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God's Gift of Self

Background

"[T]rue Christian education of children is not limited to including God among the important things of their [families'] lives, but to put God in the center of this life, so that all the other activities and realities: intelligence, feelings, freedom, work, rest, pain, illness, allergies, material possessions, culture; in a nutshell: everything is molded and ruled by the love to God" (Preparatory Catechesis for the Sixth World Encounter of Families, Fifth Catechesis 3).

THE BEGINNING OF WISDOM IS SELF-KNOWLEDGE.

In the Christian context, all knowledge must be connected with God. As the above passage notes, God is to be the center of everything. When each person possesses a unique personality, God is to be at the center. It is true that our lives possess a side that rests in mystery, but part of that mystery is the presence of God. So even children should be encouraged to enter in prayerful reflection. In prayer all can center their lives on God.

From any perspective, whether it be the physical, the emotional or the spiritual, we are wondrous mysteries unto ourselves. Our humanity is deeply complex. We spend our entire lifetime on earth asking the important questions, such as: Who am I? Why am I here? Where am I going? In faith, we receive answers to these questions yet there is always more to know. We possess an unquenchable thirst for knowledge, especially knowledge of ourselves.

This thirst is placed in us by God. We seek to know about what makes us tick, about what makes us a person. We learn about our bodies, our emotions, our inner life and our activities. All these areas of



life provide us with an endless source of questions. Through the life and teachings of Christ and through his Church, we are given insights into the mystery of our life. We are not left alone to wander; God guides us and walks with us.

LEARNING DOES NOT END WITH FORMAL

education but continues until the moment of our death. Learning is a lifelong task and adventure. The family should be a place where any question can be asked and any doubts can be explored. Encourage your students to ask questions and seek answers not only in class but, more importantly, at home. Parents are wonderful sources of information and knowledge. They have the rich resource of experience to draw from.

As young people explore their personalities and look to their roots, they can grow in appreciation of themselves as individuals who though unique are much like others. Young people need to explore, accept, be comfortable with and appreciate the reality that God is not quite done with them yet. They are not

Additional Background

Catechism of the Catholic Church:
§§ 1763–1764, 1767, 1769

fully mature and can choose to change and mature as the kind of person God created them to be and to become. They were known before their birth, as the psalmist proclaims in Psalm 139. But they were also created with the gift of free will. This freedom gives them the ability to receive God's graceful presence and grow in surprising, fresh ways.

For Reflection

Read and reflect on the following:

"By free will one shapes one's own life. Human freedom is a force for growth and maturity in truth and goodness" (Catechism of the Catholic Church 1731).

- ▶ When I look at myself, how much of my family's roots and traits do I see in my words and actions? What do I see and hear that is uniquely me?
- ▶ What might I do to encourage the young people to grow in self-knowledge and self-acceptance? What might I do to help them grow in their acceptance of others?

Child Safety

One of the developmental tasks of adolescents is learning how to express emotions appropriately. Young teens, stuck in the throes of puberty, often feel frustrated by the changes taking place within them and wonder if anyone will ever consider them attractive and lovable. This may leave them vulnerable to abuse. These lessons will help the students understand that they can take positive steps to manage their feelings appropriately. Such steps will provide support to their self-esteem. A strong and positive self-esteem is one of the greatest defenses against those who seek to take advantage of young people.

Family Time

Family Focus

The family should be a place where any question can be asked and any doubt can be explored. Encourage students to seek answers at home. Parents are wonderful sources of information and knowledge. They have the rich resource of experience to draw from. Welcome the questions and the concerns of your students. Remember, no question is a bad one. Invite parents to use the Parent Connection as a helpful tool in responding to their child's questions.



LESSON 3 PLANNER

Goal: To discover the influences upon a person's personality and how their personality affects their view on life and their decisions

Engage

Page 49

Objective

To examine two major influences in our lives

Family Time

Ensure that each student tears out their Family Time page to complete at home.

Pray

Pray for our families.

Focus

Match photos or images to fellow students.

Discover

Discuss two major influences in life.

Teach

Page 50

Objective

To understand the importance of self-knowledge

Focus

Provoke response with "empty" door prizes.

Explore

Read, discuss and summarize the importance of self-knowledge through an examination of an individual's personality.

Growing in Virtue: Confidence

Catholics Believe: Self-knowledge and freedom

Connect

Write a script of two distinct personalities saving the day.

Apply

Page 52

Objective

To reflect on ways to grow in self-knowledge

Focus:

Catholic Family Album: Saint Albert Chmielowski

Discover

Personal sharing about masks and costumes

Integrate

Self-reflection

Pray

Intercessory prayer

Vocabulary Preview

Confidence—the strength of believing in oneself or developed through accomplishing something worthwhile

Genetic—qualities of living things arising from a common origin and passed from generation to generation through reproduction

Personality—the sum total of all the traits and characteristics that express an individual as distinct from others

Maturity—the state of development that is considered appropriate to a particular intellectual or emotional level or age

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ photo of adult relative
- ▶ Bible
- ▶ Lesson 3 Activity Masters

Call to Prayer

Lord, you gave me roots and wings. Help me to awaken in each of my students the awareness that they too have deep roots and strong wings. Help them to see how you love them as they are. Amen.

Understanding Yourself

LESSON
3

Roots and Wings

Roots of a large tree are powerful. Unseen beneath the surface, roots carry nourishment from the water and soil to the tree. Roots keep a tree stable in the fiercest winds. From deep roots trees find security. You have roots too. They are found in your family.

Your family provides you nourishment for life. You have become who you are, in part, because of who has helped shape you. You have inherited from your family genetic traits, such as curly hair or a tendency to be tall.

Your roots also include environmental influences from where and with whom you live. Shared tastes in food, sports and hobbies may have been passed along within your family. You have been shaped by many family influences.



Watching an eagle fly high in the sky reminds you of the freedom that wings could give you. You may have thought,

"If I only had wings with which to fly." In a way, you do have wings. Your parents give you wings by loving you and teaching you about life. Your friends give you wings when they accept you for who you are. Supportive people and positive experiences help you overcome difficulties and therefore help you to fly.

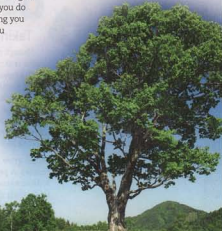
You are not like a tree standing still. God has given you the wings of a unique soul and a free will. You're a unique person. Even if you have an identical twin, your fingerprints, your thoughts and your choices are yours alone. God's grace gives you the strength to choose what is good and loving and not what is sinful and evil. With roots and wings, you can freely discover yourself soaring to the heights of finding life and love.

This lesson will help you to:

- discover two major influences in your life.
- recognize the importance of self-knowledge.
- choose to grow in self-knowledge.



How have your roots and wings influenced who you are today?



Understanding Yourself 23

ENGAGE

Objective

To examine
two major influences
in our lives

Pray

Open the lesson with a prayer for our families.

Focus

Ask students in advance to bring in an unlabeled photo of an adult relative. Post them by number and have students match students to adults. An alternative is to use images of objects that symbolize or best represent each student.

Discover

- ▶ Read "Roots and Wings." Allow students to ask questions about the reading.
- ▶ Draw on the board a large tree with roots. Then have them label the roots with qualities that are genetic, environmental or learned. Talk about the stability a tree's roots provide. In what ways do their family's faith and values provide them with stability?
- ▶ Above and around the tree have students write the names of people who help them become confident and strong.
- ▶ Time permitting, have students discuss favorite family influences, such as food, games, music, traditions, etc. Have students explain how these are passed on from one generation to the next.

Teaching Tip

Roots Give Confidence: Self-esteem, how one feels about one's self, is based upon three aspects: (1) feeling loved, (2) feeling valued and (3) having self-confidence. Confidence comes from being rooted in one's faith and family values. Children with low self-esteem often blame themselves when bad things happen. They are also easy targets for child abusers. Help your students grow in confidence. Encourage them to use their God-given gifts to bravely attempt new challenges. Let them know that you believe that they can succeed. Help them develop a healthy sense of pride in their accomplishments. When students try and fail, congratulate their attempt and help them to see how to improve their efforts.

Objective

To understand
the importance
of self-knowledge

Focus

- ▶ Before class, randomly tape a note that says "Winner" under the seat of five desks.
- ▶ Tell students that you are awarding five door prizes. Have them look under their desk seats. Winners should come forward to receive their prize.
- ▶ Congratulate the winners, but refrain from any further comments about it and have the students return to their seats.

Explore

- ▶ Have students quietly read the text on the page. Allow time for students to react or ask questions.
- ▶ Invite students to define what personality is and isn't.
- ▶ Refer to the opening activity and ask students to recall how the winners responded to the lack of prizes. Note that their responses gave a clue to their personality through their way of responding.
- ▶ Ask students to define a "winning" personality. What would be its attributes? How could they have such a personality?
- ▶ Read the Growing in Virtue box. Explain: Others can help you better understand yourself, especially friends.



Growing in Virtue

Confidence is about standing tall and reaching high. The more you understand yourself and value the person God created you to be, the more confidence you will have in yourself and in life.

What a Personality!

One of the most important things you will learn as you mature is that every human being is an individual. Each person thinks, acts and feels differently from the way others do. People have personal tastes and may react differently to the same event.

Each person has an individual personality. Personality arises from the sum total of all the traits and characteristics that express who a person is. When you describe someone as shy or outgoing, optimistic or pessimistic, practical or a daydreamer, you are describing aspects of their personality.

Personality is more than just the emotion or feeling of the moment. Anger, joy, fear and other emotions come and go, but your personality stays with you.

Your personality influences the way you experience and handle emotions. For example, a shy person might feel joy as a quiet inner glow expressed with a smile. An outgoing person, on the other hand, might express joy as an explosion while shouting with delight. Your personality creates the stage on which all your emotions are played out.



Think about some of your personality traits and how you express them.

Taking Time

Though our personality offers some real clues toward our growing in self-knowledge and relationships, our personality is very complex and not easily charted. Because you are created in God's image and likeness, you are a wonderful mystery unfolding with endless possibilities. Knowing and naming your personality traits and growing in self-knowledge takes time.

People grow and change, develop and make choices. A pessimist may become an optimist. A daydreamer may learn the practical skills to make their dreams come true. A shy person may become someone who loves the spotlight. Your life can and will develop and change; it is not set in stone.



24 Understanding Yourself

Teaching Tip

Understanding Personality: Some scientists think that the primary source of social behavior could be heredity. Others think that social behaviors are primarily learned in the enculturation process. Most social scientists think both are needed. As a teacher, it is important that you understand the personalities of your students. Some will be moody, some happy, some optimists, some pessimists; all are in development and influenced by how others, including you, treat them. Don't let their personalities determine your behavior. Remember that each child is made in God's image and likeness. Be sure to treat each child with dignity and respect, and model for them Christian love and understanding.

Taking time to get to know your own personality will help you grow in confidence and adjust more easily to the changes of puberty. Taking this time will help you make the best use of your strengths and overcome your weaknesses.

Confidence in who you are develops from understanding yourself. Knowing more about your personality will build the inner strength to achieve success. Confidence is about standing tall and reaching high. Your roots ground you in the truth of who are you, while your wings enable you to exceed expectations.

Taking time to understand other people's personalities is also key to confidently building and maintaining friendships and other relationships. Recognizing and accepting the fact that people are unique individuals can help you appreciate the gifts they can offer. Having respect for others is a sign of maturity—and also of self-confidence.

In God's plan for your life, your personality is not a lock, but a key. It is a key to understanding yourself and others.

"Dynamic Duo"

Work with a partner to write a script in which you and your partner are superheroes saving the day. One of you is cautious and the other is daring. Then act out the script for the whole group.

Activity



Catholics Believe

Our soul is the innermost part of who we are. It is how God has created us in his image and likeness. Each human soul is unique, individual and immortal, immediately created by God. Our soul gives us the power of self-knowledge and freedom.

Understanding Yourself 25

Extending the Lesson

Using Activity Master 3A: Use the Activity Master "The Shape of You." This activity helps students further identify ways in which their personality is influenced by their foundation found in the roots of their inherited traits and their inspiration discovered in the wings of their environmental influences.

Recognizing Others: Have students design and give Roots and Wings awards to members of their family and friends who have nurtured them and helped them build confidence in themselves. Invite a student or group of students to design the award for use in this activity. Encourage them to present the award in a public way to give greater honor to that person.

- ▶ Have each student write their name and one quirky fact about themselves on a slip of paper.
- ▶ Gather the slips and read aloud each fact as a question, for example, Who can make bread? Have students guess which of their fellow students has this talent.
- ▶ As a private activity, ask students to describe their personality, what they like about it and what they would like to change. Help them to understand that their personality doesn't determine them, but that they can determine their personalities. They can change their personality over time, if they choose.

▶ Remind students that personality is neither good nor bad; people are good because everyone is created in God's image and likeness. And God loves you always.

- ▶ Explain that despite our personalities being complex, each of us is capable of self knowledge.
- ▶ Read the Catholics Believe box.

Connect

- ▶ Pair up students and have them describe each other's personality in three words.
- ▶ Have students complete the activity on the page. If needed, have them finish the activity at home with their family.
- ▶ Time permitting, have students discuss how their personality has changed as they have matured.

Objective

To reflect on ways to grow in self-knowledge

Focus

Read the Catholic Family Album box. Explain that St. Albert was a role model for Pope John Paul II. Inquire: Who has dressed up as a saint in costume? Have student explain why they chose that person. How is that saint a role model for you and others today?

Discover

Invite students to share their experiences of masks. Display images of masks from theater, Halloween, Mardi Gras, etc. Discuss how masks help us take on a personality.

Integrate

- ▶ Read "Strictly Personal." Respond to any questions students may have about the activity on the page.
- ▶ Have students complete the activity on the page.
- ▶ Time permitting, have students discuss the positive and negative aspects of wearing a mask.

Pray

Pray for the intercession of the students' favorite saints.

Catholic Family Album

Saint Albert Chmielowski

was born in 1845 to a wealthy family living in Poland. Admiring his birth name, was interested in politics and art, but also felt called to help those in serious need. Eventually he became a Franciscan, taking the name of Albert, and formed a group who provided food and shelter for the poor and homeless. Albert made a difference in the life of the people of his time.

More than a century later, Karol Wojtyla (Pope John Paul II) was highly influenced by St. Albert and even wrote a play about him. The pope said that he found great spiritual encouragement from St. Albert.



26 Understanding Yourself

Strictly Personal

The words *personal* and *personality* come from the Greek word *persona*, which is the name for the large masks worn by actors in ancient Greek theater. These "persona," or masks, were structured to amplify the actor's voice and to exaggerate facial expressions. The masks enabled the actor to be heard and seen from a distance. In the same way, your personality projects who you are, what you believe in and what you consider important.

Reflect on the questions below. The questions are meant to help you discover how your personality reflects who you are. Then write the questions and your answers in a notebook or journal. Your answers are meant to be strictly personal—but you may choose to share them with a family member or friend.

Make a commitment to do the exercise often to grow in self-knowledge and self-confidence.

What do I like best about myself?

Which family members am I most like?

What would I most like to change about myself?

What family rule helps me the most right now?

What is my deepest hope?

Why is my Catholic faith important to me?

Where do I find God?

Who are some people I most admire?

How important are my friends to me? Why?

How do I spend most of my free time?

What do I see myself doing in five years? In twenty-five?

What difference is my life making in the life of others?

What difference will my life make in the world?

Extending the Lesson

Using Activity Master 3B: Use the Activity Master "Beware of Labels." This activity helps students discuss and debate the positive and negative aspects of stereotyping people with labels and why stereotyping results in inaccurate or improper judgments.

Art Activity: Discuss ahead of time with the art teacher or go online to learn how to make paper mache. Have students create a paper-mache mask that reflects the most positive and dominant personality traits they see in themselves. Discuss how color can symbolize certain attributes, for example, red could give a sense of strength while blue gives a sense of calmness.

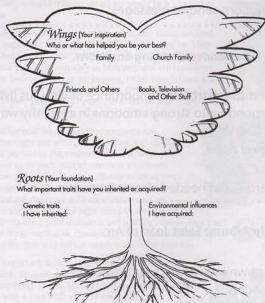
ONLINE ACTIVITIES FOR LESSON 3

Activity Master 3A

Name _____

The Shape of You

Identify the influences that have shaped you, and you'll get a pretty clear picture of yourself. List the people and things that have given you roots and wings.



Family Life Grade 8

Activity Master 3B

Name _____

Beware of Labels

"All redheads are hot-tempered." "Teenagers are trouble-makers." "Melvin is a nerd." "Miriam is shy." Be careful of labels! People are much more complex and wonderful than they may seem on the surface.

Personality Styles

At the turn of the 20th century, many people thought that women and men had very different kinds of ideal personalities.



What do we consider the ideal personality types for women and men today?

Women: _____

Men: _____

What's wrong with labeling men and women (past and present)?

Personality Judgments

1. Have you ever labeled a new friend, then changed your mind when you got to know him or her better?

What was the label? _____

Why did you change your mind? _____

2. Were you ever given what you thought was an unfair label?

What was the label? _____

Why do you think it was wrong? _____

Family Life Grade 8



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com

Click on the link for activities.

Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.

Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity, have them share and discuss their responses.

LESSON 4 PLANNER

Goal: To examine the importance of our emotions and to develop the skills and techniques in handling them properly and morally

Engage

Page 55

Objective

To examine how emotions affect our decisions

Pray

Prayer of thanksgiving

Focus

Match emotions and colors.

Discover

Discuss how emotions send us messages.

Teach

Page 56

Objective

To understand how to handle strong emotions in virtuous ways

Focus

Share personal experiences of strong emotions.

Explore

Read, discuss and summarize the importance of virtuous living especially in responding to strong emotions in a healthy way.

Growing in Virtue: Valor

Catholics Believe: Hope

Connect

Create a billboard about needed virtues for teens.

Apply

Page 58

Objective

To identify ways to experience joy through good choices

Focus

Catholic Family Album: Saint Joan of Arc

Discover

Evaluate well-known individuals as positive and negative role models.

Integrate

Create and recognize moments of joy.

Pray

Intercessory prayer

Reviewing Unit 2

Summarize and review the content from both lessons.

Vocabulary Preview

Emotions—feelings that you experience in response to everything that affects you

Hope—theological virtue by which we desire and expect from God both happiness and the grace we need to attain it

Valor—the ability to face challenges in life with the strength of mind, will and spirit

Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ slips of paper
- ▶ Bible
- ▶ Lesson 4 Activity Masters

Call to Prayer

O Holy Spirit, come help us. Remind me that emotions are God-given resources for life. Guide me in leading my students toward virtue in their life. Inspire us all to live as people filled with your love and truth. Amen.

Emotions

LESSON
4

The Good, the Bad, the Ugly

We all have emotions and express them in our own ways. Take a moment and think of the emotions you have felt today. Then think about the emotions others have expressed. Imagine what it would be like to be at the Super Bowl when the winning touchdown was scored in overtime and there was absolutely no emotion felt and expressed by the crowd, and everyone just stood up, folded up their seat, and left. A world without emotions would be a pretty dull place.

Emotions are simply part of being human. Emotions send you important messages related to your well-being. They are feelings you experience in response to everything that affects you. They can vary in intensity and are transitory. Some feelings, such as excitement, relief, hopefulness and attraction, can positively affect us. Other feelings, such as loneliness, grief and jealousy can affect us negatively. Both positive and negative emotions are important.

Whether positive or negative, emotions are neither right nor wrong. They are neither morally good nor bad in themselves. However, what you choose to do with your emotions is a different matter altogether. How you choose to act on your feelings can be morally good or bad. Sorting this out can be challenging because your emotion can make choosing the right thing to do difficult. Understanding your emotions and making choices based on what Jesus teaches us through the Church can lead you to decisions that will enrich rather than harm your life.

The important thing to remember is that you have choices. Your emotions cannot make you do anything. That is because God gave you free will. Along with all your emotions, God also created you with an intellect for knowing, a conscience for deciding and a free will for choosing. With the use of reason and the aid of God's grace, you can choose to use your emotions in a good and positive way as Jesus himself did.

This lesson will help you to:

- explore the role emotions play in making decisions.
- understand how to direct strong emotions in virtuous ways.
- identify and choose ways to experience joy through good choices.



How have you chosen to use your emotions in a good and positive way?



Emotions 27

ENGAGE

Objective

To examine how emotions affect our decisions

Pray

Open the lesson with a prayer thanking God for creating us as we are.

Focus

Have students list emotions and a corresponding color on the board; for example, envious—green, angry—red.

Discover

- ▶ Read "The Good, the Bad, the Ugly." Allow students to ask questions about the reading.
- ▶ Call on five students to place a (+) next to the emotions listed on the board they regard as positive. Then have five others place a (-) next to those they regard as negative. Expect some disagreements.
- ▶ Discuss how our emotions send us messages. Have students give an example of the message a negative emotion might be giving; for example, fear might be telling us to be cautious.
- ▶ Ask: How would you respond to someone who said people are not responsible for their actions? Reinforce that emotions in themselves are neither good nor bad. How we use or express our feelings is what makes our words and actions good or evil, virtuous or sinful.

Teaching Tip

Engaging Students: Emotions are part of being human. While all people have emotions, the intensity of those emotions will differ among people. People can have different emotions to the same event. Some people might be angry while others are motivated. Therefore, it is important that you know how your students respond to challenges and disappointments. Remember that your students all have their own emotional and psychological needs. If these needs are not met, they are likely to become frustrated and act out in some way. Youth like to be challenged with issues they see relevant to their lives. Varying your teaching approaches and using different types of activities can help to engage students.

Objective

To understand how to handle strong emotions in virtuous ways

Focus

- ▶ Invite students to share a personal experience where they or another person seemed to be carried away with emotion. For example, close sports events, major life event, presence of a celebrity, etc.
- ▶ Have the youth identify and assess the intensity of the emotion and how it was expressed. Then have them describe how the situation ended.

Explore

- ▶ Have students quietly read the text on the page. As a class read it aloud, pause for students to react or ask questions.
- ▶ Inquire: What dragons have they ever encountered?
- ▶ Read the Growing in Virtue box. Explain that the virtue of valor comes from other virtues like patience, hope and chastity.
- ▶ Place students in groups explaining that each group is to report back to the class what they discussed. Assign each group one of the strong emotions: anger, sadness, attraction. Have each group reread those sections, define the emotion and give examples of its expression.



Growing in Virtue

The person who has been able to face the challenges of anger, sadness and attraction with patience, hope and chastity has shown great **valor** in life. This makes such a person a hero who turns problems into possibilities.

Problems and Possibilities

Your teen years are a lot like those ancient legends in which the hero faced tests and dangers in order to achieve victory. Like a hero, you have been given special gifts to help you turn problems into possibilities.

Valor is the defining trait of a hero. It is the virtuous ability to face challenges in life with the strength of mind, will and spirit. Valor reflects the cardinal virtue of fortitude, and can move you to make the right choice even when emotional barriers stand in the way.

Ancient map makers once marked especially dangerous or unknown areas of the world with the words, "Here be dragons." On your journey through adolescence there are three particular emotions that signal a similar warning: anger, sadness and attraction. With valor you can face the challenges these emotions will present to you and also conquer the "dragons" they may be.



Think about how you deal with anger, sadness and attraction.

Anger, Sadness and Attraction

You may already have noticed that during this stage of your life you are more easily angered at times. Part of the reason for this increase in anger is physical.

Your body is flooded with strong hormones that give you a lot of energy. Feeling angry at this time in your life is quite natural. For some people the anger comes as a sudden flare up. For others it is a vague sense of being irritated. Sometimes you might feel like you are about to explode.

The virtue of patience can help you properly deal with your anger.

When you feel anger rising within you, pause and slow down your breathing.

You can also exercise or do something relaxing, such as listening to music. If you feel angry during a conversation, you can say "I'm really feeling angry right now." This will



Three headed Dragon spitting fire by German School (19th century)

28 Emotions

Teaching Tip

Dealing with Anger: Anger is a normal emotion for young teens. There are signs at the onset of anger. For example, the person will start to breathe faster and their face may turn red. Their body might stiffen and their responses become sharp. Here are some steps you can take to help deal with anger:

- Call a time-out.
- Invite the student to talk about the cause of their feeling.
- Have the student take deep breaths to relax and to think about what caused the anger.

Have the student work on something different that is fun for them to redirect their attention off their anger.

give others a chance to deal with you on an honest level. Whatever you do, always be patient with yourself; you're learning along the way.

Sadness is another strong emotion young people experience during puberty. Crying, which can be by-product of stirred-up hormones, may accompany sadness. You may sense gloomy moods or feel great loneliness. The signal of these down moods may be to move you toward the comfort of family and friends. The virtue of hope helps you face sad and troubling times, knowing and trusting that God is always there for you.

Feelings of sexual attraction can also increase during puberty. These feelings are normal. These feelings are a positive sign that men and women are meant to carry out together God's plan for love and new life. Sexual emotions are among some of the most powerful. The virtue of chastity is so important in helping you to live God's gift of love in ways appropriate for your age. It will help you channel the energy of sexual attraction into positive areas, such as developing real friendships and exploring creative talents.

"Shield of Valor"

Choose one of the three virtues discussed in this section. Work with a partner or by yourself and create a billboard promoting to young teens the value of living this virtue.

Activity



Emotions 29

Catholics Believe

The Theological Virtue of hope opens up the heart to desire and expect the happiness promised by God. Hope prepares us to be with God and sustains us until we are with him. The person filled with hope is preserved from selfishness and is moved to do the work of charity (Catechism of the Catholic Church 1818).

- ▶ Explain to students that people's emotions are often linked to their self-esteem. If they feel good about themselves, their emotions are positive; but if they feel bad, their emotions turn negative.
- ▶ Ask: "What does 'playing with my emotions' mean?" How might a person take advantage of a person's emotions? How can a person guard themselves from another person in this situation?
- ▶ Read the Catholics Believe box. Explain that hope is a theological virtue as are faith and charity.
- ▶ Then have each group give an example of the related virtues of patience, hope and chastity.
- ▶ Have each group report to the class on what they discussed.

Connect

- ▶ Have students individually complete the activity on the page. If needed, have them finish the activity at home with their family. They can choose the virtue they think is most needed in their class or in the school or for their age group.
- ▶ Time permitting, have students display their billboards around the room or in the halls.

Extending the Lesson

Using Activity Master 4A: Use the Activity Master "Emotions and Choices." This activity helps students further examine the choices they have in dealing with or handling a strong emotion. The emotions of anger, sadness, fear and pleasure are identified.

Old World Research: Gather medieval maps or images from the Internet or from the library. Show the students how the people at that time depicted the unknown and the dangerous. Discuss the common legends of various heroes and heroines, such as St. George. Entertain a discussion about the "dragons" of today that brave men and women are now called to slay.

APPLY

Objective

To identify ways to experience joy through good choices

Focus

Read, the Catholic Family Album box. Ask: How was St. Joan of Arc a Christian hero? (*She fought the dragon that was attempting to break her faith in Christ.*)

Discover

Invite students to cite modern day examples of saints and other role models in their life. Contrast them with celebrities who show a lack of valor in living the Christian life. Discuss the kinds of lives that result.

Integrate

- ▶ Read "Handling Your Emotions." Respond to any questions students may have about the activity on the page.
- ▶ Have students complete the activity on the page.
- ▶ Time permitting, have students discuss the positive and negative influences in life and how they can surround themselves with more positive than negative.

Pray

Pray for the intercession of the students' patron saints.

Catholic Family Album

Saint Joan of Arc felt called by God to help restore the rightful king of France, King Charles VII, to the throne. This calling began in 1425 when she was thirteen. It was at that time she began to receive "counsel" or messages from saints. Later they became visions, some being of St. Michael the Archangel. While many were skeptical of Joan and her mission, she faced the challenges of her calling with valor. She helped restore Charles as king. Yet Joan of Arc was later betrayed, imprisoned and executed. In 1920 Pope Benedict XV canonized Joan of Arc and she remains a model of valor for Christians.

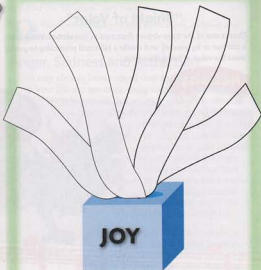


30 Emotions

Handling Your Emotions

As you grow in wisdom, you will learn that the responses you make to emotional impulses will have a huge effect or consequences in your life. When you respond to your emotions in positive ways, they make you stronger and more confident in yourself.

Learning to manage your emotions takes practice. When you and your friends are trying to figure out what to do, choose an activity that improves your mood by giving you joy. Using the illustration below, write on each slip of paper an activity that might improve your mood. For example, it might include music, hobby, a sport or game. Then recall these activities when you realize that you need to help bring joy back in your life.



Extending the Lesson

Using Activity Master 4B: Use the Activity Master "Safety Valves." This activity helps students examine how to handle the pressure felt from strong emotions given in the two scenarios.

Course of Action: Have students describe an emotional situation that they have recently experienced. Perhaps they have felt envious of trendy apparel that they cannot afford and have been tempted to shoplift something or steal money. Then have them discuss the experience by responding to the following: (1) What was your emotion? (2) What was your response to the emotion? (3) What was the right or proper course of action?

ONLINE ACTIVITIES FOR LESSON 4

Activity Master 4A

Name _____

Emotions and Choices

You're not a slave to your emotions; you can decide how to use them. In each section, write a positive and a negative way you might deal with each emotion.

Emotion	Action
Anger at your soccer team for losing an important game.	Positive: Negative:
Sadness about a friend injured by a drunk driver.	Positive: Negative:
Fear of giving an important oral report.	Positive: Negative:
Pleasure at being admired for your musical talent.	Positive: Negative:

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Family Life Grade 8

Activity Master 4B

Name _____

Safety Valves

If you sealed a lid on a pot of water, and then started it boiling, you'd produce big trouble. If you try to seal off your emotions, you can end up with the same effect. The secret is to drain off that explosive energy. Prepare your safety valves now!

1. You overslept and missed breakfast. You left your backpack on the bus. You saw the special person in your life with someone else. You come home, and your mom says, "I need you to run an errand for me, now." The dog growls at you; little brother sticks out his tongue.
What are some possible safety valves you can use?

2. Amazing! You and this classmate of the opposite sex had barely noticed each other before. At first, just exchanging a long look was exciting, and even holding hands created electric sparks. Now you're spending more time together, and each time, you want to be closer. You don't want to hurt anyone's feelings, but it's getting a little scary. How can you help yourself and each other?
What are some possible safety valves you can use?

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Family Life Grade 8



How to Find It How to Use It

Step 1: Click & Select



Go to RCLBFamilyLife.com

Click on the link for activities.

Then select the activity master you need.

Step 2: Print & Copy



Print each activity master in advance.

Then copy enough for everyone in the class.

Step 3: Share & Discuss



Once students have completed the activity, have them share and discuss their responses.

REVIEWING UNIT 2

Summary

- ▶ Ask the students to read through the Summary section.
- ▶ Invite them to ask questions about any points that are not clear to them.
- ▶ Make sure to expand on any points that were perhaps touched on only lightly during class time.

Thinking It Through

- ▶ Have students answer all three questions on the page.
- ▶ Assign each student a number from one through three.
- ▶ Have students share with the class their answer to the question that corresponds to their assigned number.

Matching It Up

Use this matching section to help the students identify the appropriate definition or description of a key concept, term or person from the unit.

Name

REVIEWING UNIT 2

Summary

Remember what you have learned in each of the lessons in God's Gift of Self.

LESSON 3: Understanding Yourself

- Each person is created with a soul, an intellect and free will. Inherited traits and environmental influences contribute to the person you are.
- Self-knowledge is important in understanding God's plan for your life.
- Understanding your personality will help you have greater self-confidence and mature in your relationships with others.

LESSON 4: Emotions

- Emotions are natural responses to everything that affects a person. How you act on your emotions can be right or wrong.
- The Theological Virtue of hope opens up a person's heart to desire and expect the happiness God promises.
- Being able to face challenges in life with valor enables a person to turn problems into possibilities.

Thinking It Through

1. How can you work to overcome negative influences or obstacles?
2. How is self-control a sign of maturity?
3. Why is understanding your emotions important in relating with others and respecting yourself?

Matching It Up

On each line, write the letter of the description in Column B that best goes with the term in Column A.

- | | |
|-----------------------------------|----------|
| 1. D Chastity | A |
| 2. C Confidence | |
| 3. E Hope | |
| 4. A Patience | |
| 5. B Valor | |

- | | |
|---|----------|
| A. I'm feeling really angry, so I need to take a break. | B |
| B. Despite the difficulties, I am able to face this challenge. | |
| C. I know that I can do this. | |
| D. I want to get to know you as a friend. | |
| E. With God's grace, I can help you. | |

Unit 2 Review 31

REVIEWING UNIT 2

Name _____

Recalling Key Concepts

Circle the T if the statement is true. Circle the F if the statement is false.

- Some emotions are good, while others are bad. T ☒ F
- All people think, act and feel the same. T ☒ F
- Emotions are the feelings that human beings experience in response to everything that affects them. T ☒ F
- Personality is just the typical personal emotional response to a given moment. T ☒ F
- The word persona refers to the name for the large masks worn by actors in theater. T ☒ F

Fill in the missing words in these sentences.

- INHERITED** traits from your family, such as curly hair or a tendency to be tall, are genetic.
- Having **RESPECT** for yourself and others is a sign of maturity.
- CHASTITY** is an important virtue that helps you to live God's gift of love in ways appropriate for your age.
- Ancient map makers once marked especially dangerous or unknown areas with the words, "Here be **DRAGONS**."
- Shy, outgoing and optimistic are all examples of **PERSONALITY** traits.

Working Together

In small groups create a cheer, rap, poem or song about handling difficult emotions. After you have finished writing it, hold a class talent show and present your creations to one another.

32 Unit 2 Review

Recalling Key Concepts

- Use this section to help the students be able to accurately recall the key concepts from the unit.
- For the true and false section, you can have students correct any false statements.
- To help with the fill-in-the-blank section, you might want to provide a word bank on the board.

Working Together

- Choose a project that best fits the needs and abilities of your students, as well as your time schedule.
- Time permitting, have students complete the unit assessment individually or as a class; otherwise, encourage them to complete it at home.

Teaching Tip

Review Gifts of the Holy Spirit: Read Isaiah 11:1-9. Point out that the seven Gifts of the Holy Spirit are: wisdom, understanding, counsel, fortitude, knowledge, piety and fear of the Lord. Explain that wisdom, understanding, counsel and knowledge relate to our mind, or intellect; fortitude, piety and fear of the Lord relate to our will. Have students identify one example from their daily life for each of the seven gifts.