



**High School  
Human Perspectives  
Hohlfeld**

**4TH QUARTER  
CURRICULUM PACKET**

**Hayward Community  
School District  
715-634-2619**

**#HurricaneStrong**



## Human Perspectives Family & Consumer Sciences

### Term 4

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"Office" hours: 9:00-11:00/Monday through Friday

### Week 1...Your Life Path

Daily Journaling Mon. through Fri.

Life Lesson

Life Lesson Project

### Week 2...Skills for Success

Daily Journaling Mon. through Fri.

Life Lesson

Life Lesson Review

### Week 3...More Skills for Success

Daily Journaling Mon. through Fri.

Life Lesson

Life Lesson Review

### Week 4...Relationships

Daily Journaling Mon. through Fri.

Life Lesson

Life Lesson Review

### Week 5...Conflict Resolution

Daily Journaling Mon. through Fri.

Life Lesson

Life Lesson Review

### Week 6...Managing Stress

Daily Journaling Mon. through Fri.

Life Lesson

Life Lesson Review

**General instructions:** Hello, everyone... welcome to 4<sup>th</sup> quarter. Wish we were meeting in person!! Was looking forward to putting this class back in my schedule. It will be a different than if we were live and in person, but I've got things pretty organized for you. Should be good!

Each week there is a life lesson with information about a specific topic and a corresponding project or review. The project/review must be completed and returned to me each week. You are also required to journal daily. Each morning (Monday through Friday) there is a question to answer, and at the end of each day I want you to write about the best part of your day. Be thoughtful and thorough with the journaling. I have the journal topics divided by weeks, so send at the end of each week with your project or review. Topics are somewhat timely. Hope you find them helpful. Do your work weekly, and it will be a breeze to complete and earn your half-credit.

I don't want to make this difficult for anyone. I'm sending electronic copies, and the school is making hard copies. If you want to get started right away and you don't have a printer, just type up your answers in a document and share with me. Just make sure you label things clearly and include your name. If you are using hard copies, you can take pictures and email them to me. Students were doing that 3<sup>rd</sup> quarter and it worked just fine.

**For those who want an extra challenge,** make a collage, slideshow, or video of a day in your life!

If you have any questions, please email or call me. I enjoy hearing from students. I have my school extension number at the top of the page and my home number. Calling my home phone will get quicker results. We'll get through this together! Mrs. H

## HP week 1 Daily Journaling (Complete and return to me by email)

Questions Taken from the book "If..." By Evelyn McFarlane and James Saywell

### Monday AM

If you could physically transport yourself to any place in the world at this moment where would you go and why?

### Monday PM

The best part of my day was...

### Tuesday AM

If you could eliminate any one type of insect permanently from the earth, which would you get rid of and why?

---

### Tuesday PM

The best part of my day was...

### Wednesday AM

If you could have had the starring role in one film already made, which movie would you pick and why?

### Wednesday PM

The best part of my day was...

**Thursday AM**

If you could receive one small package this very moment, whom would it be from and what would be in it?

**Thursday PM**

The best part of my day was...

**Friday AM**

If you had to choose the color that describes you most accurately, which color would it be and why?

---

**Friday AM**

The best part of my day was...

# Human Perspectives Term 4

## Life Lesson: Week 1...Your Life Path

Read and contemplate the sayings on the reverse side of this page.

Your life's journey, your life path, began when you were born. Your life path is made up of all your life experiences, good and bad. As you have "traveled" on your journey, there have been some amazing moments and some less amazing moments. There have been joyful moments that you never want to forget, and sad moments that will remain with you forever. There have been milestones along the way, things you have accomplished or conquered. There have been those light bulb moments that made you say aha!

**We are all on the same, but different journey.**

**Our life paths are influenced by...**

### **Heredity**

- \*our physical traits
  - \*height, weight, eye & hair color
- \*our gender
- \*our intelligence
- \*hereditary diseases we may be living with

### **Environment**

- \*our prenatal environment
  - \* a woman's behavior during pregnancy impacts the developing baby
- \*our family
  - \*provides for our physical, social, and emotional needs
- \*our neighborhood & community
  - Provide jobs, leisure activities, and housing
- \*our schools and teachers
  - \*provide opportunities to learn knowledge & skills, and extra-curricular activities
- \*our friends & peers
  - \*provide shared experiences, impact our emotional and social well-being, may make us feel we belong or don't belong
- \*our church & religious beliefs
  - \*provide guidelines for living & meaning in life
- \*technology
  - \*provides access to people, goods & information, has improved health care, may cause us to neglect relationships
- \*the media
  - \*provides information & entertainment, may cause us to develop an unrealistic view of the world
- \*the natural environment
  - \*provides clean air, clean water, space to explore

**As we "travel" through life, our life paths will cross with others'. They may influence our life path and we may influence theirs.**

Life is a journey  
to be  
experienced,  
not a  
destination to  
be reached.

Appreciate where  
you are in your  
journey, even if it's  
not where you want  
to be. Every season  
serves a purpose.

**Each one of us is given this  
amazing journey of life. It  
is up to us to be open to  
what's in store. Some of  
which we can control,  
some of which we can't.  
We need to just believe &  
let go as our precious  
story unfolds.**

Life is a long  
journey, with  
problems to  
solve, lessons to  
learn, but most of  
all, experiences  
to enjoy.

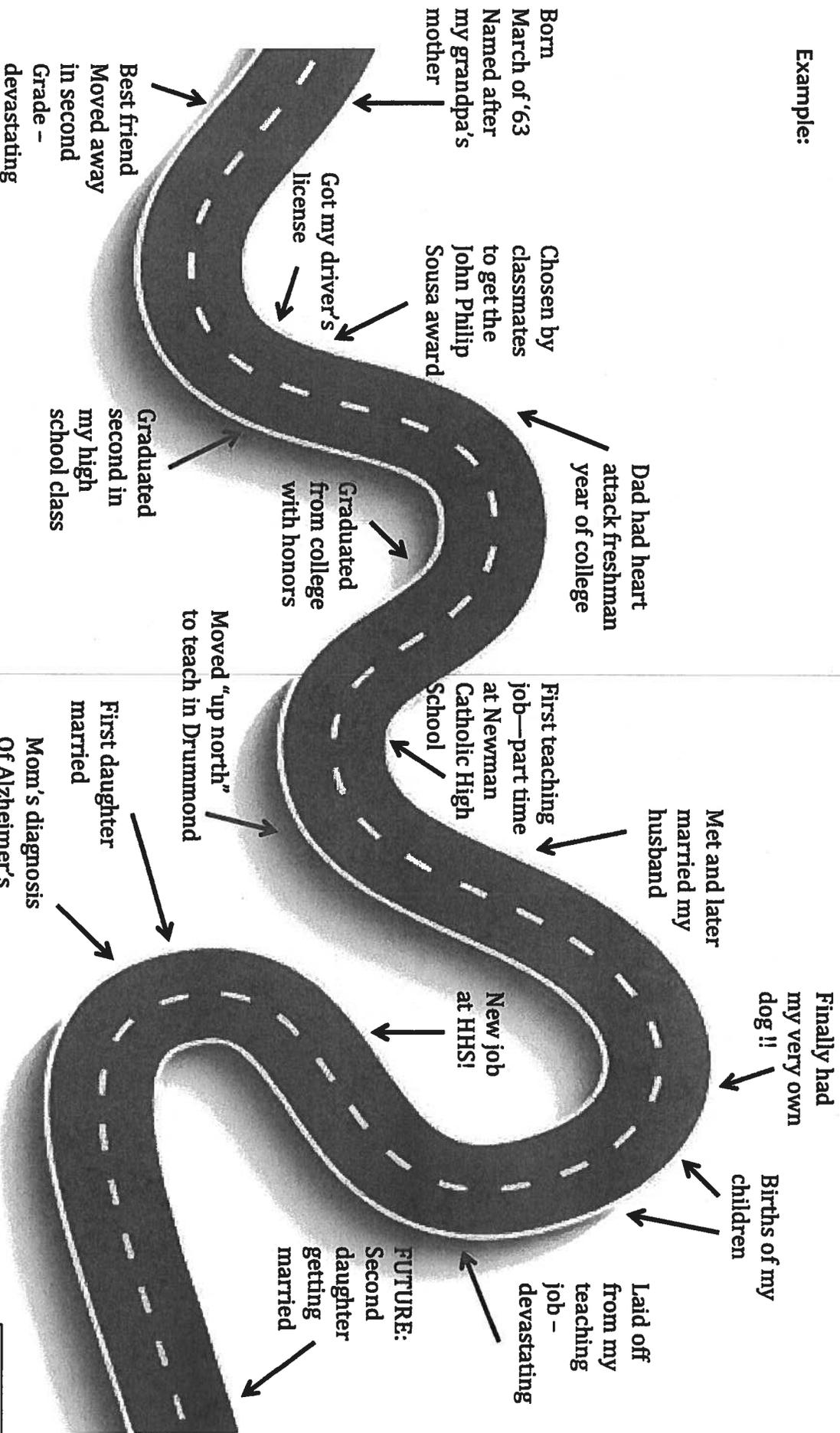
It's your road.  
Others may  
walk it with  
you, but no one  
can walk it for  
you.

Today I give thanks  
to everyone who has  
been part of my  
life's journey.

## HP week 1 Life Path Project Instructions

Map out your life's journey on the paper provided. Mark milestones along the "road", beginning with your birth. Along the way add significant moments, good or bad, happy or sad, which have been part of your life path. If there is something you would like to include, but don't feel comfortable sharing, you can write "personal". Feel free to project out into the future. You can include milestones you anticipate in the future. Just indicate that those are future events.

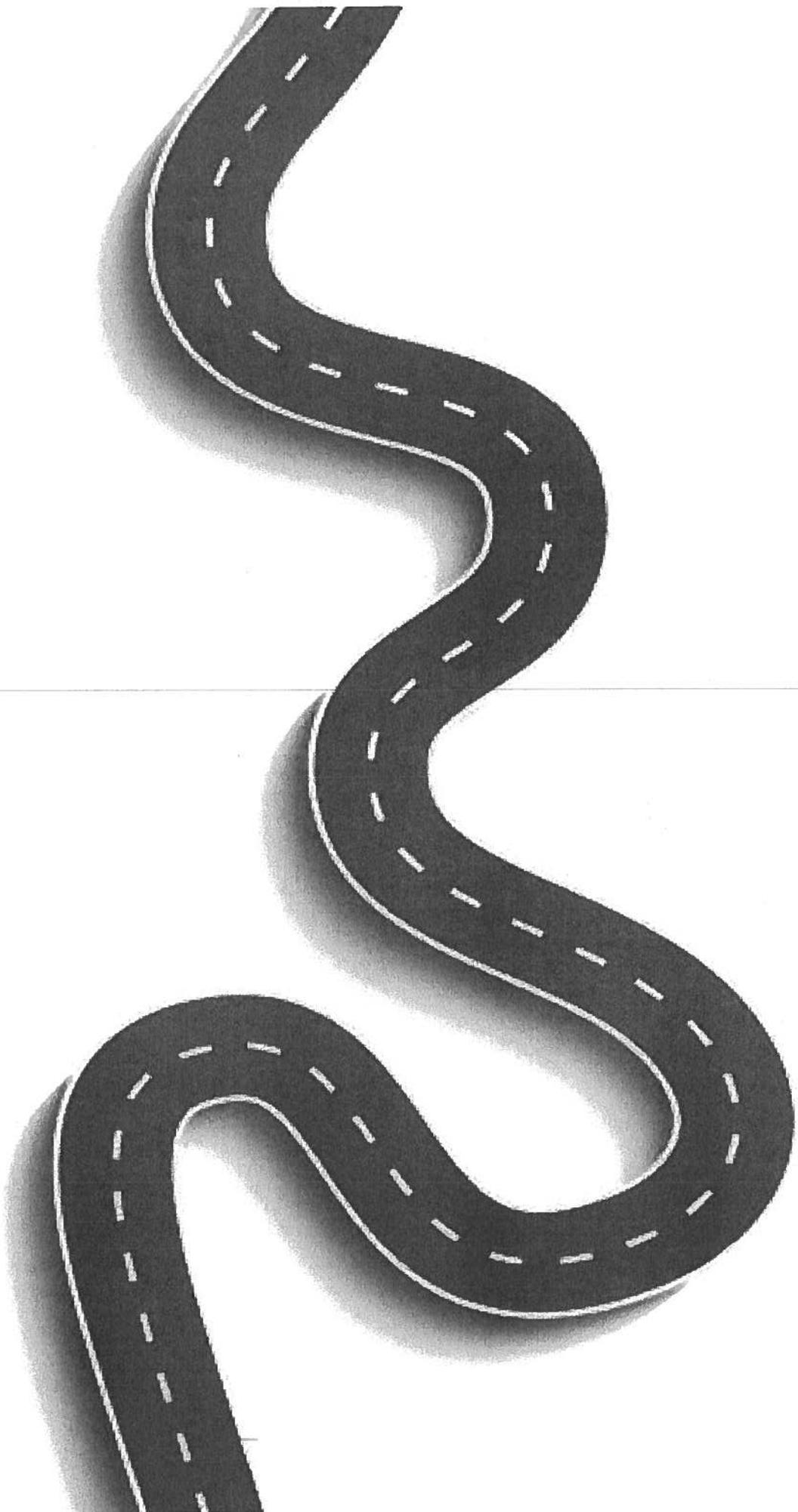
Example:



# MY LIFE PATH

HP week 1 Project (Complete and return to me by email)

Student name \_\_\_\_\_



## HP week 2 Daily Journaling (Complete and return to me by email)

Questions Taken from the book "If..." By Evelyn McFarlane and James Saywell

### Monday AM

If you could have one meal from your past exactly as it was, which would you repeat and why?

### Monday PM

The best part of my day was...

### Tuesday AM

If you could possess one super power, what would it be and why?

---

### Tuesday PM

The best part of my day was...

### Wednesday AM

If you could cast an actor/actress now alive to play you in a new film, what kind of film would it be and who would you choose?

### Wednesday PM

The best part of my day was...

**Thursday AM**

If you were given one hour to spend an unlimited amount of money in any store in the world, which would you choose and why?

**Thursday PM**

The best part of my day was...

**Friday AM**

If your home was to be totally destroyed by fire, and you could save just one thing, what would it be and why?

---

**Friday AM**

The best part of my day was...

# Human Perspectives Term 4

## Life Lesson: Week 2...Skills for Success

While some things are out of our control, there are ways to impact your own life path.

### Know your values.

A value is an idea or belief that is **important to you**.

Examples of values include:

- |             |             |            |           |
|-------------|-------------|------------|-----------|
| *family     | *friendship | * wisdom   | *beauty   |
| *popularity | *health     | *education | *privacy  |
| *wealth     | *power      | *freedom   | *religion |
| *creativity | *economy    | *fame      | *safety   |

### Use your values to make decisions.

### Set achievable goals.

A goal is something you wish to achieve.

Your goals should:

- \*be realistic
- \*be specific
- \*have a time element
- \*be within your control

### Examples of well-written goals:

I will spend an hour starting at 9:00 pm tonight visiting with my friends on a video call.

I will run two miles a day for a minimum of 5 days a week.

I will join drama club next fall at the beginning of the school year.

I will wash the dishes immediately after eating each meal.

### Goals missing parts:

Start saving money this year.

Not specific

Improved: I will put \$20 each week from my paycheck into my savings account starting next week.

Play games with my family.

No time element

Improved: I will play games for one hour with my family on Friday night.

Get my parents back together.

Not within your control

Leap across the Grand Canyon

Not realistic

**Make thoughtful decisions.**

- define the problem
- list your options
- identify your goals, values, and possible consequences
- compare your options using goals, values, and consequences
- make a decision
- act on the decision

**FOR EXAMPLE** on a typical school day...

**Define the problem.** Put it in the form of a question.

What will I eat for lunch tomorrow?

**List your options.**

- McDonald's
- Angler's pizza
- Stroganoff made by school cooks
- Salad bar
- Lunch from home

**Think about your values and goals.**

Goal: to eat something nutritious and feel full afterward.

Values: health, cost, taste, time

**Compare choices using your goals and values.**

|                 | taste | health | cost | time |
|-----------------|-------|--------|------|------|
| McDonald's      | ~     | -      | ~    | ~    |
| Angler's pizza  | +     | ~      | -    | -    |
| stroganoff      | +     | ~      | ~    | +    |
| lunch from home | +     | +      | +    | -    |
| salad bar       | ~     | +      | +    | ~    |

**Make a decision.**

Bring lunch from home.

**Act on decision.**

Get up early and pack lunch before school.

HP week 2 Life Lesson Review (Complete and return to me by email)

Student name \_\_\_\_\_

1. "Learn to dive from a spring diving board" is a poorly written goal. What is the problem with the goal?
  - A. it is not clear or specific
  - B. it has no deadline
  
2. "Make more money next week" is a poorly written goal. What is the problem with the goal?
  - A. it is not clear or specific
  - B. it is not realistic
  
3. "To make it to the state forensics competition with the play-acting group by March 14" is a poorly written goal. What is the problem with the goal?
  - A. it is not clear or specific
  - B. it depends on another person
  
4. Short-term goals are the steps for achieving long-term goals. Which of the following would be the most short-term goal?
  - A. to get an A on the human perspectives project
  - B. to have an A in human perspectives at the end of the term
  - C. to get on the A honor roll second semester

Give two examples of a well-written goal. Be sure to **include all four elements** of a well-written goal. Write one goal for today. Write one goal for the future.

Goal for today:

Goal for the future:

Successful people use their values and goals to \_\_\_\_\_.

Gina went to the local mall with her friends. The mall is huge and has many stores to shop in. Gina has \$50 to spend, and there are many things she would like to buy. A department store in the mall is having a sale on jeans, and the jeans Gina has now are kind of old. Her grandmother's birthday is coming soon and Gina has been thinking about getting her grandmother a scarf. Gina will also need a new backpack for next semester, because hers is ready to fall apart. Use the decision making process below to help Gina decide how to spend her \$50.

Step one: identify the problem

Step two: list the options

Step three: identify your values and goals

Values:

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Goals:

Step four: compare the options using values and goals

Step five: make a decision

Step six: act on the decision

## HP week 3 Daily Journaling (Complete and return to me by email)

Questions Taken from the book "If..." By Evelyn McFarlane and James Saywell

### Monday AM

If you could have been any person from history, who would you want to have been and why?

### Monday PM

The best part of my day was...

### Tuesday AM

If you had to eliminate one season permanently (spring, summer, fall, or winter), which one would go and why?

---

### Tuesday PM

The best part of my day was...

### Wednesday AM

If you could have a song written about you, what musician would you want to compose and perform it, and what would it be called?

### Wednesday PM

The best part of my day was...

**Thursday AM**

If you were to receive a letter today from anyone you have known during your lifetime, who would it be from and what would it say?

**Thursday PM**

The best part of my day was...

**Friday AM**

If you were to perform in the circus, what would you do and why?

---

**Friday AM**

The best part of my day was...

# Human Perspectives Term 4

## Life Lesson: Week 3... More Skills for Success

Here are more things you can do to make your life “journey” manageable.

### Manage your resources wisely.

Resources are things we use to achieve our goals.

Four main types of resources:

#### Human Resources

Examples: knowledge, skills, creativity, time, energy, family, friends

#### Material Resources

Examples: objects, money, tools, equipment, technology

#### Community Resources

Examples: schools, libraries, hospitals, parks, businesses, public transportation, and the people working in those places

#### Natural Resources

Examples: air, water, soil, plants, minerals, fuel

To make the most of your resources:

- \*improve your skills
- \*expand your knowledge
- \*work extra hours
- \*take care of your health
- \*plan and make wise choices
- \*reduce consumption, reuse, recycle
- \*take care of your possessions
- \*trade material and/or human resources with family and friends
- \*use skill and creativity to make things in short supply

### Managing time

- \* Make a list.
- \* Prioritize the list using A's, B's, and C's. (**Prioritize**-to rank things in order of importance)
- \* Do A's first, then B's, then C's.

#### Example:

- A Do homework.
- A Feed the dog.
- B Go for a run.
- C Call a friend.
- A Deposit a check.
- C Watch some you tube videos.
- B Practice guitar.

**Don't procrastinate**-to put off doing something until the last minute

Why do people procrastinate?

\*don't like the task

**SOLUTIONS:**

- \*make it fun by listening to music, etc.
- \*do the things you don't like first
- \*alternate things you like with those you don't

\*the task seems too large

**SOLUTIONS:**

- \*break it down into smaller parts
- \*have someone help you

\*have trouble prioritizing

**SOLUTION:**

- \*consider the consequences of not doing the tasks

**Managing money**

Create and use a **budget** – a spending and savings plan

Steps for budgeting

- \*determine **income**: money coming in (allowance, jobs, etc.)
- \*determine **fixed expenses**: expenses for which the dollar amount stays the same every time you pay it (rent, car payment, house payment, savings)
- \*determine **flexible expenses**: expenses for which the dollar amount changes every time you pay it (food, clothing, electric bill, phone bill)
- \*add fixed and flexible expenses and subtract from income
- \*determine where money for **unplanned expenses** will come from

Example:

**Income**

Monthly wages from job \$2500.00

**Fixed Expenses**

|                  |               |
|------------------|---------------|
| Rent             | \$675.00      |
| Phone bill       | 65.00         |
| Car Payment      | 225.00        |
| Car Insurance    | 110.00        |
| Health Insurance | 125.00        |
| Savings          | <u>200.00</u> |

Total Fixed Expenses \$1400.00

**Flexible Expenses**

|               |               |
|---------------|---------------|
| Food          | \$375.00      |
| Clothing      | 200.00        |
| Gas           | 160.00        |
| Electric Bill | 125.00        |
| Hair care     | 30.00         |
| Entertainment | <u>200.00</u> |

Total Flexible Expenses \$1090.00

Fixed + Flexible = Total Expenses  
\$1400 + \$1090 = \$2490.00

|                |                |
|----------------|----------------|
| Total Income   | \$2500.00      |
| Total Expenses | <u>2490.00</u> |
|                | +\$10.00       |

Only \$10.00 of disposable income each month. Money for unplanned expenses will have to come from savings, from borrowing (not an economically sound option) or from cutting expenses (maybe giving up a hair cut).

**HP week 3 Life Lesson Review (Complete and return to me by email)**

**Student name** \_\_\_\_\_

**Resources** are things we use/need to achieve our goals. The following is an example of a goal someone might have and the resources he/she would use/need to reach that goal.

**Goal:** To become an astronaut

**Resources necessary:**

|                                     |   |
|-------------------------------------|---|
| Education (high school and college) | Space Suit  |
| Science skills                      | Space ship  |
| Math skills                         | Good eye-hand coordination                              |
| Money for education                 | Good people skills (to get along with other astronauts) |
| Time for training                   | Problem-solving skills                                  |
| Good health                         | Connections (to be chosen for a space flight)           |

**Now list the resources someone would use/need to become a record-setting athlete.**

**Resources:**

**Below is a daily list of things that Joe needs to complete. He has prioritized the list according to what he thinks is important. Evaluate his list and make at least three changes.**

Joe's list (Make your changes right on Joe's list)

- A – Write 10 page science paper
- B – Reserve racket ball court for a week from Tuesday
- A – Study for tomorrow's test
- C – Get note from parents to explain why you missed sport practice
- C – Make lunch for tomorrow

**For each of the changes that you made in the previous list, tell why you made the changes.**

Change 1:

Change 2:

Change 3:



## HP week 4 Daily Journaling (Complete and return to me by email)

Questions Taken from the book "If..." By Evelyn McFarlane and James Saywell

### Monday AM

If you could cure any disease, which would it be and why?

### Monday PM

The best part of my day was...

### Tuesday AM

If you were to select a food that best describes your character, what food would it be and why?

---

### Tuesday PM

The best part of my day was...

### Wednesday AM

If you could find one thing, besides money, in your family attic, what would you want to discover?

### Wednesday PM

The best part of my day was...

**Thursday AM**

If you could give your parents one gift, what would it be and why?

**Thursday PM**

The best part of my day was...

**Friday AM**

If you were given a racehorse, what would you name it?

---

**Friday AM**

The best part of my day was...

# Human Perspectives Term 4

## Life Lesson: Week 4... Relationships

As we “travel” through life, our life paths will cross with others’. They may influence our life path and we may influence theirs. (From life lesson 1)

A **relationship** is a **connection** you have with another person.

Some relationships are **close**.

People in a close relationship are supportive of each other and are comfortable confiding in each other.

Examples of close relationships include relationships with parents, siblings, best friends, and long-term dating relationships.

Some relationships are **casual**.

People in a casual relationship share activities, but aren’t necessarily close.

Examples of casual relationships include relationships with co-workers and classmates.

**These connections can make us feel good about ourselves and support us along our life path.**

There are **positive outcomes** to being in relationships.

**Companionship** – having fun spending time together, sharing experiences, sharing feelings, sharing ideas

**Love & affection** – having a sense of belonging and acceptance, knowing that others care about you

**Support** – having someone there for you when you need him or her

Not all relationships are loving, caring in supportive. Check out the chart below.

| HEALTHY   | UNHEALTHY   | ABUSIVE  |
|---|---|--|
| In a healthy relationship both people are...  | In an unhealthy relationship one or both people is...   | A relationship is abusive when one person...   |
| <b>Communicating:</b> talking openly about problems, listening to each other, and respecting each others opinions             | <b>Not communicating:</b> when problems arise, fighting or not discussing them at all                                       | <b>Communicates</b> in a way that is hurtful, threatening, insulting or demeaning  |
| <b>Respectful:</b> valuing each other as is and respecting each other’s boundaries.   | <b>Disrespectful:</b> not considerate of the other’s feelings and/or personal boundaries                                    | <b>Disrespects</b> the feelings, thoughts, decisions, opinions or physical safety of the other   |
| <b>Trusting:</b> believing what the other has to say, not feeling the need to “prove” trustworthiness                         | <b>Not trusting:</b> not believing what the other says, or feels it’s OK to invade the other’s privacy                      | <b>Physically hurts</b> or injures the other person by hitting, slapping, choking, pushing, or shoving   |
| <b>Honest:</b> being honest with each other, while maintaining individual privacy   | <b>Dishonest:</b> telling lies  | <b>Blames</b> the other person for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior                                |
| <b>Equal:</b> making decisions together and holding each other to the same standards  | <b>Trying to take control:</b> feeling their own desires and choices are more important than the other person’s             | <b>Controls and isolates</b> the other person by telling them what to wear, who they can hang out with, where they can go and/or what they can do                |
| <b>Enjoying personal time:</b> respecting each other’s need for time apart, and enjoy time apart whether alone or with others | <b>Only spending time with the other person:</b> socializing only in the other person’s social group and not his or her own | <b>Pressures or forces</b> the other person to do things they don’t want to do, threatens, hurts or blackmails the other person if her or she resists or says no |

VIOLENCE

DEPENDENCE

CONTROLLING

INTIMIDATION

MUTUAL RESPECT

ROLE MODEL

SELF-CONFIDENCE

FIGHTING FAIR

TRUST

HONESTY

GOOD COMMUNICATION

DISHONEST

UNDERSTANDING

HOSTILITY

PROBLEM SOLVING

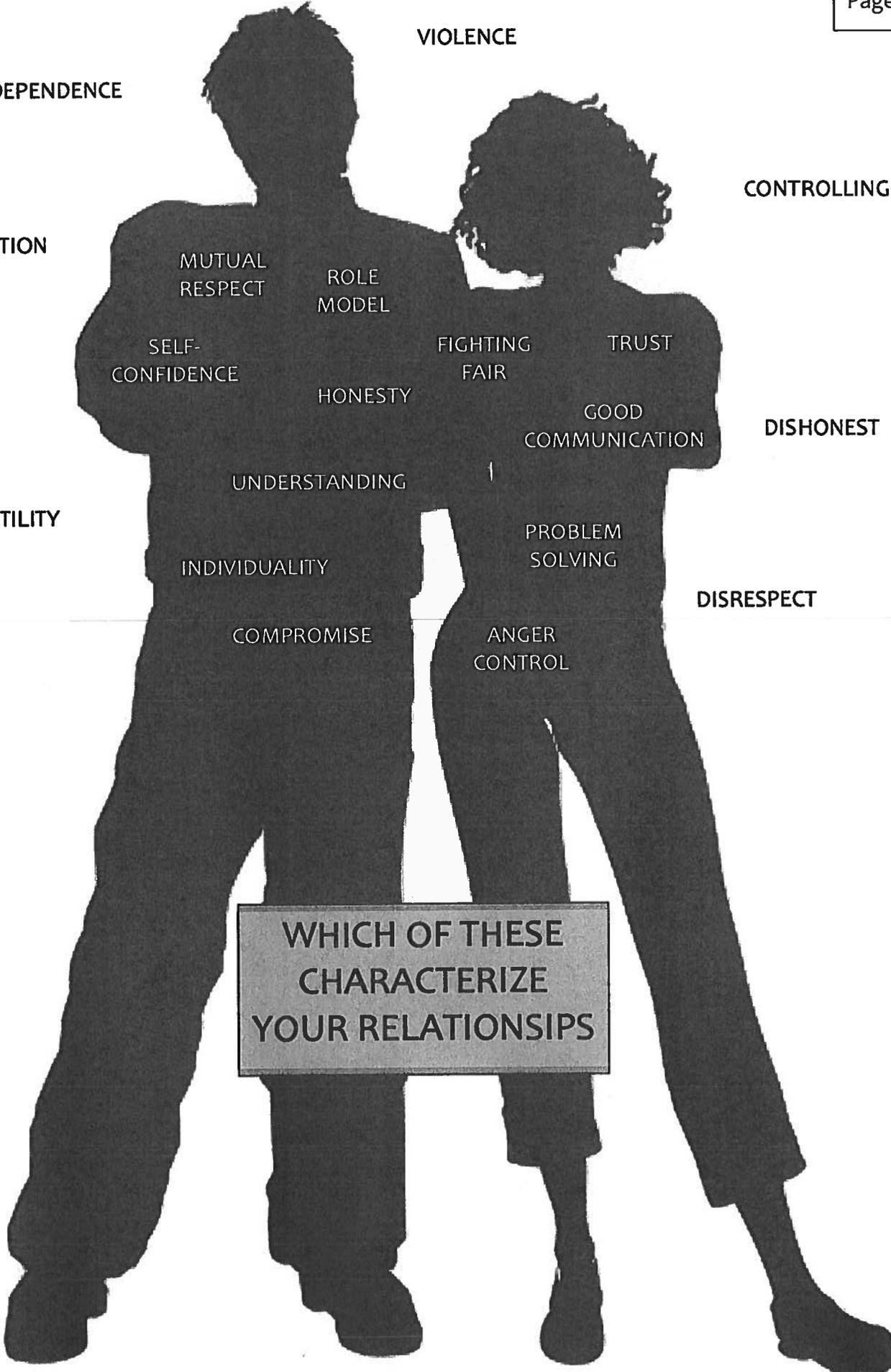
INDIVIDUALITY

DISRESPECT

COMPROMISE

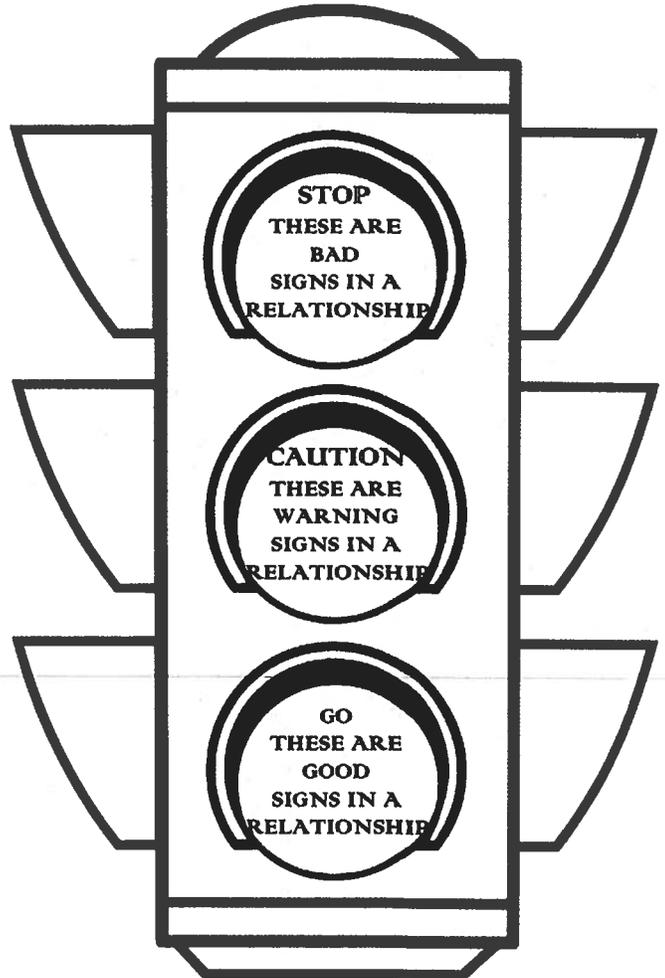
ANGER CONTROL

WHICH OF THESE CHARACTERIZE YOUR RELATIONSHIPS



Student name \_\_\_\_\_

Write  
STOP, CAUTION, or GO  
Next to each of the  
phrases below.



- \_\_\_\_\_ You are afraid of his or her temper
- \_\_\_\_\_ He or she threatens to hurt you
- \_\_\_\_\_ He or she sometimes puts you down
- \_\_\_\_\_ He or she pressures you to do things you don't want to do
- \_\_\_\_\_ He or she tells you not to hang out with certain people
- \_\_\_\_\_ You usually feel happy when you are with this person
- \_\_\_\_\_ You are afraid he or she will tell personal things about you with other people
- \_\_\_\_\_ You rarely get to plan what you will do together
- \_\_\_\_\_ You enjoy being with this person, but also enjoy time with other people
- \_\_\_\_\_ He or she respects your feelings and opinions
- \_\_\_\_\_ He or she talks to you about his or her feelings
- \_\_\_\_\_ He or she is happy when good things happen to you
- \_\_\_\_\_ You agree with him or her in order not to lose them
- \_\_\_\_\_ He or she is jealous of your time spent with other people
- \_\_\_\_\_ He or she does not ask you to do things that make you uncomfortable

## HP week 5 Daily Journaling (Complete and return to me by email)

Questions Taken from the book "If..." By Evelyn McFarlane and James Saywell

### Monday AM

If you had to lose one of your five senses, which would you give up and why?

### Monday PM

The best part of my day was...

### Tuesday AM

If you were to wake up tomorrow to learn that the major new headlines were about you, what would you want them to say?

### Tuesday PM

The best part of my day was...

### Wednesday AM

If you could pick one famous person to be your neighbor, who would you have next door to you?

### Wednesday PM

The best part of my day was...

**Thursday AM**

If you could ensure that your child has one experience that you have had yourself, what would you want it to be?

**Thursday PM**

The best part of my day was...

**Friday AM**

If you could have a servant come to your house every day for one hour, what chore would you have them do?

---

**Friday AM**

The best part of my day was...

# Human Perspectives Term 4

## Life Lesson: Week 5... Conflict Resolution

**Even in the best of relationships, conflict can occur.**

Conflict is a clash among people who have opposing ideas or interests.

- some conflicts are minor and are quickly resolved
- some are serious and take some time to resolve
- the worst kind leads to violence

**Why conflict occurs:**

**poor communication**-unclear messages and misunderstandings

**power struggles**-individuals or groups feel a need to be in control

**personality differences**-people who have very different values and attitudes from one another are likely to experience conflict

**jealousy**-causes resentment or hostility between people

**prejudice**-lack tolerance for people whose values, beliefs or even physical appearance is different than their own

**Results of conflict** can be positive or negative.

**Positive effects**

- \*Develop problem-solving skills
- \*Develop communication skills
- \*Strengthen relationships
- \*Learn something

**Negative effects**

- \*Causes negative emotions
- \*Creates stress
- \*Say things you regret
- \*Damage relationships
- \*Violence

**Preventing conflict**

Stay away from people who purposely try to provoke you.

Maintain perspective.

Keep your sense of humor.

Adapt/change your behavior.

Works best when a situation bothers one person more than the other.

Examine your attitude.

Are you always on the defensive, misinterpreting and distorting people's words and actions?

**Resolving conflicts**

Two goals:

1. to agree on a solution **that is acceptable to all parties**
2. to **preserve or strengthen** the relationships involved

**Negotiation**-communicating about a problem to try to reach an acceptable solution

- \*All must be willing to participate.
- \*All must be willing to consider others' viewpoints.
- \*Good communication skills are a necessity.
- \*The goal is to find a **solution that benefits everyone** involved.

**Compromise**-each party agrees to give up something in order to reach a solution

- \***each gets something** they want, but not everything

**Agree to disagree**-parties will not change their point of view

**\*accept that there will be a difference** of opinion rather than argue about it

**Withdraw**-walking away from a situation gives both parties **time to collect their thoughts**

**Mediation**-settling a dispute with the help of an **impartial third party**

\*mediator remains neutral

\*mediator makes parties follow a process

\*parties involved are responsible for finding the solutions

## **Steps to Resolving Conflicts**

### **1. Identify the problem.**

Use I-statements and active listening to get to the real issue.

An “I-statement” is a way of communicating without making the other person feel defensive, by naming an emotion, identifying a behavior that bothers you, and explaining why.

“I feel \_\_\_\_\_ when you \_\_\_\_\_  
because \_\_\_\_\_.”

Instead of saying “Stop interrupting me” you can say... I feel sad when you interrupt me because it feels like you don't care about what I have to say.

### **2. Identify who owns the problem.**

Who is affected or bothered by the problem?

\_\_\_\_\_ If more than one person, the problem is jointly owned

It's not always a problem for everyone involved.

### **3. Accept ownership of the problem.**

The owner of the problem must decide to make changes.

### **4. Solve the problem.**

Use the decision-making process to identify alternatives, come up with a plan, and implement it.

**HP week 5 Life Lesson Review (Complete and return to me by email)**

**Student name** \_\_\_\_\_

**Change each of the following You-statements into I-statements.**

**You never call me when I ask you to.**

“I feel \_\_\_\_\_ when you \_\_\_\_\_  
because \_\_\_\_\_.”

**You are so moody sometimes.**

“I feel \_\_\_\_\_ when you \_\_\_\_\_  
because \_\_\_\_\_.”

**For each situation below, write an I-statement that expresses your point of view (either your observations, your thoughts, your feelings, your desires, or your intended action).**

At an all-school assembly, your friend is making rude and impolite comments to the person sitting in front of you. This bothers you, and you want your friend to stop.

A good friend wants to borrow your car, but you do not want to lend it out.

**For each of the following situations, identify who should own the problem and explain your choice.**

Jenna and Katie share a bedroom. Jenna leaves her clothes on the floor and only picks them up when it's time to do laundry. Katie does not like the mess when her friends come over.

Whose problem is it and why?

Frank's neighbor parks his car so it blocks Frank's driveway. As a result, Frank can't back his own car out to go to work in the morning.

Whose problem is it and why?

Your English teacher assigns a group debate. However, two of your team members do not do their share of preparation. They are not ready to debate on you assigned day.

Whose problem is it and why?

Kari makes plans to drive her friends to a movie Friday night. When she asks her dad for the car, however, she learns that he will need it since he is working late.

Whose problem is it and why?

**Choose one of the four previous situations, and apply the four steps of the conflict resolution process to that situation.**

Step one...

Step two...

Step three...

Step four...

Will the solution you've chosen create a new problem perhaps for someone else? If so, what would the new problem be?

## HP week 6 Daily Journaling (Complete and return to me by email)

Questions Taken from the book "If..." By Evelyn McFarlane and James Saywell

### Monday AM

If you were invited to join a musical group (past or present), which group would you want to be a member of, what instrument would you play, and would you sing?

### Monday PM

The best part of my day was...

### Tuesday AM

If you could have been any person from history who would you want to have been and why?

### Tuesday PM

The best part of my day was...

### Wednesday AM

If you could leave a time capsule the size of a microwave oven to be found centuries from now, what would you put inside?

### Wednesday PM

The best part of my day was...

**Thursday AM**

If your plane was about to crash and you had time to write only one quick note, to whom would you write, and what would you say?

**Thursday PM**

The best part of my day was...

**Friday AM**

If you were asked to choose the “prize” to be put in a new breakfast cereal box, what would you pick?

**Friday AM**

The best part of my day was...

You can't go  
back and  
change the  
beginning,  
but you can  
start where  
you are and  
change the  
ending.

**A journey of a  
thousand miles  
begins with a  
single step.**

I may not have  
gone where I  
intended to go,  
but I think I  
have ended up  
where I needed  
to be.

**The only  
impossible  
journey is the one  
you never begin.**

**I can't change the  
direction of the  
wind, but I can  
adjust my sails to  
always reach my  
destination.**

**Some paths can't  
be discovered  
without getting  
lost.**

# Human Perspectives Term 4

## Life Lesson: Week 6...Managing Stress

Read and contemplate the sayings on the reverse side of this page.

Sometimes our life path takes a different direction, one we were not expecting. While the end result may be unexpectedly positive, it's not unusual to feel a certain amount of stress and anxiety along the way.

### Positive Ways to Cope with Stress

- Make healthy choices.
- Get support.
- Understand your feelings.
- Find ways to relax.
- Keep a sense of humor.
- Take action when you can.
- Resolve or eliminate the source of stress.
- Identify how to prevent stress in the future.

### Techniques to Relieve Stress

**Deep Breathing** When you're under stress, muscles tense and breathing becomes shallow and rapid. When you breathe slowly and deeply, it sends a message to your brain to calm down. The brain then sends this message to your body. Deep breathing increases the oxygen available to your body and produces a relaxed feeling. Practice this technique a few times each day, and deep breathing will become a tool you can use to help you relax whenever you feel stressed.

#### Here's how to do it:

- Sit in a comfortable position and take a few breaths. Notice how your belly pushes out as your lungs fill with air, and how it naturally goes back in as the air leaves your lungs.
- Then take some deep breaths. Breathe in for a count of 6. Pause for a count of 3. Then breathe out for another count of 6.
- Do this 20–30 times.

**Progressive Muscle Relaxation** This is a good technique to use any time you're tense. *Progressive* means something that happens a little bit at a time. In this technique, you tense different muscle groups one at a time and then let them relax. The tension helps the muscles relax more deeply when you let go.

#### Here's how to do it:

- Start with your toes. Curl them under as far as you can. Hold for 5 seconds, then relax.
- Then move to your ankles. Bend your feet toward your body as far as you can. Hold for 5 seconds then relax.
- Continue to move up your body, tensing different muscle groups, holding for 5 seconds and then relaxing. Do this with your thighs, hips, abdomen, back, shoulders, elbows, hands, neck and face. Notice how your body feels as you tighten and relax the different muscles.
- End by tightening all the muscles in your body for 10 seconds and then relaxing. All your muscles should now be more relaxed.

**Guided Imagery** Deep breathing and progressive muscle relaxation reduce stress by helping your body relax and calm down. Guided imagery is a way to help your mind do the same thing. In guided imagery, you picture a calm place and imagine a restful experience.

### Here's how to do it:

- Choose a place you're familiar with and one that you find beautiful or that feels safe. You might picture a deserted beach, a green meadow or a quiet place in your home.
- Close your eyes and imagine yourself leaving wherever you are at the moment and going to the calm, safe place you've chosen.
- See yourself in that place, with all your senses experiencing the sights, sounds, smells and other details. Really imagine what you'd see, hear, smell and feel on your skin in that place.
- Picture yourself relaxing in the place—you might lie down on the beach or the grass, sit on a bench or in a tree, wrap a warm blanket around you—whatever helps you feel calm and safe.
- Stay in this imaginary place until you feel fully relaxed. Then slowly picture yourself leaving it and coming back to where you actually are, knowing that you can return any time you want to relax.

**Physical Activity** Being physically active is a good way to help manage the stress in your life.

### Here's why:

- Doing some form of aerobic activity that makes your heart rate and breathing increase and works your heart and lungs for about 30 minutes causes your brain to release endorphins. *Endorphins* are natural chemicals that help people feel good and balance the effects of stress.
- Endorphin levels have been found to stay higher even after physical activity has ended. So a person continues to feel good after working out and moving the body.
- People who are physically active every day cope better with stress and sleep more soundly at night.

**Time Management** A lot of daily stress can be reduced or even prevented if you learn how to make the best use of your time and be organized. Here are some things you can try:

- Plan ahead.
- Make a list of things you need to do. Circle what you need to do first, or put things in order from most to least important.
- Make sure you have all the materials you need before starting a project.
- Don't wait until the last minute to start something.
- Do a little at a time. Break big tasks into smaller steps.
- Work with a friend to help a task go faster or be more fun.
- Focus on what you need to do. Don't let yourself get distracted. For example, you might turn off your phone or the TV.
- Allow extra time to get to appointments or places you need to be.

**Talking About It** Talking to someone about what's causing you stress is another technique you can use. Sometimes just describing or sharing your feelings about a stressful situation to a friend or trusted adult can help you feel better. Let the person know if you need him or her to just listen and understand your feelings, or if you'd like help thinking of things you could do to relieve the stress. Talking to others can also help you get more information or come up with ways to help prevent stress in the future. Some ways you could start:

- "I'm really stressed about this situation. Could I tell you about it?"
- "I don't know what to do for this assignment. Could I run some ideas by you?"
- "What do you do when you're feeling stressed? Could you give me some ideas?"
- "Could you give me more information about...?"

(Health Smart High School • Emotional & Mental Health ©ETR)

**We are all on the same, but different journey.**

HP week 6 Life Lesson Review (Complete and return to me by email)

Student name \_\_\_\_\_

**Stressors & Responses**

**Directions:** Give an example of how a person might respond positively and negatively to each stressor. A positive response would help the person handle the stress, and a negative response could make the stress worse or cause other problems for the person.

| STRESSOR                                       | POSITIVE RESPONSE | NEGATIVE RESPONSE |
|--|-------------------|-------------------|
| Having too much homework                       |                   |                   |
| Hearing a mean rumor about a friend            |                   |                   |
| Being unprepared for a big exam                |                   |                   |
| Getting stuck in traffic                       |                   |                   |
| Losing your wallet                             |                   |                   |
| Death of a pet                                 |                   |                   |
| Being assigned a task you don't know how to do |                   |                   |
| Breaking up with a boyfriend or girlfriend     |                   |                   |
| Disagreeing with parents                       |                   |                   |
| Being bullied at school                        |                   |                   |

