

Chapter	Topic	Content	Activity Objective - Accepting	Activity Objective - Doing	Specific Resolutions	Comments
Ch.1 A Whole New Subject	Gender, identity, personality and sexuality	Whole Person Definition of Sexuality	To value their gender identity, with particular emphasis in this chapter on female value	To distinguish false from true notions about gender, identity, personality formation and sexuality	To treat one's own gender and sexuality and that of others with care and respect, realizing its importance to identity, personality and relationships with others.	
		Gender Identification and Identity	To value their sexuality and its usage as related to personality development and identity			
		Sexuality and Personality Development				
Ch.2 Respecting the Whole You	The individual as a unit of mind and body	The Inner and Outer Selves: a Unit Formed by Body and Mind	To value the relationship between the inner and the outer selves, between body and mind, by respecting, caring for and duly valuing both	To distinguish attitudes that promote a false dichotomy between the inner and the outer selves	Have the students pledge to personal cleanliness as the first and foremost part of physical health and attractiveness.	
		Everything Done to the Body Is Done to an Individual			To let the mind direct the body, while recognizing the body's importance, thus making a completely functioning unit of integrity.	

		Respecting the Body				
		The Body in Communication				
Ch.3 The Great Outdoors	Re-defining our bodily awareness	Reality of the Adolescent	To value their bodies and their current stage of physical growth	To concur with an accepting attitude toward people going through rapid physical changes	Not to feel alienated because of physical changes which will continue throughout adolescence	
		Bodily Awareness	To be patient with the changes growth brings	To solve a spatial awareness puzzle and increase their spatial awareness so that they are better able to pick up new cues from their growing bodies	To be patient with the body as it grows and to allow the mind time to catch up	
		New Feelings toward the Self and Others			To respect others and feel compassion for friends and classmates who are also undergoing these types of physical changes	
					To aid the body in increasing bodily awareness through physical activities like dance, sports or exercises.	

Ch.4 At the Other Campsite...	Female perspective of physical growth	Common Threads between Male and Female Adolescents	To lessen the anxiety caused by the changes in their bodies and in their moods during adolescence	To reflect upon themselves and the changes they are going through, with special emphasis on what they are good at, to build self-esteem	To be patient with self and others during the ups and downs of adolescence	
		The Butterfly Comparison and "This too Shall Pass"	To become aware of the importance of respecting and loving one's self and especially one's body, as well as respecting those of others		To be aware of, and thus more immune to, undue pressures by unrealistic media representations of the human body	
		Realism about Themselves and Their Situations	To refuse to compare themselves to artificial standards of beauty promulgated in the media			
		Mood Swings				
Ch.5 The Swan	Patience with the maturation process	We Are All "Ugly Ducklings" at Times	To be patient with the changes that take place during adolescence	To experience the joy of doing a kindness for someone else	Practice building self-esteem through affirmations of self-worth and through helping others.	

		Our True Selves Are Beautiful	To have faith that they are in the process of becoming who they really are and will be, and that is a beautiful person	To discern between media images and reality		
		We Find Ourselves When We Reach Out to Others	To experience the joy of giving to others			
Ch.6 Questions by Moonlight	Modesty and the nature of intimacy	Modesty	To value their privacy and that of others	To distinguish between embarrassment due to shame and embarrassment due to modesty	Respect one's own need for modesty and that of others	
		Embarrassment and Modesty	To develop a positive attitude toward sexuality		Show discretion in how much one reveals to others	
		Risks of Immodesty	To keep curiosity from invading their own privacy and that of others		Turn to parents for advice on matters of sexuality	
		True Counselors: Parents				
Ch.7 Becoming	Menstruation	Physical Facts about Menstruation	To accept that menstruation is a natural and beautiful part of being a woman and implies responsibility	To be able to distinguish fact from fiction about menstruation	Treat the subject of menstruation with respect	

		Healthy Practices			Treat women and girls with the respect they deserve as child-bearers	
		Becoming a Child-Bearer				
Ch.8 Risky Business	Feeling omnipotent and taking foolish risks	Feeling Omnipotent: "That Can't Happen to Me"	To feel good with a more humble and sensible attitude toward things	To describe responsibilities that come with independence	To detect omnipotent-type thinking and refute that it can happen to one	
		Intelligent Risk-Taking: Weighing Risk Versus Reward	To understand when witnessing other people's misfortunes to understand that "The same could have happened to me"	To role play and describe common situations of teenage risk-taking	To employ intelligent risk-taking criteria discussed in class, such as asking one's parents or elders for advice on the wisdom of taking a certain risk	
		Independence and Responsibility		To predict probable consequences of such risk-taking	To "look before one leaps", exercising prudence	
Ch.9 Flying Too Close to the Sun	A parallel between the ancient myth of Icarus and Daedalus and adolescence	Roots and Wings: the Gifts of Parents	To develop a sense of independence and responsibility	To describe and distinguish between good and bad risk-taking	Use the moments of independence to practice being obedient and responsible	
		Feelings that Arise When Facing Independence in Adolescence: Fear and Exhilaration	To acquire a favorable attitude toward obedience and responsibility	To comment on the role of fear in both risk-taking and achieving independence	Write down at least two of these occasions in a journal or diary	

Ch.10 Taking Responsibility	Being part of the solution	Shifting Blame	To admit the possibility of being at fault	To identify responsibility and irresponsibility in common scenarios	Admit one's faults and errors in situations of difficulty and conflict, or at least consider whether one is contributing to the problem somehow, even in terms of attitude.	
		Criticism Versus Analysis	To avoid shifting blame to others		Vow to be a part of the solution rather than a part of the problem in every situation.	
		"Might I Be in the Wrong Here?"				
Ch.11 A Risk of the Heart	Emotional and Social Risk-Taking	Emotional and Social Risks	To want to share appropriately and honestly with people who are close to them	To distinguish between negative identity formation and simply being one's self	To take the social and emotional risks of being honest with friends and family in order to grow closer.	
		The "Sandwich Method" of Truth-Telling	To reject negative identity formation	To practice giving truthful feedback in an acceptable way	To use the "sandwich method" so as not to be brutally honest.	

		Negative Identity Formation			When they find themselves rebelling, to resolve to question whether they are rebelling for rebellion's sake, forming a negative identity, or if they rebel because they genuinely see things a different way.	
Ch. 12 End of Camp	Self-assessment; participation and belonging	Making a Good Time	To want to take responsibility in order to help create their own experiences	To demonstrate understanding of Charles's mistakes and victories at camp	To help create their own experiences by the way they respond to situations	
		Objectivity and Self-Assessment	To make as their motto "You don't have a good time. You make one."	To be able to compare and contrast Marianne and Alice's response to problems at camp with Matthew's initial response	To assess themselves objectively, with neither arrogant conceit nor low self-esteem	
			To want to be objective about situations and about themselves			

Ch.13 Being in Control	The human as an integral being of a triple dynamism	The Three Levels with the Spiritual on Top	To accept that the spiritual level can dominate the psychological level, overcoming emotions like anger, fear and inappropriate love and serve to guide their actions toward what is right	To describe feelings on the psychological level and how the spiritual level can change them	To remember in moments of emotion that the spiritual level should always be at the top of the pyramid—that is, it should instruct them what to do on the physical level, and this will also control emotions on the psychological level.	
		All Three Levels Operate at All Times				
		The Mind/Body Unit				
Ch.14 Needing Each Other	Interdependence	Humility—Receiving Well	To want to participate in the flow of giving and receiving that brings so much benefit to human life	To describe the butterfly effect in scenarios	To be humble and thankful for things received	
		Altruism—Giving Well		To pinpoint points of connection in an economic process	To be willing to give with a good heart when one's help is needed	
		The “Butterfly Effect”—Interdependence		To practice giving to participate in reciprocity	To recognize the flow of giving and receiving in relationships and economics	



Ch.15 Free-For-All	Obedience and interdependence	Integration and Virtue	To want to develop virtues and personality integration	To describe bad habits and the virtues needed to correct them	To choose a virtue that one would like to develop and begin practicing it.	
		Non-integration	To be willing to obey elders	To discern the “butterfly effect” of disobedience on society	To obey parents and elders	
		What Role Does Obedience Play				
Ch.16 Of Love and Anger	Emotions and the three levels of action	Using the Other Levels to Control the Psychological	To become sensitive to the importance of controlling emotions for the sake of good relationships	To discern, in common scenarios, what part of the brain or what level the person is operating from	To control even strong emotions like anger and love by using the spiritual and physical levels	
		Parts of the Brain	To believe that self-control is possible			
		The Oil Well Comparison				
		The Racecar Comparison				
Ch.17 Unexpected Confidences	Analyzing emotions	Love and Happiness	To value the characteristics of true love.	To discern why parents and friends might be concerned about one’s “love”	Identify any false ideas about love and happiness and aim to produce more happiness in their lives through true love.	
		Megan’s “Love”	To realize the importance of clarifying emotions			
		What Love is Not				

		True Love				
Ch.18 More Unexpected Confidences	Isolation versus social integration	Stress	To reject socially isolating attitudes and practices	To confront questions about sexuality with seriousness and attention	To avoid introversion or escaping from reality, especially through masturbation or pornography	
		In Unity There Is Strength	To accept that bonding with other people is a source of strength and stress reduction	To choose the graphic that represents strength in unity	To turn to sports, group and family activities, or good friends instead	
		Don't Run from Reality	To want to form more bonds with people	To initiate more social interaction		
Ch.19 Setback	Handling setbacks	Coping with Frustrations, Disappointments and Setbacks	To want to overcome setbacks	To discern what self-talk and attitudes are best for coping with specified setbacks	To take a positive view toward any difficult or frustrating situation that may be encountered during the week	
		Doing it Better Next time—Setting Realistic Goals	To adopt the viewpoint of setbacks as temporary learning experiences		To take advantage of the opportunity to learn from frustrations, disappointments and setbacks	
		Time Heals All Wounds				
		Attitude Is Everything				

Ch.20 When Everything Goes Wrong	A biographical example of someone who faced setbacks well: Miguel de Cervantes	Facing Great Challenges in Life	Discovering the importance of setting clear and positive goals to attain virtues and of trying our best to accomplish them	To set goals for attaining virtues over the short and long terms	To not lose hope because of setbacks	
		Virtues for Facing Adversity	To value the virtues of courage, compassion, selflessness, hope, patience and perseverance	To exercise courage, compassion, selflessness, hope, patience and perseverance when facing adversity or setbacks	To take a creative view of obstacles and to make a plan to overcome them	
Ch.21 A Touch of Audacity	Audacity—daring to try	Audacity within Reason	To value audacity within reasonable limits	To describe bold and creative solutions in a setback situation	To identify challenges in one's own life and overcome them with courage and audacity	
		Encouraging Each Other—Perseverance	To try being audacious at times		To engage in an activity that will take some effort to accomplish	
		Friendship—An Aside			To seek out friends whose values reflect one's own	

Ch.22 Bouncing Back	Teamwork—a key to resiliency	Solidarity On and Off the Field	To value solidarity and shared responsibility	To analyze what elements need to be contributed by individuals in a group effort toward a solution of a community problem in imaginary scenarios	Put into practice solidarity and shared responsibility in the classroom through organizing a clean-up or a rearrangement of the classroom facilities.	
		Adult Help	To want to be a contributing part of something larger than themselves—a team, a school, a community		The students should organize a simple community service project: picking up garbage in a local park or chosen street, for example. They should list materials they will need like gloves, garbage bags, brooms, etcetera.	
		Goal-Setting				
Ch.23 Resilient Relationships	Good relationships	Reciprocity	To want to improve relationships by being willing to invest more in them	To match friends in a reciprocal relationship	To look for ways to hold up their end in relationships	
		Motivation	To want to choose friends who are willing to hold up their end		To be prepared to and willing to give a little extra in family relationships	
		Not Being a Doormat				
		Our Family Is Our First Team				

Ch.24 Everyone a VIP	Human worth	Human Worth	To value one's self and others	To distinguish between three approaches to other human beings—pleasurable, utilitarian or personal—in given scenarios and to apply criteria in real life interactions	To examine one's motivation when dealing with people and to see what approach one is taking. If it is not the personal approach, to correct one's self.	
		Natural and Acquired Dignity	To see more deeply into human value in spite of the person's circumstances			
		Relationship Levels				
Ch.25 The Gang	The need to belong	We Long to Belong	To accept in one's self the need to belong	To be able to discern between positive and negative peer pressure and positive and negative groups	To be aware of and accepting of their own longing to belong to a group	
		Positive and Negative Peer Groups	To want to belong to groups that promote one's growth in a good way		To be aware of why a certain group may appeal to them	
					To be discerning about what groups they belong to	

Ch.26 Chilling Together	Group bonding	Initiation Rites—Beginning to Belong	To understand the longing to belong to and bond with a group	To demonstrate the power of a group on one's thinking	To examine the bonding process with their peer groups and whether it is a negative or a positive bonding process and whether the peer group is a good or a bad influence	
		Positive Group Bonding	To accept that there are positive ways to produce the same bonding result	To describe the main character's feelings and options		
		Parents' Attitude	To accept that one's parents are still an important guide to positive bonding			
Ch.27 A Bully-Proof Vest	Coping with bullying	Bullies and Bullied	To feel empowered to cope with bullying	To discern effective versus ineffective ways to cope with bullying	Not to bully or be bullied by anyone	
		Coping with bullying	To be determined not to bully others		To realize that there is help available and that victims of bullies can be empowered	
Ch.28 Alan Decides	Positive group bonding	Characteristics of Good Friends	To want to make good friends	To describe conversational gambits to approach a potential new friend	To make new friends	

		Appreciating What We Have	To be empowered to make good friends		To be interested in others	
		Making Friends				
Ch.29 Claim to Fame	Role models	Role Models and Personality Development	To want worthy role models	To objectively describe the characteristics, personality and accomplishmen ts of famous figures	Throughout the week, to evaluate one's main role models and review the reasons that led one to value them as such	
		Manicheanism	To not judge but to clearly discern between what parts of a role model's personality and character are good to imitate and what parts are not	To describe why a certain person is admirable		
		The Difference between Celebrity and Fame				
		Ordinary People				

Ch.30 A Discerning Lifestyle	HIV/AIDS	AIDS	To accept that, in most cases, HIV/AIDS can be prevented by discerning lifestyle choices	To distinguish facts from non-facts about HIV/AIDS	To adopt a positive attitude toward the decision to abstain from sexual contact until marriage and to be faithful after marriage. (It is important to stress that this decision should not be based only on a fear of AIDS but in order to experience true love with one's spouse.)	
		How People Get AIDS	To want to be free of concern about AIDS by choosing a discerning lifestyle			
		How People Do Not Get AIDS and People Who Are Living with AIDS				
		Prevention				
		Benefits of Abstinence and Faithfulness				
Ch.31 A School Fair and Much More	Responsibility and autonomy	Conflicting Feelings	To want to be competent and responsible	To break a large task down into manageable steps and to create a time frame for achieving them	To accept the taking on of new responsibilities as a dynamic and exciting part of their growth toward adulthood	



		Responsibility	To accept that autonomy and responsibility go hand-in-hand	To take on new responsibilities	To accept any assigned responsibilities and to be proactive in seeking out new ones	
		Manageable Steps	To accept legitimate authority			
		Adult Leaders				
Ch.32 A Humble Hero	Leadership	Taking Responsibility	To admire leaders like Lech Walesa and to aspire to be like them	To compare and contrast leadership qualities in mature public leaders and in young beginning leaders	To cultivate the character qualities needed for leadership	
		Courage and Sacrifice				
		Selflessness				
		Faith				
		Humility				
Ch. 33 Queen of the Carnival	Being a good follower	Leadership—All Glory or Lots of Hard Work?	To want to be a trustworthy follower	To describe and role play traits of good and bad followers	To note whether they are good followers in their families and to work on developing the virtues of good followers in relation to their homes	
		The Devoted Follower	To feel the value of being a good follower	To be a better follower of parental leadership at home		
		Virtues of Followers—Loyalty, Obedience, Service				

Ch.34 When Things Work Out	The rewards of hard work	The Rewards of Hard Work	To want to enjoy the fruits of successful efforts between leaders and followers	To discern the qualities of a servant-leader in Alice's handling of the carnival project	To apply the lessons learned in this book to life	
		Meaningful Work		To work diligently		
		Work You Love—Giving Your All				