11. I treat family members the same way as I treat my
best friend. | 3 | 2 | 1 |
| 12. I treat family members with kindness. | 3 | 2 | 1 |

TOTAL: _____

Your teacher will provide the scoring guide. Now use the checklist above, or other ideas of your own, to choose and list 2 things you might do or change to improve your relationship with one or more members of your family. Use the sheet titled "Building Relationships Within The Family" to record your efforts.

(adapted from ALL SET by J. Hodges)

**Introductory
2.3a**

RATE YOURSELF AS A FAMILY MEMBER

SCORING GUIDE

If your score is: 31 - 36 **WOW!** You deserve a "SUPER MEMBER" badge!

26 - 30 **OKAY!** You are a member in good standing!

20 - 25 **OUCH!** Be careful! You are slipping!

19 or less ??? You are not taking your share of responsibility in your family!

(adapted from ALL SET by J. Hodges)

NAME: _____

CLASS: _____

DUE DATE: _____

HOME PROJECT REPORT BUILDING RELATIONSHIPS WITHIN THE FAMILY

1. Look at your rating score from the chart "Rate Yourself As A Family Member".
2. List 2 things that you could do over the next week/cycle to improve relationships with one or more family members.

Plan your actions and record your progress in the spaces provided below.

ACTION #1 -

What action will you take? _____

I chose this action in order to _____

Results: (after 1 week of carrying out the action) _____

Next time I would _____

Parent's (or guardian's) comments and signature _____

ACTION #2 -

What action will you take? _____

I chose this action in order to _____

Results (after 1 week of carrying out the action): _____

Next time I would _____

Parent's (or guardian's) comments and signature _____

RESOURCE WEB

The following activity is intended to help students understand that a wide variety of resources is essential for the satisfaction of our basic needs.

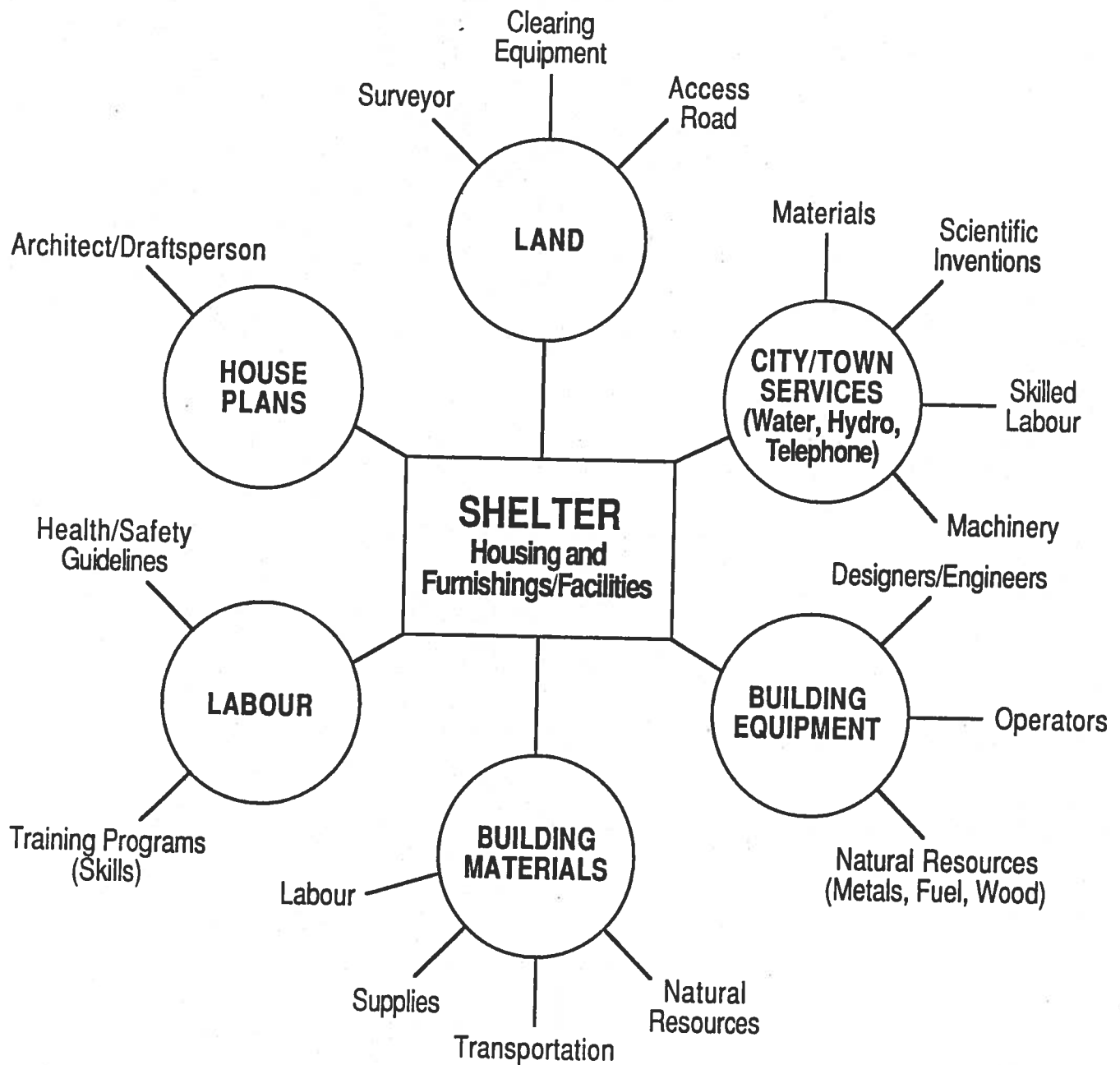
To demonstrate how to make a "resources web", involve students in a discussion aimed at identifying the resources involved in satisfying the need for shelter. In this case, use the term shelter to encompass housing, land, services, furnishings and facilities.

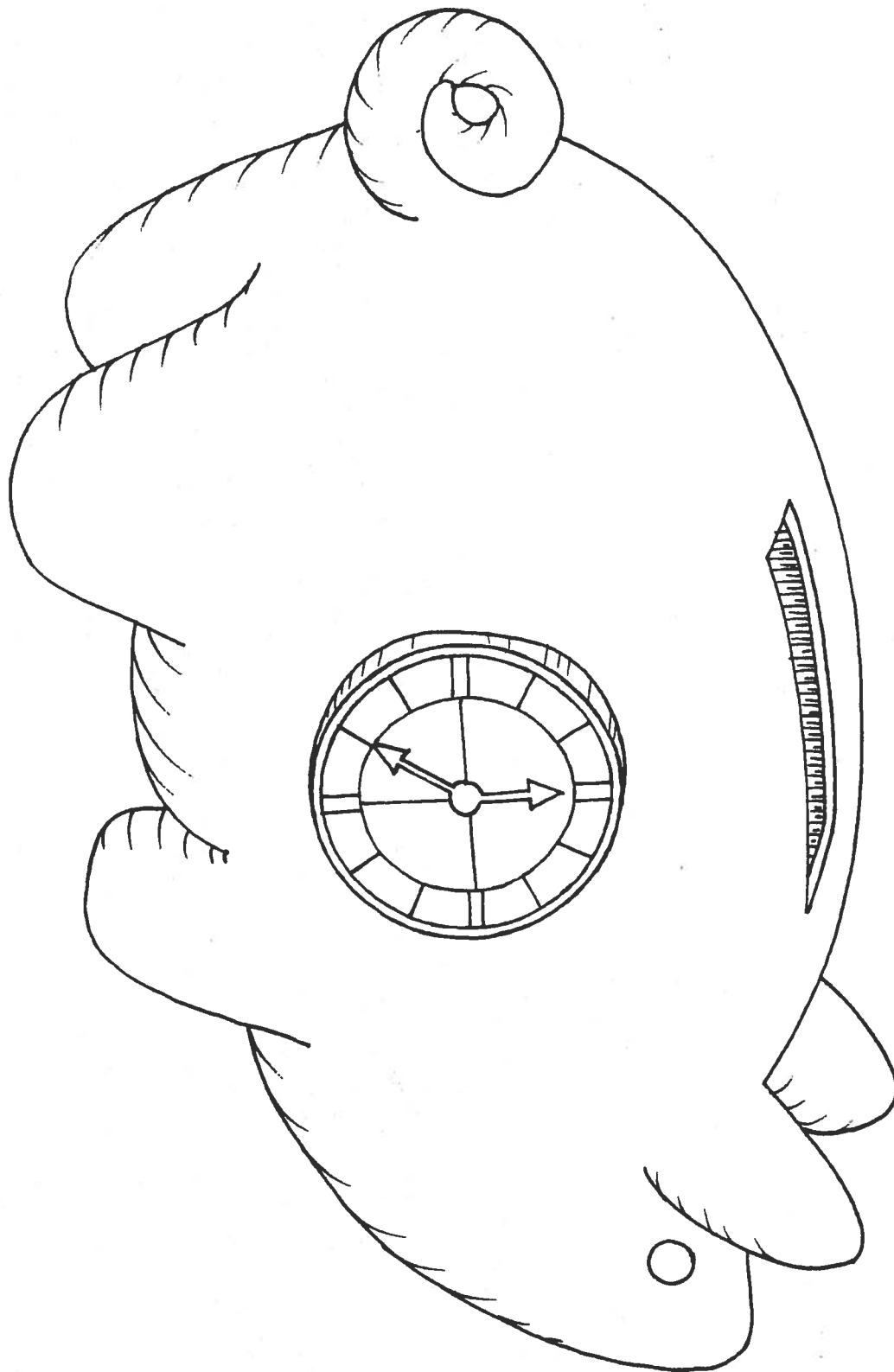
Begin by writing "SHELTER - housing, furnishings and facilities" in the centre of the blackboard/overhead. Draw a square around the words. Ask students to name the resources that are used to provide shelter. Write their suggestions on the blackboard/overhead, grouping them around the word "SHELTER". Circle each resource. Expand the web by asking for additional resources and related factors that make these resources possible. Write them close to the resource referred to and connect with a straight line. (See Sample Resource Web).

Divide students into groups of 3-4 and ask each group to create its own "Resources Web" related to a particular need such as a food or item of clothing. Provide large sheets of paper for the construction of the web. Remind students to discuss and think out the activity before they illustrate it.

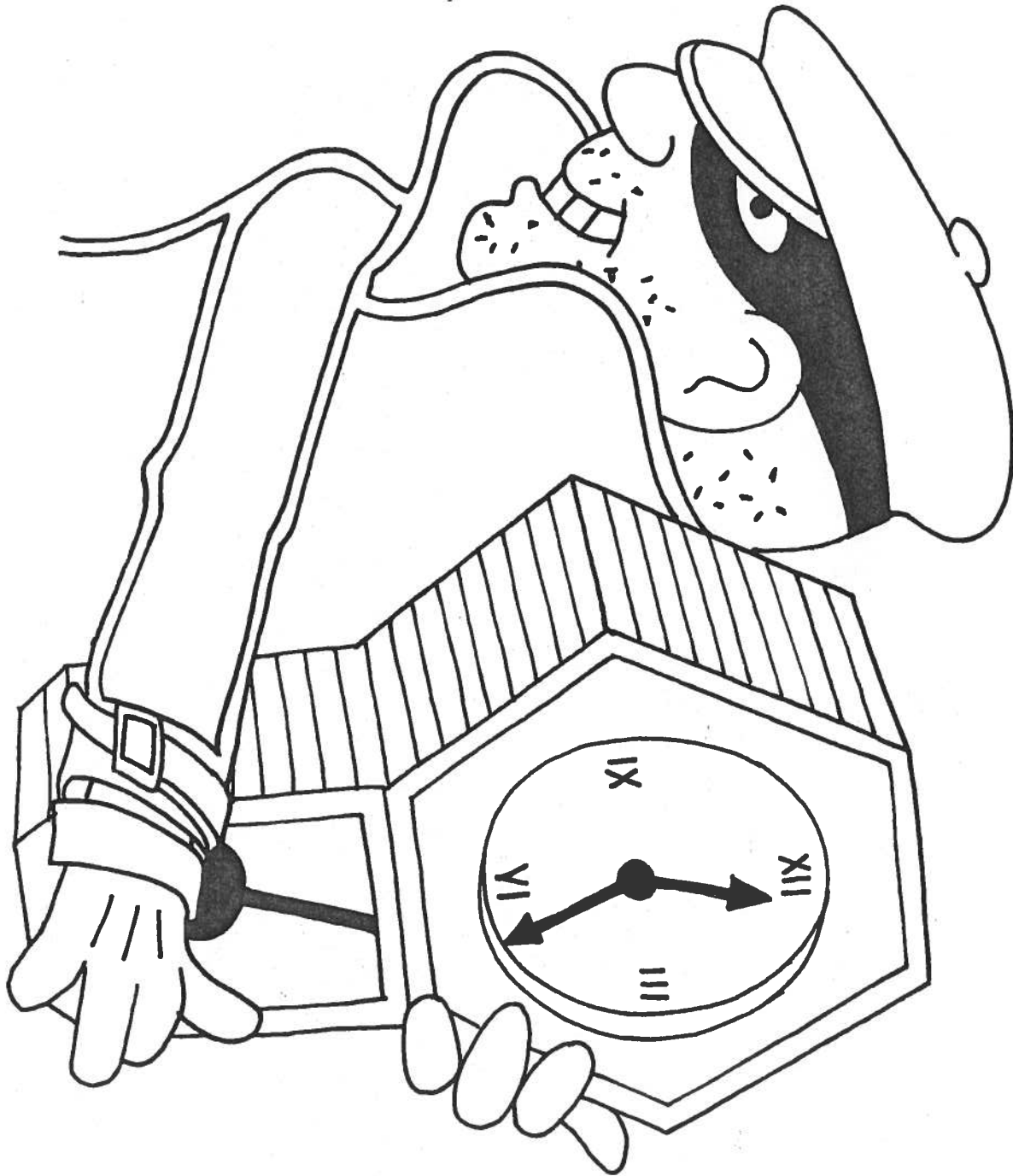
Post the illustrations and briefly discuss them. Can the class suggest additions to each web?

A Sample Resource Web





Introductory
3.3a



Introductory
3.3a

NAME: _____

CLASS: _____

DATE: _____

PERSONAL CHARACTERISTICS CHECKLIST

"WHAT AM I LIKE?"

1. Place a checkmark beside each characteristic that describes you. Add other characteristics if you wish. (Use a dictionary to find the meaning of any adjectives you don't know.)
2. Ask a friend or relative who knows you well enough and whom you trust and get along with, to complete a second checklist. (Keep your own list separate.)
3. Compare your choices to those of your friend or relative.
4. Answer the questions that follow the checklist. Use well-organized paragraphs.

Physical	Social/Emotional		Mental
<input type="checkbox"/> tall	<input type="checkbox"/> loyal	<input type="checkbox"/> excitable	<input type="checkbox"/> witty
<input type="checkbox"/> short	<input type="checkbox"/> generous	<input type="checkbox"/> calm	<input type="checkbox"/> studious
<input type="checkbox"/> slender	<input type="checkbox"/> responsible	<input type="checkbox"/> solemn	<input type="checkbox"/> logical
<input type="checkbox"/> plump	<input type="checkbox"/> reliable	<input type="checkbox"/> dreamy	<input type="checkbox"/> intelligent
<input type="checkbox"/> fair	<input type="checkbox"/> thoughtful	<input type="checkbox"/> organized	<input type="checkbox"/> creative
<input type="checkbox"/> dark	<input type="checkbox"/> caring	<input type="checkbox"/> affectionate	<input type="checkbox"/> musical
<input type="checkbox"/> strong	<input type="checkbox"/> cheerful	<input type="checkbox"/> stubborn	<input type="checkbox"/> knowledgeable
<input type="checkbox"/> healthy	<input type="checkbox"/> bossy	<input type="checkbox"/> tolerant	<input type="checkbox"/> enthusiastic
<input type="checkbox"/> energetic	<input type="checkbox"/> friendly	<input type="checkbox"/> critical	<input type="checkbox"/> persistent
<input type="checkbox"/> athletic	<input type="checkbox"/> timid/shy	<input type="checkbox"/> selfish	<input type="checkbox"/> thorough
<input type="checkbox"/> attractive	<input type="checkbox"/> moody	<input type="checkbox"/> outgoing	<input type="checkbox"/> careful
<input type="checkbox"/> petite	<input type="checkbox"/> helpful	<input type="checkbox"/> sensitive	<input type="checkbox"/> careless
<input type="checkbox"/> stocky	<input type="checkbox"/> kind	<input type="checkbox"/> polite	<input type="checkbox"/> conscientious
<input type="checkbox"/> muscular	<input type="checkbox"/> cooperative	<input type="checkbox"/> self-centred	<input type="checkbox"/> mathematical
<input type="checkbox"/> broad	<input type="checkbox"/> quiet	<input type="checkbox"/> boastful	<input type="checkbox"/> artistic
<input type="checkbox"/> shouldered	<input type="checkbox"/> talkative	<input type="checkbox"/> proud	<input type="checkbox"/> intellectual
<input type="checkbox"/> pale	<input type="checkbox"/> humorous	<input type="checkbox"/> respectful	<input type="checkbox"/> articulate
<input type="checkbox"/> freckled	<input type="checkbox"/> amusing	<input type="checkbox"/> understanding	<input type="checkbox"/> forgetful
<input type="checkbox"/> well groomed	<input type="checkbox"/> reserved	<input type="checkbox"/> honest	<input type="checkbox"/> able
<input type="checkbox"/> _____	<input type="checkbox"/> rebellious	<input type="checkbox"/> practical	<input type="checkbox"/> brilliant
<input type="checkbox"/> _____	<input type="checkbox"/> religious	<input type="checkbox"/> _____	<input type="checkbox"/> ambitious
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> motivated
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> hard-working
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

What Am I Like? (cont'd)

Answer each of these questions in a paragraph.

Do we see ourselves as others see us? Explain.

Is this something to be concerned about? Explain reasons why or why not.

NAME: _____ CLASS: _____ DATE: _____

INTRODUCING ME!

Write an introductory article about yourself. Include such things as likes, dislikes, favourite foods, family members, greatest success, talents, skills, hopes and dreams. Place a photo in the space provided.

INTRODUCING: _____!	
_____	PHOTO

NAME: _____ **CLASS:** _____ **DATE:** _____

ME ... IN A CUBE

Use a paper bag or construct a box on which you will share things about you. Decorate the sides of the box/bag with pictures, words, or objects that communicate a picture of you to others.

Each side of the bag or box should represent a different part or aspect of you. Use the six topics below to create an image of you.

1. My Personality
2. My Family
3. My Favourite Activities
4. My Future Ambitions or Goals
5. Enjoyable Family Activities
6. My Skills and Talents

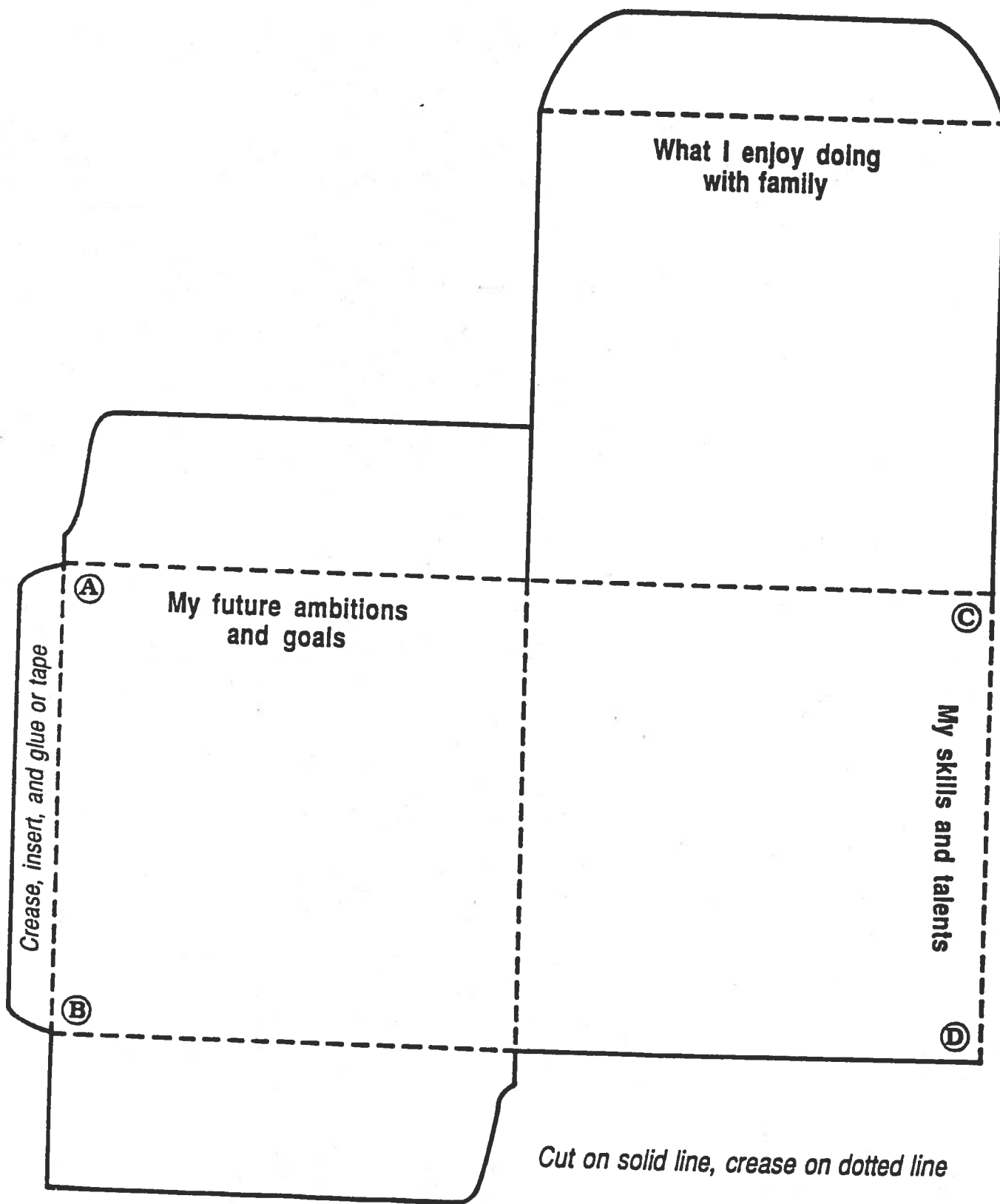
If you wish, decorate the inside of the box/bag to represent the inner you. You will not be expected to share this part of your project with your classmates.

NOTE: If you decide to use a box, you may use the pattern provided.

NOTE: Join pattern here before cutting box

<p>© Description of self/personality (2-3 characteristics)</p> <p>NAME: _____</p> <p>Ⓓ</p>	<p>Ⓐ Description of family (number of people, what they do, etc.)</p> <p>Ⓑ</p>
	<p>Favorite activities</p>

Cut on solid line, crease on dotted line



NAME: _____

CLASS: _____

DATE: _____

RANK OF PERSONAL PRINCIPLES WHAT'S IMPORTANT TO ME?

Sort this list of principles into three groups: (A) Most important to me; (B) Next most important to me; (C) Least important to me. Use at least 12 from the list on the left and write them in the spaces provided at the right.

freedom
independence
honesty
self-respect
social status
appearance
sense of accomplishment
security
friendship
privacy
education
religious beliefs
traditions
peace
happiness
sense of achievement
culture
recognition
acceptance by others
success
health
family
comfort
possessions
exciting life (adventure)
equality
fairness
love
honour
self-control

A

B

C

NAME: _____

CLASS: _____

DATE: _____

SETTING YOUR GOALS

Goals are the targets we set for ourselves to achieve. Some goals meet basic needs (e.g., getting food to eat); others supply things you want to make life more pleasant (e.g., saving for a bicycle or guitar). Some goals come from your principles (e.g., helping an elderly neighbour clean up his/her yard).

Give an example of a goal that fits into each of these categories:

- (a) goal that meets basic needs _____
- (b) goal that supplies wants _____
- (c) goal that satisfies principles _____

Some goals can be reached right away or in the near future. These are short term goals. Long term goals take a long time to accomplish - several months or years.

Now think about some goals that you have. Write 5 of your goals in the spaces provided below. Try to include some short term and some long term goals.

My goals are:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Which of these goals are short term? #’s _____

Which of these goals are long term? #’s _____

Write one of your long term goals below.

Suggest 3 steps that could lead to achieving this long term goal.

NAME: _____

CLASS: _____

DATE: _____

NOTE OUTLINE

DECISION MAKING

A **DECISION** is a choice you make from different possibilities. Every decision affects you and the others around you in some way.

Give an example of how a decision you made could affect others.

Minor (smaller) decisions affect the way you live right now.

Major (larger) decisions affect you now and in the future. Sometimes a decision that seems minor can have a major effect on your future.

List examples of minor decisions.

List examples of major decisions.

Give examples of decisions that may seem minor, but that might have major effects over a long period of time.

1. _____

2. _____

People don't always use an organized method for making decisions. The following ways are sometimes used for minor decisions.

1. **DEFAULT** - Default means _____

An example of a decision made by default is _____

2. **IMITATION** - Imitation means _____

An example of a decision made by imitation is _____

3. **HABIT** - Habit means _____

An example of a decision made by habit is _____

4. **IMPULSE** - Impulse means _____

An example of a decision made by impulse is _____

5. **COIN TOSS** - Coin toss means _____

An example of a decision made by tossing a coin is _____

The five methods explained above are not satisfactory for big decisions that will have a significant effect on our lives. None of the five methods involve serious thought, which is a key to intelligent decision-making.

For decisions of importance (and for some small, quick decisions) the **DECISION MAKING METHOD** outlined in the 7 steps below is a good approach. Learn these 7 steps and apply them when making major decisions.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

GERRY'S SATURDAY

Gerry felt great when he awoke on Saturday morning. He'd turned fourteen two days ago, and last night several friends had come over to help him celebrate. Gerry mulled over his plans for the day. He had hockey practice this morning. He would follow this with a quick lunch, then go to the main library to begin research on a big Social Studies project. It was also pleasant to think about what he could buy with his birthday money - \$65.00 all together. Maybe he'd use it for hockey equipment, or for computer games, or for new fishing gear that he'd like for next summer. It was wonderful to think of all the possibilities! An hour later, Gerry was ready for the game. Just in case he wanted it, he decided to take his birthday money along. It felt good to have some extra cash in his pocket.

At noon, Gerry's dad picked up Gerry and his friend Alex at the rink. The boys loaded their equipment into the trunk, then asked Mr. Smith to drop them at the mall. Gerry needed to pick up a notebook before going to the library. Alex decided he would wander about for a while, then find his own way home.

Gerry picked up the notebook right away, but hesitated when Alex suggested they have lunch together before Gerry went on to the library. "I'll have to eat somewhere", Gerry thought, as the two boys headed for the food court. Alex loaded up with two hamburgers, fries, and a milkshake. Just looking at it made Gerry's mouth water, so he decided to have the same.

Lunch over, the two boys drifted over to the games arcade near the food court. An hour later they emerged, a few dollars poorer. As they wandered toward the escalator, they were drawn into a few of the shops selling clothing, sports equipment, and novelty items. It was almost another hour before they reached the escalator.

(continued)

**Introductory
5.1b/5.2a**

Once back on the ground floor, they stopped to listen to a musician, then glanced over various displays set up in the mall. Tickets were being sold for a terrific ATV. Gerry knew he'd love to have it, so bought five tickets. Rock music from the music store caught their attention and the two boys decided to have a look. Forty-five minutes later Gerry had found two cassettes he really wanted. He tossed a coin to make his choice, then decided to buy them both ... a birthday treat.

It was almost four o'clock when Gerry realized that he'd better be on his way. However, Alex persuaded him to stop for a doughnut first. It was half an hour later when Gerry hurried off for the twenty minute walk to the library. He had just entered the reference section and pulled out a few books from the shelf when the lights dimmed to signal that the library would close in fifteen minutes. As Gerry went to phone home for a ride, he felt a little discouraged. Where had the afternoon gone?

NAME: _____

CLASS: _____

DATE: _____

DECISION MAKING WORKSHEET

1. DEFINE THE PROBLEM:

2. GATHER INFORMATION.

3. LIST ALL POSSIBLE CHOICES.

4. IDENTIFY POSITIVE AND NEGATIVE CONSEQUENCES OF EACH CHOICE.
(Label each + or -)

Choice #1

Choice #2

Choice #3

5. CHOOSE THE BEST SOLUTION. (Show your choice below.)

6. CARRY OUT THE DECISION.

7. EVALUATE THE OUTCOME OF THE DECISION

DOES YOUR DECISION SHOW ANY PRINCIPLES OR GOALS? EXPLAIN.

DECISION CASES

Decision Case A.

You have been saving money for the past year to purchase a computer, printer, and other related equipment. You almost have the amount you need for the computer outfit you expect to go on special in February. You've been looking forward to this for a long time, as you expect the computer to be useful for completing school work and providing fun in your spare time.

Recently, you learned that your Pathfinders group is planning a trip to Europe. They will be gone for one month in the summer, and will visit several countries, taking advantage of group rates and special tours. Two of your best friends are planning to go. Your parents have said they will help with money for the trip to Europe if you put in what you have.

Your group needs to know within the week if you plan to go. What will you tell them?

Decision Case B.

You are the eldest of the three children in your family. At present, each of you has your own room. However, you have just been told that your cousin, age 17, will be coming to stay with your family during the fall and winter.

Your parents have told you that they will consider your opinion when they decide where your cousin will stay in your home. You can offer to share your room, or you can let your cousin move into the family room where your younger brother and sister play, where you entertain your friends, and where the family watches TV and spends time together.

If you share your room your parents have offered to give you \$60.00 per month from the amount your cousin will contribute for room and board. You'd like to have the money as your allowance is not large; however, you like your privacy and your "own space" also. You must consider the pros and cons of each choice. What will you decide?

Decision Case C.

Last September, when you turned sixteen, your parents decided to give you full responsibility for your clothing budget. They calculated that you usually spend about \$1200.00 on clothing in one year. You've managed quite well so far. You have purchased two new outfits for school, a new winter jacket and windproof pants for outdoor wear, and the basic necessities. Since Christmas, you've been able to find sneakers and dress shoes on sale, and a pair of winter boots at half price.

You feel confident that the \$300.00 you have left will be enough to buy a school outfit for spring, plus the new bathing suit and sportswear you'll need for the summer. You're proud that you've managed so well, and are confident your parents will agree to the same arrangement next September.

Today, a boy you recently began to date invited you to his graduation in May. You really want to go. However, the dress and accessories you will need will probably take most of your remaining clothing money. You know your parents expect you to allow for emergencies when you plan your spending money, so you don't feel right about asking them for the money. You're not sure how you'd feel if you could not buy any new clothes for the next few months (it's now mid-March), and had to "make do" all spring and summer with what you can wear from last year.

What will you decide to do? Will you spend the money on graduation clothes, and enjoy the grad? Will you say "no" because you have nothing to wear? Or will you find another solution?

Decision Case D.

You are a member of a karate club. Because you've been doing really well, you are being considered for the provincial team. There is a lot of competition for this honour - a goal that you've had secretly since you started in the sport. There is a big match coming up soon. A good showing at it would be a real boost toward your goal. One of the problems you've been worrying about though is your weight. The match will be conducted by weight categories and there is less competition at the lower weights; therefore you would have a better chance for a medal if you weighed less. Your parents are very much against your dieting because they feel that you aren't overweight and point out that you are growing rapidly. The coach says that your decision is up to you. You know that if you lived on salads and skipped some meals for a few weeks you would lose weight and your parents would probably never know so they wouldn't be upset. You could probably increase your activity level as well - running after school before your family gets home, for instance; that way there would be less argument about what you are doing. Everybody knows exercise is good for you anyway.

What are you going to do? Will you try to lose weight to fit into a lower weight class without telling your parents - or will you enter at your normal weight level?

Decision Case E.

The family down the street wants you to babysit regularly three times a week. Because they have trouble finding someone to look after their two young children, they will pay more than the usual rate. You really want the money because you're saving for a computer. However, you suspect the reason they can't get sitters is that their children are so badly behaved.

You'd like to have a secure job with a steady income. What will you decide? If you took the job, how would you handle the discipline problem?

Decision Case F.

Your younger brother John had his sixth birthday six weeks ago. You gave him a gift of two tickets to a concert by his favourite musician who specializes in children's music. You included a promise to take him when the concert date arrived. Now, a girl you have been admiring has invited you to her birthday party the same night. You don't want to miss the chance to go on a date with Laura, but you know that John is looking forward to the night out.

What should you do?

Decision Case G.

You recently turned seventeen, and just earned your driver's license. Your parents have been generous in letting you use the car nearly every day to practise for your license, and lately, to go meet with your friends after school. There are two rules, however. You are not allowed to take the car out without permission or after dark. Now your parents are away on vacation, and you and your sister, Valerie, age 15, are home alone. You want to use the car to take a new girl from school to a dance on Friday night.

What choices do you have? What decision will you make?