

# APPENDIX F: Parent-Teacher Connections

## For Family Discussion

### UNIT 1

#### UNIT 1 | LESSON 1

#### The Mysterious Box: Your Adventure Begins

*Dear Parents,*

*In order for a student to be successful in overcoming the pressure to be involved in alcohol and drug abuse or to be involved in premarital sex, a team must be formed that will be supportive and encouraging to him or her. Overwhelming statistics tell us that hundreds of thousands of adolescents ruin their lives and shatter their dreams by being involved in drugs, alcohol and premarital sex. This year may be the key to equipping your son or daughter to become the kind of person that lives a life that fulfills the dreams he or she has and that you have for him or her.*

*The journey is beginning – but may not be completed by the student if he or she is left to himself or herself. Hopefully, this team (parent-teacher-adolescent) will stand together to establish dreams for successful lives and avoid the dream breakers that lurk, awaiting the opportunity to shatter another life. If you are willing, it would be important for you to tell your adolescent that you are committed to helping him or her on the journey that he or she will be making in this class. You will need to read and discuss the Parent-Teacher Connection after each class session.*

*Sincerely,*

*Your son's (or daughter's) teacher*

Please discuss with your adolescent the following questions:

1. This first lesson explored the people in your adolescent's life who are trustworthy guides and others who are more likely to give them bad advice or set a bad example. Share with your adolescent from your years of experience how you can tell good trustworthy guides from untrustworthy ones.
2. Share with your adolescent your desire to discuss the Parent-Teacher questions after each session.

#### UNIT 1 | LESSON 2

#### Imagine Your Life: Dreams and Barriers

1. Did you have any goals when you were younger? If you did, did you reach them? If so, what were the sacrifices you made to reach them? If you did not reach them, explain to your teenager why not. (Did your goals change? Were they unrealistic? etc.)
2. Do you know someone else who set goals as a youth (maybe an old school friend) and who achieved those dreams?
3. What can you do as parents to help keep your adolescent's dreams alive?

**UNIT 1 | LESSON 3****Freedom and Responsibility**

This lesson dealt with the importance of responsibility and freedom. Discuss with your adolescent what additional freedoms he or she desires. These should be balanced with additional responsibilities. For example, if your adolescent picks up the responsibility of fixing the dinner meal one day per week, he or she might be given the freedom to be with his or her friends another night of the week.

**UNIT 1 | LESSON 4****Habits that Chain; Habits that Empower**

1. Please share with your adolescent what habits you (Dad or Mom) have worked to develop and habits you've struggled to break.
2. What positive habit has your adolescent chosen to cultivate over the next three weeks? Ask how you can help.

**UNIT 1 | LESSON 5****Stronger Together: A True Learning Community**

Discuss with your adolescent the guidelines agreed upon by the class that meant the most to you and then discuss which of them might be applied in your family.

## UNIT 2

### UNIT 2 | LESSON 6

### What Do You Know About Drugs?

Share with your adolescent about when you were young. Were there people you were tempted to listen to that you should not have? If so, what would you guess were their motivations for trying to lead you the wrong way?

### UNIT 2 | LESSON 7

### Effects of Drugs on the Body

Today, we discussed the effects of drugs on the body. Every drug has some kind of effect on our bodies.

All major body systems – the heart, lungs, digestion, and nervous systems – are affected in some way by drugs. Persons who use needles for drugs are at a high risk for contracting two incurable diseases:

- HIV, which usually becomes AIDS.  
Anyone who contracts HIV will certainly have his or her dreams shattered.
- Hepatitis.

Some forms of hepatitis are also serious enough to shatter a young person's dreams.

1. Ask your adolescent about the activity done in class today. We used carbonated beverage and salt.
2. Ask your adolescent why using drugs even just one time can be a bad choice.

### UNIT 2 | LESSON 8

### Understanding Addition to Drugs

1. Talk with your adolescent about people whom either of you know who are or were addicted to drugs and how drugs have affected their lives.
2. Discuss how drugs might affect your adolescent's ability to reach his or her dreams for the future.

### UNIT 2 | LESSON 9

### Downward Progression of Drug Use

1. Have your adolescent explain to you the characteristics of the four stages of addiction.
2. Discuss how easy it is for experimenting to lead to more serious stages of addiction.
3. Please discuss with your adolescent how you would feel about him or her if you discovered he or she was experimenting with an illegal drug.

### UNIT 2 | LESSON 10

### Benefits of Drug Abstinence

1. Please share what you learned about the importance of making the right choices about drugs. Why is the first decision about drugs so important?
2. How are options and opportunities limited by drug use?

## UNIT 3

### UNIT 3 | LESSON 11

### What Do You Know About Alcohol?

There are many problems that we often ignore, thinking they will go away. There are many societal problems we ignore, hoping they will go away – like homeless people or beggars on the street.

Only when we acknowledge the problems we encounter can we begin to deal with them. Today, there was an entertaining story called “The Elephant in the Parlor” that helped illustrate this idea.

One problem that is often ignored is the problem of alcohol. One reason it is ignored is that people have many misconceptions about alcohol.

1. What are some of the misconceptions about alcohol? The students discussed 17 of them in class.
2. If alcohol has caused problems in your extended family, please discuss them with your adolescent.

### UNIT 3 | LESSON 12

### Effects of Alcohol on the Body

1. Please talk to your son or daughter about the memorial they started in class today with the stones that were in his or her shoes. If your child tells you he or she did not contribute to the memorial that is OK. Remember, they are beginning to make their own choices, but feel free to talk with them about why they did not.
2. As an example to your adolescent, maybe you can identify some area in your life that needs to be changed, and you could form some kind of memorial to help you keep that commitment.

### UNIT 3 | LESSON 13

### Consequences of Alcohol Abuse

1. If a family member or friend has had trouble in his or her family because of alcohol, talk about how you as a family could help that person without being judgmental.
2. As a family, see whether you can make your own web about all the areas of a person’s life that could be affected by alcohol.

### UNIT 3 | LESSON 14

### Your Vulnerability to Alcohol Abuse

1. Discuss your adolescent’s experience with alcohol, if any, and his or her exposure to people who drink.
2. Then discuss how your adolescent can overcome the risk of becoming addicted to drink.

### UNIT 3 | LESSON 15

### Benefits of Alcohol Abstinence

1. Ask your adolescent to describe the character traits he or she studied in this week’s lesson.
2. If you have observed any of these character traits in your adolescent’s life, tell him or her!

# UNIT 4

## UNIT 4 | LESSON 16

### What Do You Want in A Mate?

1. Discuss with your adolescent some of the qualities people should develop before they are ready to be married.
2. Ask your adolescent to share with you one quality he or she chose in class to work on at the present time. Ask how you might encourage or assist him or her in developing that quality.

## UNIT 4 | LESSON 17

### Physical Consequences of Premarital Sex

Discuss with your adolescent the physical problems that can result from premarital sex (STDs, pregnancy, etc.).

## UNIT 4 | LESSON 18

### Emotional Consequences of Premarital Sex

1. Please share with your adolescent some of the things you have learned to do to make your mate happy and your marriage stronger.
2. What is one thing you hope your adolescent will do as he or she develops friendships with people of the opposite sex?

## UNIT 4 | LESSON 19

### Facts and Rumors About Sex

1. Today, we discussed some common ideas that young people have about sex.
2. If you are willing, share some of the untrue rumors you have heard about sex and explain to your adolescent why they are not true.

## UNIT 4 | LESSON 20

### How to Prepare for Success in Marriage

1. Share with your adolescent one or two character qualities that you think contribute to being a good spouse.
2. Ask your adolescent to share with you the list of positive qualities covered in class. Share your own observations about how these might help a marriage.

## UNIT 5

### UNIT 5 | LESSON 21

### The Pressure to Compromise

1. Ask your adolescent, “What is the greatest pressure you are feeling right now from your friends?”
2. Discuss how you might help him or her meet the challenge of that pressure.

### UNIT 5 | LESSON 22

### The Dangers of Infatuation

1. Discuss with your adolescent what originally attracted you to your spouse.
2. Explain to your adolescent the differences you have observed between immature and mature love.

### UNIT 5 | LESSON 23

### The Lure of Immediate Gratification

1. Share with your adolescent a life dream you had that was fulfilled.
2. Share with your adolescent a dream that was not fulfilled and what prevented the achievement of that dream.

### UNIT 5 | LESSON 24

### The Media Unmasked

1. As we watch TV this week, let’s look carefully at the ads and point out as many ads we can find that try to trick us into buying their products by presenting a false picture.
2. Together, evaluate three ads for the homework assignment.

### UNIT 5 | LESSON 25

### The Power of “No”

1. Describe to your adolescent a time when you avoided a situation that could have been harmful to you.
2. Describe a circumstance in which you were tempted to do something you didn’t really want to do. How did you say “no” effectively?

### UNIT 5 | LESSON 26

### The Path to Your Dreams

1. Share with your adolescent some of the goals you have for yourself.
2. Share with your adolescent some of the hopes and dreams you have for his or her life.

**UNIT 5 | LESSON 27****The Importance of Boundaries**

1. Discuss the moral boundaries that you as a family have established.
2. Ask your adolescent what he or she thinks are some boundaries you might strengthen to improve their chances of reaching his or her dreams.

## UNIT 6

**UNIT 6 | LESSON 28****The Unseen World**

1. Tell your adolescent about some things you were taught when you were younger but no longer believe to be true.
2. Share with your adolescent some of the things you cannot see, but believe are true anyway.

**UNIT 6 | LESSON 29****The Worst Case**

1. Tell your adolescent about your own father. What was (or is) he like?
2. How well did you get along with him when you were the age your adolescent is now?
3. If you had to describe your father in one or two words, what would you say?

**UNIT 6 | LESSON 30****The Grand Proposal**

1. Share with your adolescent about any relatives, extended family, or close friends who are dedicated Christian believers.
2. Offer your opinion to your child why so many in our country have turned back to Christianity in recent years.

**UNIT 6 | LESSON 31****The Cycle Broken**

Share with your son or daughter a time when you had an opportunity to forgive someone else or share an instance when you received forgiveness from someone.

**UNIT 6 | LESSON 32****The Dream Makers**

1. Ask your adolescent to share with you the story he or she wrote in class.
2. Talk about what this series of discussions together has meant to you and your adolescent.

**UNIT 6 | LESSON 33****The Final Celebration**

(No discussion questions.)

