

Teacher Guide

MICHIGAN ADULT EDUCATION



SUCCESSFUL PARENTING & FAMILY PRACTICES



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Introduction to the Teacher

Background

Dr. James Heckman the Nobel Prize in Economics laureate from the University of Chicago has made strong arguments for sustained investment in the early education of children. His work in this field has convinced the Minnesota Federal Reserve Board that investment in Early Childhood Education is a sound economic development strategy. An economically based argument for education of children is especially powerful at this time.

This workbook and the teacher guide developed as a companion piece were written in the midst of the worst financial crisis our nation has seen since the Great Depression of the 1930s. As our nation copes with global competition the international assessments which place the United States far down on the list of nations with strong educational systems are becoming more problematical. The clear conclusion has been that if we are to compete successfully economically we must do a better job with the education of our children.

Michigan's Office of Adult Education has had these materials developed to address precisely the issue described above. This is why parenting and family practices were chosen for one of the sets of workbooks. Leaders also recognized that people just don't have time to study these issues even if they are important. A second great need was seen as the necessity to increase the number of Michigan residents who complete classes and subsequently pass the GED Test. Student retention is a critical element in GED attainment. Studies have shown that students who persist are more likely to have better attainment of skills. It is thought that by including GED type skills imbedded within a parenting/family practices curriculum we can have the best of both worlds.

Theory

The idea is that reading, writing, and mathematics skills needed to pass the GED Test can be learned within a real-life family practices context. This dual focus is expected to yield a double-duty benefit to students. First, course content will provide an organized approach to the mastery of GED skills. Secondly, course content will also focus on issues central to effective family practices. The goal is to provide a themed course designed to help Adult Ed students become better informed as parents while they improve academic (GED) skills needed to function effectively in life, school and the workplace.

Fully functioning families who provide the support needed for children to succeed in school and in life do more than simply teach children to read and write. What is needed is a safe and secure environment that will nurture the development of children. We know that for many families it is a struggle to provide such an environment sometimes because they were themselves raised in a dysfunctional family. It is for this reason that the topics in this course cover a wide range of family issues. The workbook functions as a springboard for discussion of issues facing today's families while the exercises in the teacher guide provide practice on GED type skills.

Topics addressed

"Successful Parenting and Family Practices" is all about providing students with the tools to build healthy, effective families. There are six units in the workbook. Unit 1 "Sound Financial Practices" is clearly the most important issue in most Michigan families. Living within one's means has become more and more difficult during these difficult economic times. Unit 2 which focuses on "Family Health" is another topic "ripped from today's headlines". Chronic health problems that result from lifestyle choices have a direct impact on many of our families and society in general. Unit 3 "Family and School" speaks to how we can help the next generation succeed in school. Clearly communication, the topic of Unit 4, is a major key to building effective

families. “Parent/Child Communication” is more critical than ever in today’s society especially since the pace of change makes it so difficult for parents to keep up with the world their children are living in. Various aspects of abuse are addressed in Unit 5 titled “Domestic Violence”. Included in this unit are intimidation and gang awareness issues which typically arise outside the home but often have a strong affect on families. The last Unit # 6 is on “Technology and “Media”. Keeping up with ways to use technology well is in itself a full-time job. This unit addresses critical issues but is in no way exhaustive of all aspects of this topic.

The topics and content in these materials are nothing new. Most of the information contained here is readily available through the internet or shows on cable television. The value of this class is that in the class there are peers who all face the same issues and have thoughts on how to address the issues. The writers have done the research so discussion can proceed from a base point of knowledge. The students will have points of view which have been shaped by their own family dynamics which may or may not be helpful. It is important to have research on hand which will point to effective ways to address issues as they arise. There is an old saying, “without knowledge we can not act and with knowledge we can not help but act”. The problem is that most of us don’t have the time to do the research and so we continue to have dysfunctional families that move from one crisis to the next. Many of our adult education students who come to class with the goal of attaining the GED credential do so because they believe the GED will help them improve their job prospects. The GED in such cases is a tool to improve their economic status. This content is designed to help students achieve both goals at once. They can improve in GED type skills while gaining tools to take control of issues facing their own families now or in the future.

Teacher Guide

This teacher guide was developed to provide the instructor with tools to enlarge the student’s understanding of parenting/family topics while they are engaged in activities that will improve competence on pre-GED skills. Each lesson begins with a list of the pre-GED skills to be acquired by the student. Instructors are then provided with ideas on how to introduce the lesson in such a way as to give students the necessary background information on the topic at hand. This information supports the topic as addressed in the corresponding workbook scenario and should be covered before the class begins reading the scenario. As a part of the introduction the vocabulary listed at the start of each scenario should be reviewed. If there are questions on the meaning please consult the “Glossary” at the back of the workbook. The “Glossary” definitions were chosen to approximate the usage of the term in the scenario.

Most lessons also have handouts which should be copied and handed out to the class at the appropriate time. The work on these handouts is the kind of problem solving activity which mirrors pre-GED skill acquisition.

The plan is that each scenario will need about ½ hour of class time to cover with an additional hour to complete the work on handouts designed to address pre-GED skills and discuss any issues that arise from the handout activity. The idea is that during a 3 hour class two scenarios may be completed.

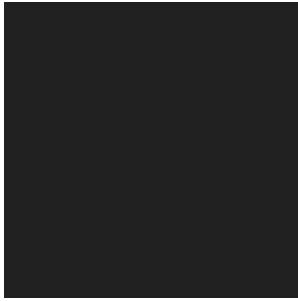
Each teacher guide lesson also contains “Going the Next Step – A Challenge Activity”. Most also ask students to apply what has been learned as they “Make the Connection.” These supplemental activities are included to further enlarge the student’s understanding of the issue and are designed to require some out of class time to complete. Many “Challenge Activities” and “Make the Connection” use the internet to accomplish the task. They are designated as “supplemental” since we know some sites are without classroom access to the internet. All instructors should encourage students to complete the activities if at all possible. Completion of the supplemental activities will often require the students to come together to share results from their search. We know that internet search engines are critical to the solution of workplace problems. If at all possible please organize the class to facilitate student engagement in these activities.

Course Length

When delivered as a stand alone course this curriculum was designed to be completed in about 60 hours. There are 36 scenarios in the workbook. If the planned schedule is workable a three hour class will finish two scenarios and the accompanying activities in the teacher guide. Adherence to this schedule takes 18 three hour class meetings. The additional hours to make-up a 60 hour offering would take care of orientation and assessment. The authors do not believe that this content is all a student will need to achieve pre-GED skill attainment but will provide most will a great start toward that goal.

Summary

This course is designed to test the thought that reading, writing and mathematics skills can be learned within a real-life context that will yield a double benefit to students. “Successful Parenting and Family Practices” was chosen as the real-life context for this course because of the negative impact that dysfunctional families have on their own children and subsequently the larger society. It is hoped that “Successful Parenting and Family Practices” will be a welcome addition to the Michigan Adult Education Program.



Lesson Plans

Lesson 1.1: Family Budget & Frugal Spending – The Wilson’s Story

Pre-GED Skills

- LAR1 Determine the main idea, relevant details and facts
- LAR3 Analyze cause and effect, compare and contrast in texts
- SS13 Understand cause and effect relationship
- MA1 Add, subtract, multiply & divide with whole numbers, common fractions, decimals and percents
- MA13 Interpret real-world data from charts, graphs and tables
- MA15 Select correct operation to solve a problem
- MA17 Use estimation skills

Introduce the Lesson

Introduce the lesson by talking about monthly expenses. Have students brainstorm the monthly expenses households incur. List all the expenses on the board.

Discuss vocabulary words and meanings. Have students read the scenario and share any personal experiences they may have had regarding cutting expenses. Continue the discussion with the Think About It questions.

Activities

- A) Small group discussion.
- 1) Break students into 3 groups and assign a topic area.
 - Ways to Save Money
 - Ways we Waste Money
 - Ways to Cut Monthly Expenses
 - 2) Give list of websites to research answers for given topics.
 - www.free-financial-advice.net/save-money.html
 - www.workathomemoms.about.com
 - www.frugal.families.com
 - www.familyfriendlyfrugality.com
 - 3) Each group researches the topic, summarizes the information and prepares a fact sheet bulleting details for the class. Each group will choose one designated spokesperson to present the fact sheet to the class.
- B) Determining electrical costs.
- 1) Give students the handouts: **Electrical Usage of Household Items**.
Source: michaelbluejay.com/electricity/howmuch.html
 - 2) Ask students to identify the household items they have/use.
 - 3) Ask students to choose a particular household item and estimate what the cost of running it would be for a month and for a year. Record estimations on the board for comparisons later.
 - 4) Give students the following formula to calculate electricity costs:
$$\text{Wattage} \times \text{hours used} \div 1000 \times \text{price per kWh} = \text{cost of electricity}$$

Teaching Scenario: Assume that the lights in your kitchen and living room together use 400 watts. How much does it cost if the lights are on 24 hours a day, for a whole month? How much per year? Assume 15¢/kWh

- $400 \text{ watts} \times 24 \text{ hours/day} \times 30 \text{ days/month} = 288,000 \text{ Total Watt-hours}$
- $288,000 \text{ Wh} / 1000 \text{ Wh} = 288 \text{ kwh}$
- $288 \text{ kWh} \times 15¢/\text{kWh} = \$43.20/\text{mo.} \times 12 \text{ mo.} = \$518.40/\text{yr.}$

- 5) Give students the Appliance Costs worksheet. Have students fill in as many appliances or devices they can. All rows should be filled. Have them refer back to the handouts: Electrical Usage of Household Items.
- 6) Have students do the calculations.
- 7) Making the Connections: End the lesson with a whole group discussion where each student identifies their most surprising realization regarding the cost of running appliances/devices.

Activity Extension

Pocket Your Energy Savings—Make a family commitment to save energy for three months and then calculate how much money you've actually saved.

Lesson 1.2: Family Budgeting for Health Insurance– The Wilson’s Story, Part 2

Pre-GED Skills

- **LAR1** Determine the main idea, relevant details and facts
- **LAR3** Analyze cause and effect, compare and contrast in texts
- **MA13** Interpret real-world data from charts, graphs and tables
- **MA17** Use estimation skills

Introduce the Lesson

Introduce the lesson by talking about medical expenses. Have students brainstorm various types of medical expenses (doctor visits, x-rays, medication, etc.) and list them on the board. Continue the session by having students guess the cost of each medical expense listed.

Activity extension

Find actual costs and compare to student’s estimations.

Discuss vocabulary words and meanings. Have students read the scenario and share any personal experiences they may have had regarding medical emergencies or situations. Continue the discussion with the **Think About It** questions.

Learning Activities:

- 1) Using a computer with Internet access and an LCD projector, introduce Michigan’s Department of Community Health website: www.michigan.gov/mdch

Note: If computer and LCD projector is not available, download the site and print out the home page prior to class.

Navigate through the site for student’s familiarity. Point out the sections that students will need to obtain information for the activities: Health Care Coverage, Help Finding Free or Low Cost Health Care, Medicaid, Children & Teens, Adults, Service for Seniors, Pregnant Women, Persons with Disabilities.

- 2) Introduce the Health Insurance Program (HIP) for Michigan for pre-existing conditions: www.hipmichigan.com
 - A) Small group discussion. Divide the class into 5 groups and have each group research one of the following HIP areas, summarize and report back to the class.
 - 1) Who is eligible?
 - 2) What is covered?
 - 3) Network Providers
 - 4) Rates
 - 5) How to Apply
 - 3) Whole group discussion. Re-introduce the concept of saving money by cutting costs. Being proactive in helping yourself is the way to be money smart. Have students discuss ways in which they can control health care costs. After the discussion pass out the **Tips to Control Health Care Costs** for future reference.
 - 4) Whole group discussion. Share with students the importance of reading for specific information. **Pass out the Adult Benefits Waiver Coverage.** In order for students to have a complete

understanding of insurance coverage, question them for details.

Examples:

Does the ABW cover chiropractic care?

Will the ABW require an authorization for services?

Does the ABW cover physicians outside the network?

- 5) Divide students into groups of 4-6. Pass out scenario cards and have groups research the possible health care coverage options for their scenario. Determine eligibility, coverage, cost and the summary of benefits.

Websites:

www.michigan.gov/mdch

Medicaid link. In Michigan, there are many health care programs available to children, adults, and families. Specific coverages may vary depending on the program and the applicant's citizenship status. The Michigan Department of Human Services (MDHS) determines eligibility for some of the health care programs that are administered by the Michigan Department of Community Health (MDCH).

www.hipmichigan.com

HIP Michigan provides affordable health coverage for people who are otherwise unable to purchase health coverage due to pre-existing conditions.

www.michigan.gov/mdch

Health insurance program for uninsured children of Michigan's working families.

www.wheretofindcare.com

This site is free for you to research your health care choices.

www.ziadhealthcare.org

Healthcare for the Underserved Inc. is a 501c3 Non Profit organization that looks for ways to help provide access to the uninsured. Specifically for people that work part time jobs (making them unqualified for governmental assistance), and receive no coverage from their employers, and cannot afford the premiums of health insurance.

www.211.org

2-1-1 provides free and confidential information and referral for help with food, housing, employment, health care, counseling and more.

www.fcomi.org

Free Clinics of Michigan (FCOM) is a network of volunteer-staffed free clinics that provide health care services to the uninsured or medically under served within the state of Michigan.

Lesson 1.3: Creating Credit Card Chaos — Amy's Story

Pre-GED Skills

- **SS9** Compare/contrast different points of view and interpretation of issues
- **LAR1** Determine the main idea, relevant details and facts
- **LAR4** Use background information to make predictions
- **MA1** Add, subtract, multiply, and divide with whole numbers, common fractions, decimal fractions, and percents.
- **MA15** Select the correct operation to solve a problem.
- **MA25** Calculate investments (charges) using simple and compound-interest formulas and appropriate technology

Introduce the Lesson

The class will get into two groups. One group will discuss the benefits of credit and the other group will discuss the risks of credit. They will share the information with the rest of the class by recording the information on a poster. While sharing students may add to the poster. The instructor should make sure that the points below are discussed.

Benefits:

- Having good credit makes it easier to rent an apartment and get service from local utility companies.
- Good credit also gives the option of buying things now (like a sound system and cell phone) and paying the money back over time, rather than having to wait.
- With good credit, it's easier to buy what you want, when you want it.
- You have the financial flexibility to make major purchases that take more money than you have on hand.
- Good credit is giving me the chance to act on life opportunities such as going to college.
- To avoid debt problems, never let your credit card debt exceed 20% of your yearly net income. Also, keep your credit card debt low enough so that your required payments are no more than 10% of my monthly income.

Risks:

- Credit makes it too easy to spend—it can become a struggle to pay it back, and if you pay a few things late, you can lose money on late fees too.
- Not making loan payments can really hurt your credit record. You can miss out on an apartment or get turned down for a job because of it!
- A low credit rating makes it tougher for me to get loans or credit the next time. Even if you're able to borrow you'll have to pay a higher interest rate.

Activities

- A) Students will read the scenario and discuss the Think About It questions.
- B) Students will research credit card chaos using the web sites below to find the answers to the Figure it Out questions.
- C) After reading the information on the web pages and the scenario students will create a PowerPoint presentation. The PowerPoint needs to address how to avoid credit card chaos. Students will be assessed based on the rubric attached. If creating a Power-Point presentation is not an option for students then complete this activity by using a three-fold science poster board and magazine pictures/articles.

Applying what you've learned: Making the Connection

- D) Students will work cooperatively to evaluate three different credit card offers. (The instructor will need to bring in three different credit card offers. Since credit card offers change so frequently in substance the instructor will bring in copies of credit card offers that are current. Be sure to black out any personal information and mark them with "Sample" before distributing them to the class.) Using the attached worksheet, the students will fill in the information and evaluate the card that will be the best offer.

Websites

<https://www.mint.com/>

<http://www.optoutprescreen.com/>

<http://www.econedlink.org/lessons/index.php?lid=847&type=educator>

Lesson 1.4: Baby Goes to College: Student Loans, Scholarships, FAFSA – The Santiago’s story

Pre-GED Skills

- **MA13:** Analyze and interpret the real-world data found in charts, graphs, and tables from newspapers or magazines..
- **SS8** Understand and evaluate practical documents used by most adults such as: political/campaign materials, advertising, money management information, taxes, governmental information and various business documents.

Introducing the Lesson

Ask the class, “How many of you would like to attend college? Or send your children to college?” Wait for responses. Then ask, “How would you pay for college?” Allow the students to share. “Today we are going to explore the world of Financial Aid!”

Have students read the scenario and discuss the Think About It questions.

Activity:

- A) Review vocabulary words from scenario.
- B) Write the sentence, “The money IS out there!” on the board. Use this as motivation and tell the class that there are many opportunities available. Finding them is the key.
 - 1) Pass out the **Financial Aid** fact sheet and read it aloud. Discuss it.
 - 2) Answer the **Figure It Out** questions in a large group discussion.
 - 3) Provide each student with a copy of the FAFSA form. Read and review each page with the class. (Point out the notes for each question, the website and toll free number for additional help, and explain why the form is in two different colors.)

Applying what you’ve learned: Make the Connection

- C) With a partner, have the students complete a FAFSA form. Circulate and observe as needed. (Some parts of the application cannot be completed in class because the students will not have certain documentation with them.)
- D) Have each student go online and research at least three scholarships that would benefit him/her or his/her child. Allow the students to share. Create a master list of all the links they found and give to each student.

<http://www.fafsa.ed.gov/fotw1112/pdf/PdfFafsa11-12.pdf> (to print FAFSA form)

<http://www.fafsa.ed.gov>

<http://studentaid.ed.gov> (This website also has a Handbook to Completing the FAFSA)

<http://www.finaid.org>

Lesson 1.5: Teaching Young Adults About Money Management — Bianca's story. Part 1

Pre-GED Skills

- **MA21** Develop a personal budget, calculate the effect of deposits and withdrawals on a checking account balance, and complete a simple tax form.
- **LAR06** Identify the author's purpose and/pr point of view in text and use the information to construct meaning

Introduce the Lesson

Ask the class, "How old were you when you got your first job?" and "What did you do with your first paycheck?" The purpose is to identify those who learned how to manage money at an early age. If you have students that saved money ask why. Tell the class, "When you're young you don't always understand nor appreciate the value of money. Most of us received our paychecks, cashed them, and spent them within two days. Then we were broke again. We were usually very selfish. Instead of buying some groceries to help out around the house, we bought that new CD. There are a lot of teenagers today that still think this way." Allow the class to respond to the statement.

Have students read the scenario and discuss the **Think About It** questions.

Activity

- A) Review vocabulary words from scenario.
- B) In groups of three, use the internet or the websites listed below to answer the Figure It Out questions. Discuss the answers with the class.
- C) Using the information from the Figure It Out questions create a Parent's Guide to Teach Young Adults About Money Management.

Guidelines for the guide:

- At least one page long
- Brief explanation of why money management is important for teens
- List the steps a parent could take to educate their teens about money management (saving, budgeting, investing, making money, etc).

Applying what you've learned: Make the Connection

- D) Each student must interview an employed teenager using the form attached as Handout for 5.1. The student will then use the information learned in the lesson a to educate the teen on how to develop a personal budget (by calculating the effect of deposits and withdrawals on a checking account balance).

Websites

http://extension.usu.edu/files/publications/publication/FL_Finance&Economics_2009-03pr.pdf

<http://www.teaching-kids-about-money.com/education/>

<http://www.kidsmoney.org/>

<http://www.education.com/topic/allowance-money-management/>

Lesson 1.6: Teaching Children about Money – Bianca’s story Part 2

Pre-GED Skills

- **MA01** Add, subtract, multiply, and divide with whole numbers, common fractions, decimal fractions, and percents.
- **LAR06** Identify the author’s purpose and/pr point of view in text and use the information to construct meaning

Introduce the Lesson

Pass out a copy of the poem Smart by Shel Silverstein. Read it aloud and discuss what is actually occurring throughout the poem. Is the child smart after all? Tell the class, “It is very important for children to understand the concept of money and its value.”

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Review vocabulary words from scenario.
- B) In groups of three, use the internet or the websites listed below to answer the **Figure It Out** questions. Discuss the answers with the class.
- C) Using the information from the Figure It Out questions, student will develop a Money Management Plan for parents to use with children ages 5-10. The purpose is for the students to understand why it is important for parents to educate their kids about money. (This project will be very similar to the previous lesson.) It should include the following:
 - A brief explanation of why money management is important for kids
 - A list of activities (arranged by age) the parent could take part in to teach their kids about money, its value, and how to save, spend, and earn it.

Attach a copy of the play money with the plan. Share with friends and family.

`\resources\Worksheet_on_Making_Change[1].pdf`

`\resources\play money.JPG`

Applying what you’ve learned: Make the Connection

- D) Each student will pick an activity from their Money Management Plan and teach it to a child (It could be their own child or someone they know). The lesson has to be age appropriate.

If possible, reward the kids with a certain amount of play money and have small items they can purchase (toys, stickers, candy, pencils, etc). The students will help the kids purchase items by adding and subtracting the money (see attached worksheet, modify if needed).

Websites:

http://extension.usu.edu/files/publications/publication/FL_FInance&Economics_2009-03pr.pdf

http://www.sixwise.com/newsletters/05/02/15/kids_and_money_5_keys_to_teaching_kids_money_management_skills.htm

<http://www.teaching-kids-about-money.com/education/>

<http://www.kidsmoney.org/>

<http://life.familyeducation.com/money-and-kids/personal-finance/34481.html>

<http://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

www.moneyinstructor.com

Lesson 2.1: Dealing with childhood obesity – Karla’s story: Part One

Pre-GED Skills

- **SS9** Compare / contrast different points of view and interpretations of issues.
- **LAR4** Use background information to make predictions.
- **LAR11:** Recognize language that results in different actions, perceptions and beliefs.

Introducing the Lesson

Introduce the lesson by quoting Michigan’s statistic on Obesity. www.cdc.gov/healthyyouth/obesity/fact.htm
Click on Michigan.

Ask students if they are aware of an obesity crisis in the United States. Ask if they have seen the media bring this to attention.

Have students read the scenario and discuss and share their background knowledge on the subject.

Pass out Fact Sheets 1-3 Is Your Child Overweight, Effects of Obesity, Causes of Overweight For further research / information have students google the following website to continue discussion and activity.
www.obesityaction.org/educationaltools/factsandstats.php

Activity

- A) Large Group Discussion on defining childhood overweight and obesity.
- 1) Write new vocabulary words from fact sheets on board and define.
 - 2) Assign a Scribe to write on large post it sheet the contributing factors to childhood overweight and obesity.
 - 3) Pass out Fact Sheets 1-3 and have students read silently.
 - 4) Students state facts, effects and causes associated with obesity.
 - 5) List possible health risk factors.

Applying what you’ve learned: Make the Connection

- B) Individual work. Students are to take a closer look at their personal situation and determine if overweight or obesity is an issue.
- 1) Have student’s journal family members’ age and weight
 - 2) Calculate the BMI for each family member. Go to www.cdc.gov/healthyweight/assessingBMI for BMI calculator

Challenge activity

BMI can be calculated by mental math solution. Formula can be found on Fact sheet 1.

BMI	
Underweight = <18.5	Overweight = <25 – 29.9
Normal weight = <18.5 – 24.9	Obesity = > 30

Determine if any member of the family has a weight problem.

Lesson 2.2 Dealing with childhood obesity – Karla’s story: Part Two

Pre-GED Skills

- **LAR1** Determine the main idea, relevant detail, facts and patterns of organization
- **LAR4** Use background information to make predictions
- **LAW8** Write comments or notes that demonstrate comprehension of content

Introduce the Lesson

Introduce the lesson by quoting Michigan’s statistic on Obesity. * (Insert info) Ask students if they are aware of an obesity crisis in the United States. Ask if they have seen the media bring this to attention.

Continue with Karla’s story. Have students read the scenario and discuss the action plan Karla put into place, predicting specific details. Students are to share their background knowledge / experiences on implementing positive changes at home.

Pass out Fact Sheet 4: **Preventing Overweight and Obesity**

- A) Large Group Discussion on possible solutions to combat childhood overweight and obesity:
- 1) Write new vocabulary words on board and define
 - 2) Assign a Scribe to write on large post it sheet the possible solutions to combat this disease.
 - 3) Pass out Fact Sheet 4 and have students read it silently.
 - 4) Ask students for details on preventing over weight and obesity. Scribe records answers on post it sheets. Hang sheets around the classroom for observation.
- B) Break into small groups and assign an age category (Fact sheet -Recommendation by Age) to each group.
- 1) Have students create a “public announcement” that depicts a healthy recommendation based on the assigned age group.
Students must:
 - Include specific examples.
 - Limit announcement to 30 seconds
 - Chose a representative from the group to be the announcer
 - 2) Record announcements and have students rate the credibility (1-3) of each announcement. Chose one announcement as a winner based consensus of the class as to believability, dynamics and style.

Applying what you’ve learned: **Make the Connection**

- C) Individual work. Students are to take a closer look at their personal situation and determine if overweight or obesity is an issue. Continue with the family Healthy Life Style journal.
- 1) Have students continue with their family journal. Students should have already recorded family members’ age, weight, BMI.
 - 2) Have students record eating habits of family members for one week.
 - 3) Have a family meeting to determine any changes that could be made to constitute a healthy life style and healthier eating habits.

- 4) Write up a healthy living family plan for your family.

Going the Next Step: Challenge Activity

Making healthy choices and creating changes in diet and nutrition is a responsibility we have as parents. Everyone can do a little more to ensure a healthier lifestyle. Challenge yourself and family members to read nutritional labels, cut calorie intake, create healthier recipes and exercise. During meals discuss ways to maintain your health and compliment each other on the changes made thus far.

Further information can be found at www.kidshealth.org.

Lesson 2.3 Dealing with Diabetes – Marge’s story

Pre-GED Skills

- **SCI8** Interpret and comprehend written and graphic information in life science selections.
- **LAR2** Apply additional information to the text being read.
- **LAR8** Identify fact from opinion and recognize how personal values influence conclusions
- **MA8** Use different types of measurement tools
- **MA7** Identify and compare data from tables, charts and graphs

Introduce the Lesson

Introduce the lesson by quoting Michigan’s statistics regarding diabetes among adults _____ and among children _____. Insert internet address.

Ask students if they know of anyone who has diabetes. Have students share any information they know of regarding the control of this disease.

Ask students what media coverage they may have seen in regards to diabetes; i.e. commercials, magazine advertisements, news coverage, etc.

Have students read the scenario and share any background information they have on the subject. Continue the discussion with the Think About It and Figure it Out questions.

Pass out Fact Sheet 1: Fact Sheet 1: **Glycemic Index**

For further research/information have students google the following website to continue the discussion and activity:

<http://www.the-gi-diet.org/lowgifoods/>

Activity

- A) Individual work. Identifying foods typically eaten and calculating the glycemic index.
- 1) Instruct students to write down the common foods they consume for breakfast, lunch, dinner and snacks.
 - 2) Referring to the fact sheet, have students identify the glycemic index of each food item.
 - 3) Next have students calculate the total glycemic intake for each meal and for snacks.
 - 4) Students are to identify their levels and whether their intakes are in the low, medium or high range.
 - 5) Have students then identify alternative choices they can make to lower their index.

Applying what you’ve learned: Making the Connection

- B) Individual work. Students are to take a closer look at what their family eating habits are and determine if diabetes could become a health risk factor.
- 1) Referring to the family health journal they started with the obesity lesson, have students record for one week, foods consumed during mealtimes.

- 2) Have students calculate the glycemic index, calorie count, fat content and starch index of each meal.
- 3) Students are to determine whether meals are healthy and what changes could be made to make them healthier.

www.obesityaction.org/educationaltools/factsandstats.php

Lesson 2.4 Creating an Environmentally Healthy Home – The Wilson’s Story, Part 3

Pre-GED Skills

- **LAW5** Respond to different types of real-world text.
- **LAW8** Write comments that demonstrate comprehension of content.
- **SCI4** Understand the basic functions of the ecosystems.
- **SCI9** Interpret scientific concepts through the application of comprehension skills and visual processing to environmental selections.
- **LAR14** Locate, organize and interpret different types of written information appropriate for completing a specific task.

Lesson

- 1) Introduce the lesson by sharing Handout A, The Problem and The Bottom Line with students. Read aloud to the class. It is important that students have an understanding of the problem and the bottom line of our environmental crisis. Ask students if they have any solutions to the crisis. List ideas on the board.
- 2) Introduce the Go Green Initiative. Ask students what they already know about “going green.” Read the following definition/information for “going green”:

Source: www.eHow.com

Going green is a popular term used to describe the process of changing one’s lifestyle for the safety and benefit of the environment. People who “go green” make decisions about their daily lives while considering what impact the outcome of those decisions may have on global warming, pollution, loss of animal habitats, and other environmental concerns.

There are 3 changes most people make to “go green.” They begin with sustainable living, using environmentally friendly (green) products, and then they begin recycling and/or reusing as many products as possible.

Sustainable living involves limiting your use of natural resources and increasing self-sufficiency. This is usually achieved by altering modes of transportation, conserving energy, changing one’s diet, and buying locally produced items over imported items.

- 3) Scenario: Discuss vocabulary the words and meanings. Have students read the scenario and share any personal experiences they may have had regarding ways in which they have conserved resources. Continue the discussion with the Think About It questions.

Activities

- 4) Introduce the concept of the 3 R’s for “Going Green”
Reduce – Reuse – Recycle

Tell students that they are going to be responsible for developing a fact sheet that will identify activities that

can be done to save waste, cut costs and create an environmentally healthy home.

- A) Break students into 3 groups and assign one of the following topics for Reducing. Have students visit the website: www.futurefreindly.com to discover conservation tips for:

Save Water Tips

Save Energy Tips

Reduce Waste

Have each group read, summarize and prepare a fact sheet bulleting details for the class. Each group will choose one designated spokesperson to present the fact sheet to the class.

- B) Continue with the same grouping and have students further research more tips for reducing waste by visiting the website: www.globalstewards.org/ecotips.htm

Have each group read more ideas for reducing and pinpoint tips specifically for their assigned topics. Summarize additional facts and have students edit/update their bulleted facts sheet.

- C) To conclude this lesson, students are to create their own action plan for creating an environmentally healthy (green) home. Pass out Handout B, Our Family's Going Green Action Plan Chart. Students will choose and list the tips/activities for reducing, reusing and recycling to be implemented at home.

Resources: Handout C, Informational Brochure: **10 Ways to Save on Water**

Saving Water Saves More Than Water

www.parentfurther.com/parenting/environment/healthy-home

www.parentfurther.com/parenting/environment/shopping

www.parentfurther.com/parenting/environment/electronic-waste

Activity Extension

Pocket Your Conservation Savings—Make a family commitment to follow their Green Plan for four months. Observe and record monthly utility (water & electric) bills. Calculate how much, if any, money was saved. Report the percentage of savings from “going green.”

Lesson 2.5: Dealing with Stress Issues – Kristina’s Story

Pre-GED Skills

- **LAR1** Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents.
- **LAR10** Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- **LAR6** Identify the author’s purpose and/or point of view in text and use the information to construct meaning

Introduce the Lesson

First discuss the term “Stress.” Have the students define the term in their own words. Give the actual definition of Stress: A mental, emotional, or physical strain caused, e.g. by anxiety or overwork (Encarta Dictionary). In other words, what you feel when you have to handle more than you are used to.

Students will participate in a social activity called Hand up, Pair up, Share. In this activity the students will stand up and walk around while music is playing (activity can be done without music). When the instructor stops the music or says stop, the students will stop where they are, put their hand up and pair up with the closest person. Each student will have a minute to share with their partner a time when they experienced a stressful situation. One person talks at a time. (Make it fun by saying something like “the tallest person in your pair goes first.) When the first minute is up, the other partner shares for a minute. After the two minutes, ask them to share how they handled the stress. Repeat sharing time. This activity can be done several times if desired.

As a class, have the students share what they learned about their partner. Discuss some of the ways people deal with stress. (Students may mention negative ways to handle stress; it is ok because it can lead to a non-example of how to deal with stress later.)

Have the students read the scenario and discuss the Think About It questions.

Activity

- A) Write new vocabulary words from scenario on board and define.
- B) Read Figure it Out! Questions 4-6. First discuss the possible answers. Next pass out and read the Stress handout. Use this handout to help answer the questions. If the students need more information encourage them to use the websites listed below.

Applying what you’ve learned: Making the Connection

- C) After reading the information from the activity and scenario, students will create their own Stress Journal. They will write in it multiple times a day noting what type of things stress them out. After a few days, have the students review their journal and complete the worksheet titled: My Very Own Stress Management Plan.

Websites

<http://www.studygs.net/stress.htm>

http://www.helpguide.org/mental/stress_management_relief_coping.htm

<http://familydoctor.org/online/famdocen/home/common/mentalhealth/stress/167.html>

<http://www.mtstcil.org/skills/stress-intro.html>

http://ehealthmd.com/library/stress/STR_dealing.html

http://kidshealth.org/teen/your_mind/emotions/stress.html

Lesson 2.6: Dealing with ADHD kids / meds & nutrition– Madison’s Story

Pre-GED Skills

- **SS9** Compare/contrast different points of view and interpretation of issues
- **LAR1** Determine the main idea, relevant details and facts
- **LAR4** Use background information to make predictions
- **LAR11** Recognize language that results in different actions, perceptions and beliefs

Introduce the Lesson

Students will complete the concept map on ADHD.

Students will watch a short video on ADHD. This video gives a nice explanation of the symptoms. Students will go back to the concept map to check if they can add any information after viewing the video.

<http://www.youtube.com/watch?v=o2B9JmsnFAc&feature=related>

Activity

- A) Students will read the scenario and discuss the Think About It questions.
- B) Students will research ADHD using the web sites below to find the answers to the Figure it Out questions.

Applying what you’ve learned: Making the Connection

- C) After reading the information on the web pages and the scenario students will have a Creative Debate.

Creative Debate-

Divide the class into thirds. Have one third of the class turn their chairs to face another third of the class for the debate. The other class members are observers.

The topic will be ADHD- You just found out that your child has it- Do you put your child on medicine or not?

Group one will be the group that believes in medicine.

Group two will be the group that believes ADHD can be controlled without medicine (nutritional aspect).

The students do not have to agree with the view point he is asked to represent.

Group three will be recording the information from the debate.

After the debate the students will write a letter to their child’s teacher explaining what their family has decided to do about their child’s ADHD.

Websites

<http://www.medicalnewstoday.com/info/adhd/usefullinks.php>

<http://www.adhd.org.nz/links1.html>

http://www.add.org/site/PageServer?pagename=Resources_ADHD_Fact_Sheet

May need to copy and paste in URL

<http://www.chad>

www.adhd.com/

[http://www.onlineparentingcoach.com/2009/07/top-40-adhd-websites.](http://www.onlineparentingcoach.com/2009/07/top-40-adhd-websites)

Lesson 3.1: Being informed of your child's needs and services – Understanding your child's IEP/ Special Education Services/ and Labeling – Abe's Story

Pre-GED Skills

- **SS8** Understand and evaluate practical documents used by most adults such as and IEP form.
- **LAR1** Determine the main idea, relevant details and facts
- **LAR13** Use a variety of reference materials, such as dictionaries, journals, and computer search engines to gather information.

Introduce the Lesson

Introduce the lesson by asking students about their understanding of an IEP. What rights do parents of children with special needs and learning disabilities have?

Ask students if they have ever been in a parent conference where the teacher was trying to explain their child's progress and they had no idea what the teacher was talking about. Ask if they have had to sign paperwork for services for their child without being completely sure what the document was for and what it was saying.

Have students read the scenario and discuss and share their background knowledge on the subject.

Pass out Fact Sheets 1

Students will read the articles and use the 5 W's graphic organizers to help with organizing factual ideas around the 5 main questions: who, what, where, when and why. (The graphic organizer is on a separate attachment.)

Below is a link of Michigan IEP form that can be printed and discussed as a class.

For further research / information have students Google the following website to continue discussion and activity.

- Michigan Department of Education Website to the Special Education & Early Intervention Services
http://www.michigan.gov/mde/0,1607,7-140-6530_6598---,00.html
- IEP Parent support website
<http://www.understandingspecialeducation.com/IEP-process.html>
<http://kidshealth.org/parent/growth/learning/iep.html>
<http://www.kidstogether.org/IEP/iepd-10-mistakes.htm>
Ten Common Mistakes Parents Make During the IEP Meeting by Matt Foley, M.Ed., L.P.C. & DeAnn Hyatt-Foley, M.Ed.
http://user.cybrzn.com/kenyonck/add/iep_guidance.html
YOUR CHILD'S IEP Practical and Legal Guidance for Parents By Pamela Darr Wright, M.A., M.S.W. and Peter W. D. Wright, Esq.
- IEP Form
http://www.michigan.gov/documents/mde/IEPform_319500_7.pdf

Activity

- A) Large Group Discussion on defining IEP/ Special Education services/ and labeling.

- 1) Write new vocabulary words from fact sheets on board and define.
- 2) Assign a Scribe to write on large post it sheet what parents can do to be more informed about their child's IEP and Special Education Services
- 3) Pass out Fact Sheets 1-3 and have students read silently.
- 4) Students discuss the IEP process, accommodations given when their child is labeled, test given based on learning disabilities, and what they can do to help their child succeed.
- 5) List possible things they can do to be a more proactive parent.

Applying what you've learned: Make the Connection

- B) Individual work. Students are to take a closer look at their personal situation and determine if IEPs, Special Education Services or labeling is an issue.
 - 1) Have student's journal their own experience with parent conferences and situations where they found themselves unable to understand what was being said.
 - 2) Determine what they can do differently, at the next parent conference, or ways to prepare them for the next time.

Lesson 3.2: Being informed about your child's needs and services – Support Academic Success – Casey's Story (Part 1)

Pre-GED Skills

- **SS9** Compare / contrast different points of view and interpretations of issues
- **LAR1** Determine the main idea, relevant details and facts
- **LAR4** Use background information to make predictions

Introduce the Lesson

Give each student a KWL chart. Explain the concept of each column. Introduce the lesson by asking students to share ways to ensure academic success for their child. Ask students what they know about what their child needs to be prepared for school. Have students discuss what they know about how to prepare their child for school each day. Develop a list of proven ways to ensure academic success, etc. Students will then record what they discuss under the column “What I know.” Have students review the information they have just recorded and think about the things they would like to know about academic success and preparations for school. Record these thoughts in the “What I Want to Know” column.

Students will now read the scenario and discuss the Think About It questions.

Pass out Copies of Parent Power

Students will read pages 1-5 of the booklet Parent Power: Build the Bridge to Success and fill in the last column of the KWL chart listing what they learned.

Below is the link for Parent Power: Build the Bridge to Success can be printed and discussed as a class.

- U.S. Department of Education, Office of Communications and Outreach, Parent Power: Build the Bridge to Success, Washington, D.C., 2010.
<http://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf>

A copy of the booklet is in the appendix to this TG.

Activity

- A) Large Group Discussion on Parent Power: Build the Bridge to Success
 - 1) Large Group Discussion on the ways you can better prepare your child for school? (Figure it Out! question 7).
 - 2) Write new vocabulary words from fact sheet on board, define and verbalize a sample sentence using the targeted vocabulary word.
 - 3) Read Figure it Out! Questions 8, 9 and 10. Students will discuss these questions and brainstorm things they do and what their children should do when they get home from school/work. As students brainstorm ideas, have a scribe write responses on the board. Students are to copy ideas from the board to the back of the KWL Chart.

Applying what you've learned: Make the Connection

- B) Individual work. Students are to take a closer look at their personal situation and create a daily schedule where they map out their routine and their child's routine for after school/work.
 - 1) For students who have children in the K-12 system, have them create a 5- day weekly schedule; Monday through Friday, that includes half hour time slots starting from the time their children

get home from school to bedtime.

- 2) Students should create a realistic schedule for after school/work that can be followed that map out times for cooking, homework, playtime, reading time, conversation, etc.
- 3) Students will share their schedule with the class.
- 4) As an extension to the lesson, students can write up a behavioral contract for their children that spells out rewards for expected behaviors and/or chores listed on their after work/home routine schedule.

Lesson 3.3: Being informed about your child's needs – Support Academic Success – Casey's Story Part Two

Pre-GED Skills

- **SS9** Compare / contrast different points of view and interpretations of issues
- **LAR1** Determine the main idea, relevant details and facts
- **LAR4** Use background information to make predictions

Introduce the Lesson

Introduce the lesson by asking students what preparing children for school means. Have students identify school-aged children..... Brainstorm with students and assign a Scribe to write on a large post it sheet what parents can do to better prepare their child for school. Brainstorm what they know about how to prepare children for school, their needs, and how to ensure that their child is ready to learn, etc.

Students will now read the scenario and discuss the Think About It questions.

Pass out Fact Sheets 1

Students will read pages 9-16 of the booklet Parent Power: Build the Bridge to Success and fill in the T-chart. On the first column students will list each educational level discussed in the booklet. On the second column, students will list, in their own words, the child's needs to prepare them for that educational level.

Below is the link for Parent Power: Build the Bridge to Success can be printed and discussed as a class.

- U.S. Department of Education, Office of Communications and Outreach, Parent Power: Build the Bridge to Success, Washington, D.C., 2010.
<http://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf>

Activity:

- A) Large Group Discussion on Parent Power: Build the Bridge to Success
 - 1) Large Group Discussion on what are some things Casey can do to become more hands-on with Jason's education? (Figure it Out! question 5).
 - 2) Write new vocabulary words from fact sheet on board and define.
 - 3) Students will then break up into groups of four.
 - 4) Each group will read an educational level and fill in the T-chart.
 - 5) After all groups have gone through their section in the booklet, groups will present their section to the class.

Applying what you've learned: Make the Connection

- B) Individual work. Students are to take a closer look at their personal situation and Read Write it Out! Question 4. Students will discuss the question and use the brainstorm compiled as a class to describe how you prepare your child for school. Students will then answer: do you think you can better prepare your child for school? If yes, explain how.

Lesson 3.4: Out of School Learning – Barbara’s Story

Pre-GED Skills

- **LAR14** Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.

Introduce the Lesson

Write Out of School Learning on the board. Have the students talk to their shoulder partner and discuss what they think this means then share their answers. Briefly explain that many people refer to out of school learning as a tutoring service in which you have to pay for. Assure them that this is a form of out of school learning but there are many other ways to help a student understand concepts and promote learning that do not involve money. Now have the students read the scenario and discuss the Think About It questions.

Activity

- 1) Discuss and define new vocabulary words from scenario.
- 2) Read the Figure it Out! Question. Restate that there are many other ways to help students learn outside of school. They can go to the library, purchase practice books, find games available through the child’s textbooks, and research free websites that include games, activities, and printable worksheets.

Give the students a copy of the Website Resources sheet and have the students check out a few of them.

- 3) Now have the students do research on their own. Students must find at least two other resources that they could use to engage their child in learning outside of school.

Applying what you’ve learned: Make the Connection

- A) Students are going to create a plan to promote learning outside of school. They can choose to enrich or assist their children in any area they feel necessary. The plan must have a least two interactive websites and a non-technological resource (worksheets, library books, etc). Once they have their plan they may share it. Encourage them to utilize this plan to see how beneficial it is.

Website Resources

Department of Education: Pre-K-3 learning activities: www.michigan.gov/mde

PBS Teacher’s Source: Books and activities: www.pbs.org

U.S. Department of Education: Activities: www.ed.gov/pubs/parents

Education Place: Worksheets and activities: www.eduplace.com

School and Family Education: Activities, games, and printables: <http://schoolfamilyeducation.com>

Reading

Reading is Fundamental (RIF)/Reading Planet: Games, articles, booklists, and activities

www.rifreadingplanet.org/rif/

Reading Adventure: motivational program: www.bookadventure.com

Get Ready to Read: Skill building activities: www.getreadytoread.org

Math

Math Forum: Interactive resources: www.mathforum.com

Edu4Kids: Flash cards: www.edu4kids.com

Math Goodies: Worksheets and puzzles: www.mathgoodies.com

Fun Brain: Games: www.funbrain.com

Lesson 3.5: Parental Involvement/Parent's Rights and Responsibilities

Pre-GED Skills

- **SS15** Describe the legal and ethical rights and responsibilities of an employee, an employer, and a citizen
- **LAR13** Use a variety of reference materials, such as glossaries, magazines, newspapers, journals, and computer manuals, to gather information
- **LAW4** Produce a final document that has been edited and revised to include correct mechanics, word usage, effective sentences, and appropriate text divisions.
- **LAW11** Select appropriate language and word choices in written selections according to intended audience, purpose, and occasion

Introduction to the Lesson

Students will read the scenario and discuss the Think About It questions.

Students will also read the PTA National Standards for Parents at this website: http://www.pta.org/topic_getting_involved.asp

Activity and Applying what you've learned: Make the Connection

Students will be introduced to the RAFT Strategy.

RAFT is an acronym for:

R- role of the writer (Who are you?)

A- Audience for the writer (To whom are you writing?)

F- Format of the writing (What form will your writing assume?)

T- Topic to be addressed in the writing (What are you writing about?)

Assign students the Role for writing- the role that the students will take will be based on the reading of parent involvement in schools.

http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

<http://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf>

They are to write either as from the parent's perspective or from the student's perspective.

Students will work in cooperative groups based on the role they picked.

Before the students write they will fill in the Role Definition Matrix form to brainstorm and probe their role.

The Audience for the parent's perspective will be the school or other parents. The Audience for the student's perspective will be their parents.

The Format will be a friendly letter.

The Topic will be parent involvement in their child's education.

Some guiding questions for the group:

Why do I care about this particular topic?

What information do I need to examine carefully for my role?

What emotions might I be feeling as I think about this topic?

Is this a role that might lead me to be in favor or against something related to the topic?

Could a person in my role have a choice of several viewpoints on this topic? Which viewpoint might appeal to me the most?

When students have completed the writing assignment, they must edit and publish it. They will share their letter with the rest of the class. They have the option of sharing it with someone outside of class.

Lesson 3.6: College Preparation –Kiana’s Story

Pre-GED Skills

- **LAR14** Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.
- **SS8** Understand and evaluate practical documents used by most adults such as; political/campaign materials, advertising, money management information, taxes, government information and various business documents.

Introduce the Lesson

Take a quick poll to see what the students already know about college preparation. Ask: What is the reasoning behind going to college? What does your child have to do in order to go to college? When should they start preparing for college? (If a student does not have a child have them refer to a child they know.) Now have the students read the scenario and discuss the Think About It questions.

Activity

- 1) Discuss and define new vocabulary words from scenario.
- 2) Ask these two questions again to see if their response changed from reading the scenario: What does your child have to do in order to go to college? When should they start preparing for college?
- 3) Distribute a Preparation for College Checklist to each student. Read and discuss.
- 4) Read Figure it Out! Questions 3 & 4. Students will use the Preparation for College Checklist to help answer these questions. (Questions were repeated throughout the lesson to assess comprehension.)

Applying what you’ve learned: Make the Connection

- A) Students are going to create an ongoing portfolio for their child. Give each student a file folder. Inside this portfolio the student will keep any important school documents including: yearly final report cards, awards, notes from parent-teacher conferences, etc. Place the Preparation for College Checklist in the very front of the portfolio. Advise the students to update the portfolio regularly and keep it somewhere safe.
- B) Download and print a copy of the Common Application for each student. As a group, go through the application and complete it. Encourage the students to familiarize themselves with the items on the Preparation for College Checklist so they are aware of what to expect.

<https://www.commonapp.org/CommonApp/Docs/DownloadForms/CommonApp2011.pdf>

Great Websites:

<http://goingtocollege.org>

<http://www.collegeprep101.com>

www2.ed.gov/pubs/prepare/index.html Great Resource Book

www.michigan.gov

www.bls.gov/oco Occupational Outlook Handbook

Lesson 4.1 Fostering your child's self-esteem – Senora's story

Pre-GED Skills

- **LAW3** Use writing to generate, organize, connect, express and evaluate ideas by applying basic rules of sentence structure.
- **SS13** Understand cause and effect relationships.
- **LAR1** Determine the main idea, relevant details and facts about establishing your child's positive self-esteem.
- **LAR11** Recognize language that results in different reactions, perceptions and beliefs.

Introduce the Lesson

Introduce the lesson by reading facts / statistic about the challenges children face in today's world****1handout – get info and plug in

Ask students to share a memory of facing a new challenge and how they felt during that challenge. Teacher should start with one of their memories to stimulate the discussion.

Ask students to name things that might boost a child's self-esteem. Examples: thank you card, achievement award, being picked first for a team, winning the spelling bee, named most likely to succeed in the high school yearbook, etc.

Have students read the scenario and share any personal experiences they have on the subject of self-esteem. Continue the discussion with the Think About It and Write About it questions.

Write About It:

- 1) List the things your child does well
- 2) How many ways can you say “good job”? Re-phrase the praise.

Activities

For Information Sheets 1 & 2: What is Self-Esteem and Signs of Healthy and Unhealthy Self-Esteem

- A) Small group discussion. Allow 15 minutes per Information Sheet
 - 1) Break students into groups of 3-4.
 - 2) Designate 3 task manager assignments: Reader, Recorder, and Vocabulary Master.
 - 3) When groups are formed have students pick their task manager's position within their group.
 - 4) Pass out Information Sheet 1, What is Self-Esteem. One sheet per group.
 - 5) Have the group's reader read aloud the information sheet.
 - 6) Students are to identify any vocabulary words they are not familiar with. The Vocabulary Master is responsible for looking up the definition and reporting back to the group
 - 7) Students are to take personal notes during this activity
 - 8) Have students recall details read from the Information Sheet
 - 9) Have the groups' Recorder scribe answers on a large post-it note
 - 10) Next have students write their own one sentence definition of self-esteem and share with their group

- 11) Lastly, have the group collectively come up with a one-sentence group definition.
 - 12) Bring class back together as a large group and have the Recorder of each group write their definitions of self esteem.
- B) Repeat the same procedure with Information Sheet #2, Signs of Healthy and Unhealthy Self-Esteem. End result is a one sentence detailing signs of healthy self-esteem and one sentence detailing signs of an unhealthy self-esteem.
- C) Rule / Response Activity: (How Parents Can Help, Pages 3 & 4, Tips that can make a difference)
- 1) Copy and cut activity cards so that each student would have one or the other.
 - 2) Divide the class in half. Half of the students will be the “Rule” and the other half the “Response”.
 - 3) Demonstrate the activity by reading one of the “Rules”.
 - 4) Those students that have a “Response “ card look to see if it justifies the “Rule”. If so, it is a match.
 - 5) Allow 15 minutes for students to mingle and find a match.
 - 6) End activity by having students read their Rule/Response match.
 - 7) Class discusses and decides if the match is correct.

Challenge Activity: Making the Connection

Have students, if parents, write out a “parental promise” as to how they will foster their child’s self-esteem.

Lesson 4.2: Teaching kids to value restraint. Alcohol, drug and smoke free teens. The Thompson's story

Pre-GED Skills

- **LAR13** Use a variety of reference materials, such as glossaries, magazines, newspapers, journals, and computer manuals, to gather information
- **LAW4** Produce a final document that has been edited and revised to include correct mechanics, word usage, effective sentences, and appropriate text divisions.
- **LAW11** Select appropriate language and word choices in written selections according to intended audience, purpose, and occasion
- **LAW14** Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.

Introduction to the Lesson

Discuss the term “restraint” with the class. Ask, “What are some things we should say no to?” Explain that today’s lesson will be about teaching kids to value restraint and how to educate teens on how to be alcohol, drug, and smoke free. Students will read the scenario and discuss the Think About It questions.

Activity

- A) Review vocabulary words from scenario.
- B) Have the class read the Figure It Out! Questions and have them answer them based on what they already know. Now have the students read an excerpt from a pdf file from www.childrennow.org (handout). After reading and discussing the excerpt, revisit the Figure It Out questions.

Applying what you’ve learned: Make the Connection

- C) After reading the article from the website students will get into ten groups (one group for each suggestion for parents in the article). If there are not enough students double up the suggestions.
 - Assign a different suggestion to each group.
 - The group will become their own band. They can decide what type of band they would like to be. Working in a group they will write a song about the “parent message from the article”. The music can be from a song they already know or an original.
 - The group will write the lyrics, come up with a band name and design a CD cover.
 - The students will perform their song- they can do it live or it can be videotaped.

Assessment for Activity: Rubric

- Three points: Student has followed all given instructions with full participation in group and class discussions. They have completed their song, album/CD cover and given presentation to the class.
- Two points: Student has had some participation in-group activities of writing song, album cover and class presentation.
- One point: Student has completed portions of the assignment with limited class involvement.

Websites:

<http://www.asklistenlearn.com/>

<http://teens.drugabuse.gov/mom/teachguide/MOMTeacherGuide.pdf>

<http://www.parentfurther.com/sites/default/files/downloads/Parenting-Tips-Tobacco.pdf>

Lesson 4.3 Parenting Styles and Discipline Procedures – Pam, Linda and Tara’s story

Pre-GED Skills

- **LAR8** Identify fact from opinion and recognize how personal values influence conclusions
- **LAW10** Write critical responses to written and oral communications
- **SS10** Assess whether information is adequate and appropriate to support generalizations

Introduce the Lesson

Introduce the lesson by asking students if they have ever heard the old saying: “Kids should be seen and not heard.” Ask if they agree or disagree and solicit their comments and thoughts.

Ask students to describe a perfect parent.

Have students read the scenario and share any background information they have on the subject. Continue the discussion with the Think About It and Figure it Out questions.

Activity

- A) Individual work. Read aloud one of the situational cards attached.
- 1) Instruct students to write down how they would handle the situation; describing the method of disciplinary action they would use.
 - 2) Using the same situational card, have students write a dialog they would have with their children.
 - 3) Repeat the procedure with as many situational cards class time permits but leaving enough time for the following enhancement activities.

Enhancing the Activity:

- 4) Have students pick one of their responses written and identify alternative solutions they could use to help their child understand the life lesson better.
- 5) Have students pick one of their written dialogs and rewrite into a script format. Example:
Mother: I told you to make your bed.
Johnny: I can’t do it!
Mother: I know you can, you did a good job yesterday.
Johnny: I can’t remember how I did it yesterday.
Mother: Sure you can. Let me watch you and I will help if you need me to.
- 6) If time permits, have students work in pairs and pick one of positive discipline word scramble strips and unscramble the message.

Applying what you’ve learned: Making the Connection

- B) Individual work. Dictation
- 1) Tell to the class that you are going to read a poem whose author is anonymous. Define anonymous.

- 2) Explain that they are going to do a dictation activity where you will read (dictate) each line and they will write it down.
- 3) After dictating the entire passage, show the poem in its entirety on the board by either writing it out or showing through a document camera.
- 4) Students are to compare what they wrote to the actual passage.
- 5) Students are to make the appropriate edits, paying close attention to punctuation, spelling and format.
- 6) Define any vocabulary words that may be unfamiliar to students.

Situational Cards:

How would you handle these situations? You may copy the cards and cut them up to be distributed (See Situational Cards Handout). Students may work in pairs or threes to develop responses to the situations presented.

Unit 4 Lesson 4: Childhood Safety Tips – Jesenia’s Story

Pre-GED Skills

- **LAR10** Ask questions and make observations that reflect understanding of what is read.
- **LAR14** Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.

Introduce the Lesson

Begin by asking the students if they are familiar with Child Safety. Have them share what they already know. Then ask if they have shared this information with their children or younger family members.

Have students read the scenario and discuss the Think About It questions.

Activity:

A) Share the following statistics:

- Every 40 seconds in the United States, a child is reported missing or abducted. That translates to over 2,000 children per day (under 18 years of age) or 800,000 per year.
<http://www.kidsfightingchance.com/stats.php>
- Most abductions occur within a quarter of a mile from the victim’s home (*Department of Justice, Office of Juvenile Justice and Delinquency Prevention, National Incidence Studies of Missing, Abducted, Runaway, and Throwaway Children, October 2002*)
- 90% of families will experience a lost child incident - this means 7 out of 10 kids get lost at least once in a public place. <http://www.preventinglostchildren.blogspot.com/>
- Nearly 7 million school-age children per year are regularly left home alone, according to a recent report by the Census Bureau.

Allow the students some time to discuss the statistics above.

- 1) Review new vocabulary words from scenario.
- 2) Read Figure it Out! Questions 4-6. Pass out and read the take 25 Safety Tips handout (see attachment or visit www.take25.org)

Use this handout to help answer the questions. For question 4, be sure to add things to look for in case of an abduction, i.e. color of car, license plate number, what person was wearing.

Spend a longer amount of time on question 6; it is crucial for students to understand the importance of Child Safety. For further information, print out the Parent’s Guide to Child Safety from:

<http://keepyourchildsafe.org/aspwadmin/stattrack/downloads/parentsguidechildsafety.PDF>

Applying what you’ve learned: Make the Connection

- B) Have the class organize a “Child Safety Day” where children of the students can come in and learn about child safety. (The invitation can be extended to local daycares as well.) Create several stations the children can rotate to. Some ideas are as followed:
 - Create a Puppet Show or Skit about Abduction
 - Create a fun song/dance about Safety Rules

- Coloring station (<http://elementarysafety.com/colouring-pages>)
- Have a station for parents to complete the Child Safety Kits (see attached or visit www.take25.org)

The class can create their own posters to display around the classroom or print them out along with bookmarks and brochures courtesy of www.take25.org.

Great Websites:

<http://www.take25.org>

<http://www.missingkids.com/missingkids/servlet/PageServlet?PageId=713>

<http://www.safekids.org/>

<http://www.mychildsafety.net/>

<http://www.michigan.gov/msp/0,1607,7-123--19738--,00.html>

Lesson 4.5: Dealing with Peer Pressure — Cooper’s Story

Pre-GED Skills

- **LAR8** Check the validity of information, differentiate fact from opinion, and recognize how personal values influence conclusions.
- **LAR10** Ask questions and make observations that reflect understanding of what is read.

Introduce the Lesson

Ask the class to define the term Peer Pressure.

Then affix a sheet of chart paper in four different parts of the room. Each sheet will have a different question/statement: (1) Provide examples of Peer Pressure; (2) What strategies do your peers use to convince you to participate; (3) How do your peers make you feel during this time; (4) Why do we give into the peer pressure?

Each student will walk around and write something on the chart.

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Large Group Discussion on the definition of Peer Pressure and examples of it; be sure to mention that there are positive and negative types of Peer Pressure.
- Peer Pressure is when someone influences your decision, good or bad. Refer to the scenario for an example of negative peer pressure.
- 1) Review new vocabulary words from scenario.
 - 2) Read Figure it Out! Questions 3 and 4. First discuss the possible answers. Now pass out and read the Peer Pressure handout. Use this handout to help answer the questions.
 - 3) On an additional sheet of chart paper record the answers to question 4. When finished revisit the previous charts to clarify any misunderstandings or to add more information.

Applying what you’ve learned: Make the Connection

- B) Split the class in half. Assign one group positive peer pressure and the other group negative peer pressure. The students will create a short skit demonstrating an example of peer pressure and how to handle it. Share with class.
- C) Afterwards, have the students complete a short quiz.

Great Websites:

www.thecoolspot.gov/pressures.asp

<http://teenadvice.about.com/cs/peerpressure/a/blpeerpressure.htm>

http://kidshealth.org/teen/your_mind/friends/peer_pressure.html

<http://www.abovetheinfluence.com/facts/pressures.aspx#>

Lesson 4.6: Raising kids with self-confidence – Khadija’s story

Pre-GED Skills

- **SS12** Identify a statement that summarizes the main idea
- **LAW6** Apply critical thinking and problem solving skills to different texts
- **MA 14** Choose an appropriate method of computing to solve real-world problems

Introduce the Lesson

Introduce the lesson by asking students to think about the things they are confident in doing.

Have students read the scenario and discuss their background knowledge on the subject. Ask for students to share their thoughts and past experiences

Activity

- A) Large Group: Analyze and reenact specific strategies for raising kids with self-confidence.
- 1) Cut out the situational cards, make copies if large group
 - 2) Pass out situation cards giving one to each student
 - 3) Have students read the card and think of a way they would handle the situation described. Students are to identify key behavioral strategies and examples of dialog.
 - 4) After giving examples of the situation, have students come up with one sentence that summarizes the main idea, the moral of the story, so to speak.
- B) Challenge activity: Have students work in groups of two. Tell them they are now in Khadija’s situation and will be making a big move. Materials needed: United States map, atlas, or Internet.
- 1) Have students choose two areas (in different time zones) that they will be moving to/from.
 - 2) Students are to calculate the amount travel distance between the two areas. Introduce the map scale and how to calculate mileage with the scale
 - 3) Students are to estimate the amount of time to get to their destination
 - 4) Have students estimate the cost of their move, taking into account moving charges, gas, hotels and other incidentals they may think of.

Applying what you’ve learned: Make the Connection

- C) Individual work.
- 1) Have students write out an action plan for their family should they have to move. Action plan must include how they would help their children’s confidence in moving to a new place.

Lesson 5.1: Sexual Abuse- Melissa's Story

Pre-GED Skills

- **SS9** Compare/contrast different points of view and interpretation of issues
- **LAR1** Determine the main idea, relevant details and facts
- **LAR4** Use background information to make predictions
- **LAR11** Recognize language that results in different actions, perceptions and beliefs

Introduce the Lesson

Students will complete an anticipation guide for Sexual Abuse. This will consider students' experience and beliefs which will be either supported or challenged by the reading. It will help the teacher recognize what the students already know about the topic.

Share the video clip of sexual abuse: <http://www.youtube.com/watch?v=qhqRjyqZHvI>

Crimes of the Heart- a short video clip on sexually abuse.

<http://www.youtube.com/watch?v=UCzYj2Y1-Rc&feature=related>

A short video on sexual abuse.

Activity

- A) Students will read the scenario and discuss the Think About It questions.
- B) Students will research sexual abuse using the web sites below to find the answers to the Figure it Out questions.

Applying what you've learned: Making the Connection

- C) After reading information on the web pages students will focus on the information in the reading that confirms, elaborates, or rejects each of the statements in the Anticipation Guide. When they complete the search they will return to the statements to determine whether they have changed their minds regarding any of them. In cooperative groups, students will rewrite any statements that need to be altered based on the information that the students researched.

<http://childmolestationprevention.org>

<http://www.rainn.org>

<http://www.americanhumane.org>

<http://justtell.org>

Lesson 5.2: Verbal Abuse – The Smith’s story

Pre-GED Skills

- **SS13** Understand the result from a cause and effect relationship between events such as the effect of economic downturns on migration and immigration patterns.
- **SS14** Evaluate information in a selection to determine the role that differing points of view, values, beliefs, and convictions play in historical accounts.
- LAW10** Write critical responses to logical, ethical, and emotional appeals in written and oral communication.

Introduce the Lesson

Give each student a copy of the Verbal Abuse Web. Have the students brainstorm as many related words and concepts they can think of about Verbal Abuse. Afterwards have them share with the class to create one large web on the board.

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Write new vocabulary words from scenario on board and define or use the Glossary as a lesson.
- B) Have students pick a word and use it in a sentence of their own.
- C) To help answer the Figure It Out! Questions refer to the Verbal Abuse Signs and Steps sheet. Pass out the Verbal Abuse Signs and Steps sheet. Read it aloud and discuss it.
- D) After discussion, ask the students to add new information they learned to their web in a different color. Then add it to the large web.
- E) If time permits, have students identify words meaning the opposite of the chosen vocabulary.

Applying what you’ve learned: Make the Connection

- F) With a partner, have the students create individual stories that demonstrate Verbal Abuse. Each story must include signs of verbal abuse and how the person responded to it. Share with the class when finished.

Resources

<http://www.verbalabuse.com>

<http://www.michigan.gov>

<http://www.mcadsv.org>

www.michigan.gov/domesticviolence (This website has great information and available resources including a Domestic Violence Survivors Handbook.)

Lesson 5.3: Emotional Abuse – Roger Smith’s story (piggyback off the Smith’s story)

Pre-GED Skills

- **SS11** Evaluate the accuracy of information based on provided criteria, and distinguish fact from opinion in a social studies selection.
- **LAW10** Write critical responses to logical, ethical, and emotional appeals in written and oral communication.

Introduce the Lesson

Briefly refresh the students’ memory about verbal abuse. Now explain that emotional abuse is very similar except emotional abuse is more internal based on gaining power and control through the use of fear, humiliation, intimidation, guilt, coercion, or manipulation.

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Write new vocabulary words from scenario on board and define.
- B) To help answer the Figure It Out! Questions refer to the Emotional Abuse Signs and Steps sheet. (Note that this sheet is very similar to the Verbal Abuse Signs and Steps.) Pass out the Emotional Abuse Signs and Steps sheet. Read it aloud and discuss it.

Applying what you’ve learned: Make the Connection

- C) Complete the Write About It question. The letters should include their concerns, actual signs they have witnessed to prove it is emotional abuse, and where and how the victim can find help. Share with the class when finished.

http://helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm

<http://eqi.org/eabuse1.htm>

<http://www.thisisawar.com/AbuseEmotional.htm>

<http://www.michigan.gov>

<http://www.mcadsv.org>

www.michigan.gov/domesticviolence (This website has great information and available resources including a Domestic Violence Survivors Handbook.)

Lesson 5.4: Child Abuse- Myrna's Story

Pre-GED Skills

- **SS212** Identify a statement that accurately summarizes the main idea of a paragraph in a social studies selection.
- **SS215** Describe the legal and ethical rights and responsibilities of a citizen
- **LAR11** Select appropriate language and word choice in written selections according to intended audience, purpose, and occasion

Introduce the Lesson

Students will watch a video clip about child abuse. <http://www.cbsnews.com/video/watch/?id=4477483n>

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Review the vocabulary from the scenario.
- B) Give the students the attached questionnaire on Child Abuse. Have the students answer the questions individually. (Answers may vary; encourage the students to really think about each question.) When they have completed the questions discuss the answers with the students.

Applying what you've learned: Make the Connection

- C) Have the students get into four groups. Each group will research using a search engine or by using the provided websites. The students will collaborate to create a brochure representing a specific topic to educate their fellow classmates. Topics are as followed: (1) Myths about child abuse (2) Effects of child abuse and neglect (3) Types of Abuse- physical, emotional, and neglect. 4) Responsibility of adults to report abuse and steps on how to report. The brochures must have a catchy title, illustrations, vocabulary from lesson, and information regarding the topic. When finished, present the brochure to the class. The brochures will be put on display where many people will be able to view this very important information.

Websites for more information:

<http://www.preventchildabuse.org/chapters/statecontact.cfm?stateabbrev=mi>

http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm

http://www.michigan.gov/dhs/0,1607,7-124-5452_7119-21208--,00.html

http://www.michigan.gov/documents/dhs/MPHI_335016_7.pdf

<http://www.childhelp.org/pages/statistics>

Lesson 5.5: Intimidation – Kenny’s Story

Pre-GED Skills

- **SS9** Compare / contrast different points of view and interpretations of issues
- **LAR10** Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- **LAW10** Write critical responses to logical, ethical, and emotional appeals in written and oral communication.

Introduce the Lesson

Write the word Intimidation on the board. Have the students state what they think the word means. Define intimidation: to make timid or fearful, especially to compel or deter by or as if by threats.

(<http://www.merriam-webster.com>)

Ask the students to give examples of intimidation and record them on the board.

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Write new vocabulary words from scenario on board and define.
- B) Large Group Discussion on what a person should do when faced with intimidation in the workplace (Figure it Out! First question).
 - 1) Pass out the Workplace Intimidation: What do I do? sheet and read it aloud. Discuss it.
 - 2) Read Figure it Out! question 4. Refer to the examples the students mentioned earlier. If time permits allow the students to research the topic, otherwise restate tip #1 on the Workplace Intimidation: What do I do? sheet and remind them to take a look at themselves and identify new healthier ways of thinking to help them overcome and respond to intimidating factors. Also try positive self-talk.

Applying what you’ve learned: Make the Connection

- C) Pass out the Intimidation worksheet. Have the students complete each section. (If the student has not experienced intimidation personally it can be something they saw on television or to someone else they know.) Be sure to explain the Venn-Diagram. Allow the students to discuss their answers.

<http://workplaceintimidation.com>

<http://workplacebullying.org>

Lesson 5.6: Gang Awareness – Javier’s story

Pre-GED Skills

- **SS9** Compare / contrast different points of view and interpretations of issues
- **LAR1** Determine the main idea, relevant details and facts
- **LAR4** Use background information to make predictions
- **LAR11** Recognize language that results in different actions, perceptions and beliefs

Introduce the Lesson

Give each student a copy of the KWL chart and explain it. Write the word “Gang” on the board. Have the students discuss what they already know about gangs, gang activity, etc. Now they will complete the “What I Know” column. Tell the students to review the information they have just recorded and think about the things they would like to know about gangs. Record these thoughts in the “What I Want to Know” column.

Have students read the scenario and discuss the Think About It questions.

Play the video clip.

<http://www.history.com/shows/gangland/videos/playlists/symbols-and-slang#recognizing-gang-affiliations>

Activity

- A) Large Group Discussion on why is it important to educate your family and yourself about gang awareness (Figure it Out! question 1).
- 1) Write new vocabulary words from scenario/video clip on board and define.
 - 2) Read Figure it Out! questions 6 and 7. Students will research these questions using a search engine and record facts, causes and effects associated with gangs on the back of the KWL Chart.

Applying what you’ve learned: Make the Connection

- B) Have the students get into three groups. Each group will collaborate to create a poster representing a specific topic to educate their fellow classmates. Topics are as followed: (1) Identifying the signs that your child is in a gang, (2) Where to find help if your child is in a gang, (3) Other activities your child can engage in to help avoid gang activity. The posters must have a catchy title, illustrations, and information regarding the topic. When finished, present the poster to the class.
- C) Students will now complete the final column “What I Learned.” If the student has not addressed all items in their “What I Want to Know” column, have them do further research on the following websites:

http://www.gvsu.edu/cms3/assets/3205EB26-D490-11F7-6CAA9382CA333994/GRPD%20Gang%20Aware%20Guide_web.pdf

This is a Grand Rapids Police Department Publication.

http://www.familyimpactseminars.org/s_mifis03c01.pdf

Lesson 6.1: On-line Safety – Craig’s Story Part 1

Pre-GED Skills

- **LAR1** Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents
- **SS2** Interpret and demonstrate comprehension of written and graphic information from selections
- **SS8** Understand and evaluate practical documents used by most adults such as advertising and various business documents

Introduce the Lesson

To begin the lesson the teacher will explain to the students that today they will be learning about on-line safety and how sexual predators use the Internet.

The first activity will be a Character Sketch. Draw two stick figures on the board. Under the first figure there will be a label of Internet Sexual Predator. Under the second figure there will be the label of middle school victim. The class will brainstorm characteristics about each character. The teacher will record the information the class contributes. (This activity will allow the teacher to gain insight about what the students know about this topic).

Students will view a video about on-line safety

<http://www.youtube.com/watch?v=Jv4PiyK0pZE&feature=related> - Video

Activity

- A) Students will read the scenario and discuss the Think About It questions.
- B) Students will do research using the web sites below to find the answers to Figure it Out questions.

Applying what you’ve learned: Making the Connection

Students should have a broader sense of sexual predators and how they come into homes. Students will work in groups to revise the previous Character Sketch of the Internet sexual abuser and the child victim.

Internet resources and videos:

<http://cybersmartcurriculum.org/>

<http://www.asacp.org/>

<http://www.connectsafely.org/>

<http://www.webwisekids.org/>

<http://www.youtube.com/watch?v=Jv4PiyK0pZE&feature=related> - Video

http://www.youtube.com/watch?v=yq1_vBbmQB4&feature=related

<http://www.youtube.com/watch?v=iGTmcspXUc8&feature=related>

<http://www.netsmartz.org/Predators>

Lesson 6.2: Parental Controls on the Computer - Craig's Story Part 2

Pre-GED Skills

- **LAR1** Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents
- **SS2** Interpret and demonstrate comprehension of written and graphic information from selections
- **SS8** Understand and evaluate practical documents used by most adults such as advertising and various business documents
- **LAR4** Use background information to make predictions
- **LAR11** Recognize language that results in different actions, perceptions and beliefs

Introduce the Lesson

Students will work on the worksheet below. The worksheet has 25 acronyms that all parents should be familiar with. Have the students guess the meaning. When they have completed it they can check with a partner to see if they came up with similar answers. Show the students the correct answers.

Activity

- A) Students will read the scenario and discuss the Think About It questions.
- B) Students will do research using the web sites below to find the answers to the Figure it Out questions.

Applying what you've learned: Making the Connection

Students will search websites about Internet safety. They will take notes from their research. In a group they will create a service announcement in the form of a video to parents about Internet safety and parental controls. The students will have to write a script with at least 10 preventative rules for Internet safety. There will be a contest for the best service announcement and it will be aired for the entire school.

Students will be handed the rubric for the project before they begin. Discuss expectations.

Resources

<http://cybersmartcurriculum.org/>

<http://www.asacp.org/>

<http://www.connectsafely.org/>

<http://www.webwisekids.org/>

<http://www.youtube.com/watch?v=Jv4PiyK0pZE&feature=related> - Video

http://www.youtube.com/watch?v=yq1_vBbmQB4&feature=related

<http://www.youtube.com/watch?v=iGTmcspXUc8&feature=related>

<http://www.netsmartz.org/Predators>

<http://www.thinkuknow.co.uk/Parents/SafeUse/>

<http://www.familyafetyreport.com/child-internet-safety.aspx>

Lesson 6.3: Cyber Bullying – Jamal’s Story

Pre-GED Skills

- **LAR1** Determine the main idea, relevant details and facts
- **LAR7** Recognize stereotypes, bias, persuasion and propaganda techniques in print and non-print messages.
- **SS11** Evaluate the accuracy of information based on provided criteria, distinguish fact from opinion in a social studies selection.
- **LAW8** Write text, notes, comments, and observations that demonstrate comprehension of content.
- **LAW11** Select appropriate language and word choice in written selections according to intended audience, purpose, and occasion.

Introduce the Lesson

Write the words “Cyber Bullying” on the board. Now ask the students to define cyber bullying in their own words. Have them take a few minutes to brainstorm types of cyber bullying. Record their responses on the board.

Have students read the scenario and discuss the Think About It questions.

Activity

- A) Large Group Discussion: Ask the students if they still agree with the definition and if they would like to add more to the board.
- 1) Discuss new vocabulary words from scenario and define. (Check to see if the class’ definition was accurate for Cyber Bullying.)
 - 2) Read Figure it Out! Questions 3-5. Students will research these questions using a search engine and record their answers on paper. (See websites below for additional information.)

Applying what you’ve learned: Make the Connection

- B) With a partner, have the students create a Tips for Cyber Bullying flyer. The tips can be about: how to prevent cyber bullying, how to respond to cyber bullying, or how to recognize that cyber bullying is occurring. Have the students share their flyers. If possible post the flyers around campus where computers are used.

Great Websites

www.cyberbullying.org
www.cyberbullying.us
www.stopcyberbullying.org
www.bullying.org
www.bullypolice.org/mi_law.htm
www.mistopbullying.com

Lesson 6.4: Sexting – Raquel’s Story

Pre-GED Skills

- **LAR1** Determine the main idea, relevant details and facts
- **LAR6** Identify the author’s purpose in text and use the information to construct meaning
- **LAR10** Ask questions and make observations that reflect understanding of what is read
- **SCI9** Interpret scientific concepts through the application of comprehension skills and visual processing skills to environmental science selections.
- **LAW7** Select and use expository formats to develop a letter.
- **LAW11** Select appropriate language and word choice in written selections according to intended audience, purpose, and occasion.

Introduce the Lesson

Give each student a copy of the Cell Phone Survey and have them complete it. (If a student does not have a child have them refer to a child they know.) Share the results and create a Tally chart on the board.

Have students read the scenario and discuss the Think About It questions.

Play the video clip. <http://video.foxnews.com/v/4346249/sexting-scandal-at-michigan-high-school/>

Activity:

- A) Large Group Discussion on the definition of Sexting and examples of it; including the ability to post the pictures on the web.

Sexting is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones. <http://en.wikipedia.org/wiki/Sexting>

Use the survey as a reference to prove that this could occur especially if we are not monitoring our children’s phones.

- 1) Write new vocabulary words from scenario on board and define.
- 2) Read Figure it Out! Questions 3-5. Students will research these questions using a search engine and record facts associated with the laws of Michigan and how they relate to Sexting and what to do if they encounter this problem at home. (See websites below for additional information.) Take a few minutes to share a few things they found.

Applying what you’ve learned: Make the Connection

- B) Have the students write a letter to their children explaining why Sexting is unacceptable. The letter should include: a brief definition of Sexting, the consequences, and what the parent will do to help prevent the problem. Make the letter personal so the children will understand your concern. (If a student does not have a child have them refer to a child they know.) Have a few students share their letters.

Great Websites

<http://www.michiganchildrenslawblog.com/2010/02/sexting/>

<http://criminal.lawyers.com/juvenile-law/Sexting-Pornography-or-High-Tech-Flirting.html>
www.athinline.org

http://www.thenationalcampaign.org/sextech/PDF/SexTech_Summary.pdf

http://www.mlive.com/news/flint/index.ssf/2009/04/sexting_rage_among_teens_could.html

<http://www.aap.org/advocacy/releases/june09socialmedia.htm>

http://familyinternet.about.com/od/computingsafetyprivacy/a/sexting_what.htm

http://www.missingkids.com/missingkids/servlet/NewsEventServlet?LanguageCountry=en_US&PageId=4131

Lesson 6.5: Family Friendly Social Networks - MaryAnn's Story

Pre-GED Skills

- **LAW4** Produce a final document that has been edited and revised
- **LAW6** Apply critical thinking and problem-solving skills to different types of text.
- **SS12** Identify a statement that summarizes the main idea.
- **LAR1** Determine the main idea and identify relevant details, facts, and patterns of organization in various documents.
- **LAR2** Apply additional information to the text being read.
- **LAR14** Locate, organize and interpret different types of written information appropriate for completing a task.

Introduce the Lesson

Introduce the lesson by talking about social networking sites. Ask students how many of them have their own accounts on Facebook, MySpace, Twitter, LinkedIn and or any other social networking site. Have students identify the pros and cons of their SNS account. List samples on the board.

Discuss vocabulary words and meanings. Have students share any personal experiences they may have regarding their children, nieces and/or nephews involved with social networking sites.

Activities

- A) Students will read the scenario and discuss the Think About It questions.
- B) Students will do research using the web sites below to find the answers to the Figure it Out questions.

Resources

www.justaskgemalto.com

www.onguardonline.gov

www.connectsafety.org

www.getnetwise.org

www.pewinternet.org

www.parentfurther.com/technology-media/social-networking

Applying what you've learned: Making the Connection-

Activity:

- C) Students will research websites about SNS safety and parent concerns. In small groups of 3-4 tell students they will create a Parent Action Plan Flyer about SNS safety tips and parental controls. The students format a one page informational flyer with the components of SNS sites, the benefits OF SNS, the 5 major settings to look for when maintaining family privacy, and a minimum of 5 SNS safety tips every parent should be aware of.

Extended Activity:

- D) Taking each of the groups informational flyers combine into a one creating a 3-fold brochure that could be published in-house and shared with others in the school/community.

Lesson 6.6: Texting While Driving – Sid’s Story

Pre-GED Skills

- **LAR6** Identify the author’s purpose in text and use the information to construct meaning
- **LAR10** Ask questions and make observations that reflect understanding of what is read
- **SCI6** Understand, interpret and explain graphic models and stimuli such as diagrams, photographs, drawings, maps, graphs, charts, and tables.

Introduce the Lesson

Give each student a copy of the Texting Survey and have them complete it. Share the results and take note of how many actually admit to texting while driving.

Have students read the scenario and discuss the Think About It questions.

Play the video clip. <http://www.att.com/gen/press-room?pid=2964>

Activity:

- A) Large Group Discussion – First have the students talk about the video clip they just watched. Ask: How did it make you feel? What if you were the victim? the person responsible?

Use the survey as a reference to prove that this could occur and encourage the students to avoid texting while driving at all times. Remind them that texting involves three types of distractions: Visual, Manual, and Cognitive.

- 1) Write new vocabulary words from scenario on board and define.
- 2) In small groups, the students will answer the Figure it Out! Questions. For #3, they can use facts or their opinion of why texting while driving is dangerous. For #4, the students will have to research the question using a search engine and record facts associated with the laws of Michigan. (See websites below for additional information.) Take a few minutes to share a few things they found.

Applying what you’ve learned: Make the Connection

- B) In the same small group, students will create a 5 minute skit to make people aware of the dangers and consequences of texting while driving. The more creative the better. Demonstrate the skits. If possible, record them.
- C) In addition, students will be responsible for sharing this important information with at least one other person. Give the students an extra Texting Survey. They will go home and give the survey to a friend or family member. Then show the person the video clip from above. The idea is to convince people to avoid texting while driving. Remind them that change happens one person at a time.

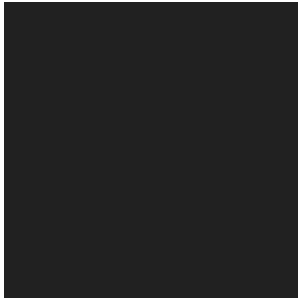
Great Websites:

www.michigan.gov

<http://texting-while-driving.org>

<http://txtresponsibly.org> (Great posters)

www.edgarsnyder.com/car-accident/cell-phone/statistics.html



Answer Keys for Handouts

1.3: Grading Rubric For Powerpoint Presentations

KNOWLEDGE: 4 3 2 1 0

The students show an understanding of the credit card chaos.
Students were able to answer questions from other students.

PARTICIPATION: 4 3 2 1 0

Students in the group have equal participation in presenting the material.

LENGTH: 4 3 2 1 0

The power point adequately covers assigned material.

CONTENT: 4 3 2 1 0

Topic covered thoroughly.

DESIGN: 4 3 2 1 0

The power point should be very creative.
Easy to see and follow

PRESENTATION: 4 3 2 1 0

Presented the power point with enthusiasm.

TOTAL _____

23-24 A

21-22 B

18-20 C

16-17 D

0-15 F

4.3: Positive Discipline Tips

Word Scramble Game

Instructions: Hand out the scrambled sentences or write the scrambled sentences on a chart or board. In pairs ask the students to unscramble the sentences to unlock the “Positive Discipline Tip”.

Answers:

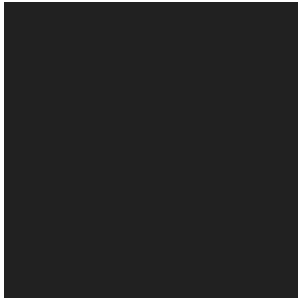
- Effective discipline must teach a child how to avoid repeating misbehaviors and what to do instead.
- Babies are never candidates for discipline. They’re too little.
- Discipline only when reasonable expectations are not met. Define clearly, in advance what you want them to do.
- All children react better to approval and affection.

discipline teach must how child a repeating to avoid misbehaviors and to do what instead Effective.

candidates never are Babies discipline for. little too They’re.

**reasonable expectations are met not when only Discipline.
in advance clearly Define do to them want you what.**

better react affection to approval and All children.



Handouts

Electrical Usage of Household Items

Heating

26,500 watts	Elec. furnace, 2000sf, cold climate
7941 watts	Elec. furnace, 1000sf, warm climate
1440 watts	Electric space heater (high)
900 watts	Electric space heater (medium)
600 watts	Electric space heater (low)
750 watts	Gas furnace (for the blower)
1100 watts	Waterbed heater
450 watts	Waterbed heater (avg. 10 hrs./day)

Cooling

3500 watts	Central Air Conditioner (2.5 tons)
1440 watts	Window unit AC, huge
900 watts	Window unit AC, medium
500 watts	Tiny window unit AC
750 watts	Central AC fan (no cooling)

More efficient cooling

400 watts	Evaporative cooler
350 watts	Whole-house fan
100 watts	Floor or box fan (high speed)
90 watts	52" ceiling fan (high speed)
75 watts	48" ceiling fan (high speed)
55 watts	36" ceiling fan (high speed)
24 watts	42" ceiling fan (low speed)

Major appliances

4400 watts	Clothes dryer (electric)
Price per load (electricity), based on water temperature	
kWh/load	Washing machine Wash/Rinse Setting
4.5 kWh	Hot / Warm
3.5 kWh	Warm / Warm
2.8 kWh	Hot / Cold
1.9 kWh	Warm / Cold
0.3 kWh	Cold / Cold
3800 watts	Water heater (electric)
200-700 watts	Refrigerator (compressor)
57-160 watts	Refrigerator (average)
3600 watts	Dishwasher (washer heats water)
2000 watts	Electric oven, 350°F
1178 watts	Electric oven, self-cleaning mode for 4.5 hrs
1200 watts	Dishwasher (dry cycle)

Electrical Usage of Household Items

Lighting

60 watts	60-watt light bulb (incandescent)
18 watts	CFL light bulb (60-watt equivalent)
5 watts	Night light
0.5 watts	LED night light

Computers (see more about electrical use of computers)

150-340 watts	Desktop Computer & 17" CRT monitor
1-20 watts	Desktop Computer & Monitor (in sleep mode)
90 watts	17" CRT monitor
40 watts	17" LCD monitor
45 watts	Laptop computer

Televisions & Videogames

191-474 watts	50-56" Plasma television
210-322 watts	50-56" LCD television
150-206 watts	50-56" DLP television
188-464 watts	42" Plasma television
91-236 watts	42" LCD television
98-156 watts	32" LCD television
55-90 watts	19" CRT television
45 watts	HD cable box (varies by model)
194 watts	PS3
185 watts	Xbox 360
70 watts	Xbox
30 watts	PS2
18 watts	Nintendo Wii (source)

Other

1440 watts	Microwave oven or 4-slot Toaster
900 watts	Coffee maker
800 watts	Range burner
4 watts	Clock radio
785 watts	Dehumidifier
60 / 100 watts	Electric blanket - Single/Double
65-175 watts	Ceiling fan
55-250 watts	Window fan
240-750 watts	Whole house fan
1200-1875 watts	Hair dryer
1000-1800 watts	Clothes Iron



Tips to Control Health Care Costs

1. Whenever possible, **avoid the ER—Use an urgent care or walk-in clinic instead.** As long as your condition is not life-threatening, these can be a less expensive alternative. Find one near you at **WhereToFindCare.com**.
2. **Take your medications.** If you can't afford them, many drug companies, free clinics, pharmacies and other community organizations have programs to pay for or subsidize the cost of medications for people in need. Also, talk to your doctor. He or she may know of more programs that can help you.
3. **Don't skimp on your primary care,** especially if you have a chronic condition that must be monitored. If you can no longer afford your doctor, don't be afraid to talk to her or to compare prices of other offices.
4. **Maintain a healthy lifestyle** to prevent or control diseases. That means eat well, exercise and get enough sleep. We all know we should do this to benefit our health; perhaps it will motivate you to know it can help our wallets too.
5. **Question everything.** Make sure those expensive tests, screenings and medications your doctor orders are really necessary. Ask why they are necessary, what they will do and what some less expensive alternatives are.
6. If you have no insurance and can't afford health care, **find a free clinic at WhereToFindCare.com.**



adult benefits coverages

SERVICE	COVERAGE
Ambulance	Limited to emergency ground ambulance transport to the hospital ED.
Case Management	Non-covered
Chiropractor	Non-covered
Dental	Non-covered
Emergency Dept.	Covered
Eyeglasses	Non-covered
Family Planning	Covered
Hearing Aids	Non-covered
Home Health	Non-covered
Home Help	Non-covered
Hospice	Non-covered
Inpatient Hospital	Non-covered
Lab & X-Ray	Covered if ordered by an MD, DO, or NP for diagnostic and treatment purposes.
Medical Supplies/DME	Limited coverage
Mental Health Services	Covered; medically necessary services must be provided through the Community Mental Health Services Programs.
Nursing Facility	Non-covered
Optometrist	Non-covered
Outpatient Hospital	Diagnostic & treatment services are covered. Diabetes education services are covered in the outpatient setting. A \$3 co-pay for professional services is required. <i>OT/PT/Speech are not covered. Labor room and partial hospitalization are excluded from outpatient coverage.</i>

SERVICE	COVERAGE
Pharmacy	Covered products \$1 co-pay.
Physician, Nurse Practitioner, Oral-maxillofacial Surgeon, Medical Clinic,	<ul style="list-style-type: none"> Annual physical exams, including pelvic & breast exam, & pap test. Diagnostic & treatment services Immunizations Injections \$3 co-pay is required for office visits (professional services). Services provided in an inpatient hospital are not covered.
Podiatrist	Non-covered
Private Duty Nursing	Non-covered
Prosthetics/Orthotics	Non-covered
Substance Abuse	Covered through local Community Mental Health Services Program.
Therapies (OT/PT/Speech)	Non-covered in any setting.
Transportation (non-ambulance)	Non-covered
Urgent Care Clinic	Professional services provided in a freestanding facility are covered; county-administered plans may require authorization by the primary care physician or plan administrator. A \$3 co-pay is required.

Adult Benefits Waiver – County Health Plans:

- Some counties have a County Health Plan. If you live in one of these counties, you must use only the providers that are part of the County Health Plan.
- The County Health Plan will also send you an ID card.
- Take both the County Health Plan card & the mihealth card with you when you need medical services.
- Some medical services may require authorization before your physician or pharmacist can provide them. Your doctor must request the authorization for you.

For questions and/or problems, call the Beneficiary Help Line at 1-800-642-3195

English: For help to translate or understand this, please call 1-800-642-3195 (TTY)

Spanish: Si necesita ayuda para traducir o entender este texto, por favor llame al telefono 1-800-642-3195 (TTY)

Arabic: 1-800-642-3195 للحصول على المساعدة لترجمة أو استيعاب ذلك فالرجاء الاتصال برقم

Scenario Cards

Maria Santiago is a single mother with 3 children all under the age of 10. Her middle child is 6 years old and has cerebral palsy. Maria works for herself cleaning houses. She lives in government housing and has food stamps.

What health care coverage should she apply for?

The Wilson Family's Cobra insurance is about to terminate. Mr. Wilson needs to find health insurance for the whole family. He has four children under the age of 21. Mrs. Wilson is 46 years old and Mr. Wilson is 52. Both work part-time and have an average monthly income of \$2,880. Mr. Wilson is looking at the HIP Michigan plan.

Determine his eligibility and calculate what the cost of monthly premiums would be.

Pamela Dillard just moved into the Detroit area. She is twenty-four years old, single and pregnant. She works full time as a waitress but does not have any benefits. Pamela knows that pre-natal care is very important for delivering a healthy baby. She needs a health care plan. She is new to the area and does not know where to go or who to ask.

Pretend you are in Pamela's situation. Research an action plan for getting the health care you need. Log (sequentially) the links you visit and the information received from those sites. Determine what, where, who and how Pamela will receive health care she needs for her and her unborn baby.

Name: _____

Date: _____

Checklist For Comparing Credit Cards

Bob made \$230 in purchases on his credit card in November, and made no payments on his November statement. One month later he receives his December statement? Which credit card would be best for Bob: Credit Card A, B, or C?

Think about how you will use your credit card. Do you expect to pay your monthly bill in full? Carry over a balance from month to month? Get cash advances?

Once you have decided how you will use your credit card, you can use this checklist to compare cards. Information about most of the features is given in the disclosure box that must appear in all printed credit card solicitations and applications.

Feature	Card A	Card B	Card C
What are the APRs?			
For purchases?			
For cash advances?			
For balance transfers?			
If you pay late?			
What type of interest does the card have?			
Fixed or variable? Tiered?			
How long is the grace period?			
If you carry over a balance?			
If you pay off the balance each month?			
For cash advances?			
How is the finance charge calculated?			
One cycle or two?			
Including or excluding new purchases?			
Average or adjusted?			
Minimum finance charge?			

Feature	Card A	Card B	Card C
What are the fees?			
Annual			
Late-payment			
Over-the-credit-limit			
Set-up			
What are the cash advance features?			
Transaction fees			
Limits			
How much is the credit limit?			
What kind of card is it?			
Secured? Regular? Premium?			
Does the card offer other features?			
Rebates			
Frequent flier miles			
Insurance			
Other			

Name: _____

Date: _____

Grading Rubric For Powerpoint Presentations

KNOWLEDGE: 4 3 2 1 0

The students show an understanding of the credit card chaos.
Students were able to answer questions from other students.

PARTICIPATION: 4 3 2 1 0

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Topic covered thoroughly.

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Easy to see and follow

PRESENTATION: 4 3 2 1 0

Presented the power point with enthusiasm.

TOTAL _____

23-24 A

21-22 B

18-20 C

16-17 D

0-15 F

Financial Aid

Don't know where to start? Try making an appointment with your High School Guidance Counselor or the College Financial Aid Administrator. If neither of these applies, browse through the internet.

After seeking advice about financial aid, fill out a FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA).

- You can complete this application via paper and pencil or submit it online at www.fafsa.ed.gov.
- The application is a ten page detailed document in which you will need your federal income tax return (parent and student if working) to answer.
 - On the document itself it provides notes for difficult questions, as well as a website and a toll free number for assistance.
 - After completion submit your application. Be aware of the application deadline for your state.
 - When the application has been processed, you will receive a Student Aid Report (SAR), which is a summary of your information. The waiting period may vary.
 - Depending on your eligibility, there are grants, loans, scholarships, and work study programs available.
- Don't stop there! Do your own research. There are many free websites that help you find scholarships and grants that you can apply for outside of the U.S. Department of Education. These scholarships and grants maybe from private companies or organizations.
 - www.fastweb.com
 - www.scholarships.com
 - www.college-scholarships.com

NOTE: Beware of fraudulent scholarship websites.

Remember, the money is out there, you just have to find it and apply!

Terms to be familiar with:

- **Grants** – A form of financial aid that does not have to be repaid – FREE MONEY. Grants are usually given based on a student's financial need. Searchable categories for grants include Student-specific, Subject-specific, Degree Level, and Minority. The common sources for grant funding are Federal and State government, college and universities, and public and private organizations. One of the most popular is the Federal Pell Grant.
- **Scholarships** – Like a grant, it is a type of financial aid that does not have to be repaid. Scholarships are awarded on various criteria usually reflecting the values and purposes of the donor of the award. Scholarships can be Merit-based, Need-based, Student-specific, and Career-specific.
- **Loans** – A student loan is designed to help students pay for tuition, books, and living expenses. There are two main types of loans: federal and private. Unfortunately, loans must be repaid with interest. Find one that is right for you and your particular situation. A few of the popular federal loans are:
 - Federal Subsidized Stafford Loan – the government pays the interest while you are in school.
 - Federal Unsubsidized Stafford Loan – you pay all of the interest.
 - Federal PLUS Loan – is for parents of undergraduate students.
 - Perkins Loan – a low interest loan.
- **Federal Work Study** – This program provides jobs to undergraduate or graduate students to allow them to earn money to pay for their educational expenses. For additional information ask the Financial Aid Administrator at your intended college.

Name: _____

Date: _____

Personal Budget

- 1. How much money do you make an hour? _____

- 2. How many hours do you work a week? _____

- 3. After taxes, how much money do you bring home a week? _____

- 4. How many times do you eat out a week? _____
 About how much do you spend each time? _____

- 5. Do you give money to your parents to help with home expenses? _____
 If so, how much? _____

- 6. Do you have a cell phone? If so, who pays the cell phone bill? _____
 How much is the bill a month? _____

- 7. Do you have a car? _____
 If so, do you make payments on it? _____
 How much are the payments? _____
 How much does it take to fill up the tank with gas? _____
 How often do you have to fill up the tank? _____

- 8. Do you buy any personal items for yourself? _____
 If so, list a few and the cost:

Smart

My dad gave me one dollar bill
‘Cause I’m his smartest son,
And I swapped it for two shiny quarters
‘Cause two is more than one!

And then I took the quarters
And traded them to Lou
For three dimes-I guess he don’t know
that three is more than two!

Just then, along came old blind Bates
And just ‘cause he can’t see
He gave me four nickels for my three dimes,
And four is more than three!

And I took the nickels to Hiram Coombs
Down at the seed-feed store,
and the fool gave me five pennies for them,
And five is more than four!

And then I went and showed my dad,
and he got red in the cheeks
And closed his eyes and shook his head-
Too proud of me to speak!

— *Shel Silverstein*

Name: _____

Date: _____

Shopping Time!

I have a total of \$ _____.

I would like to buy a _____ for \$ _____.

Now, I have a total of \$ _____.

I would like to buy a _____ for \$ _____.

Now, I have a total of \$ _____.

I would like to buy a _____ for \$ _____.

Now, I have a total of \$ _____.

I purchased _____ items and spent a total of \$ _____.

Family Health Issues: Fact Sheet 1

Is Your Child Overweight?

Body mass index (BMI) uses height and weight measurements to estimate how much body fat a person has. To calculate BMI, divide weight in kg by height in meters squared; for pounds and inches, divide weight by height squared and multiply the result by the conversion factor 703.

An easier way to measure BMI is to use a BMI calculator. Once you know your child's BMI, it can be plotted on a standard BMI chart. Kids fall into one of four categories:

- **underweight:** BMI below the 5th percentile
- **normal weight:** BMI at the 5th and less than the 85th percentile
- **overweight:** BMI at the 85th and below 95th percentiles
- **obese:** BMI at or above 95th percentile

BMI is not a perfect measure of body fat and can be misleading in some situations. For example, a muscular person may have a high BMI without being overweight (because extra muscle adds to a body weight — but not fatness). In addition, BMI may be difficult to interpret during puberty when kids are experiencing periods of rapid growth. It's important to remember that BMI is usually a good indicator — but is not a direct measurement — of body fat.

If you're worried that your child or teen may be overweight, make an appointment with your doctor, who can assess eating and activity habits and make suggestions on how to make positive changes. The doctor may also decide to screen for some of the medical conditions that can be associated with obesity.

Depending on your child's BMI, age, and health, the doctor may refer you to a registered dietitian for additional advice and, possibly, may recommend a comprehensive weight management program.

Family Health Issues: Fact Sheet 2

The Effects of Obesity

Obesity increases the risk for serious health conditions like type 2 diabetes, high blood pressure, and high cholesterol — all once considered exclusively adult diseases. Obese kids also may be prone to low self-esteem that stems from being teased, bullied, or rejected by peers.

Kids who are unhappy with their weight may be more likely than average-weight kids to:

- Develop unhealthy dieting habits and eating disorders, such as anorexia nervosa and bulimia
- Be more prone to depression
- Be at risk for substance abuse

Overweight and obese kids are at risk for developing medical problems that affect their present and future health and quality of life, including:

- High blood pressure, high cholesterol and abnormal blood lipid levels, insulin resistance, and type 2 diabetes
- Bone and joint problems
- Shortness of breath that makes exercise, sports, or any physical activity more difficult and may aggravate the symptoms or increase the chances of developing asthma
- Restless or disordered sleep patterns, such as obstructive sleep apnea
- Tendency to mature earlier (overweight kids may be taller and more sexually mature than their peers, raising expectations that they should act as old as they look, not as old as they are; overweight girls may have irregular menstrual cycles and fertility problems in adulthood)
- Liver and gall bladder disease
- Depression

Cardiovascular risk factors present in childhood (including high blood pressure, high cholesterol, and diabetes) can lead to serious medical problems like heart disease, heart failure, and stroke as adults. Preventing or treating overweight and obesity in kids may reduce the risk of developing cardiovascular disease as they get older.

Family Health Issues: Fact Sheet 3

Causes of Overweight

A number of factors contribute to becoming overweight. Genetics, lifestyle habits, or a combination of both may be involved. In some instances, endocrine problems, genetic syndromes, and medications can be associated with excessive weight gain.

Much of what we eat is quick and easy — from fat-laden fast food to microwave and prepackaged meals. Daily schedules are so jam-packed that there's little time to prepare healthier meals or to squeeze in some exercise. Portion sizes, in the home and out, have grown greatly.

Plus, now more than ever life is sedentary — kids spend more time playing with electronic devices, from computers to handheld video game systems, than actively playing outside. Television is a major culprit.

Kids younger than 6 spend an average of 2 hours a day in front of a screen, mostly watching TV, DVDs, or videos. Older kids and teens spend almost 4 hours a day. When computer use and video games are included, time spent in front of a screen increases to over 5½ hours a day! Kids who watch more than 4 hours a day are more likely to be overweight compared with kids who watch 2 hours or less.

Not surprisingly, TV in the bedroom is also linked to increased likelihood of being overweight. In other words, for many kids, once they get home from school, virtually all of their free time is spent in front of one screen or another.

The American Academy of Pediatrics (AAP) currently recommends limiting the time kids over 2 years of age spend in front of a screen to no more than 1-2 hours. Many kids don't get enough physical activity. Although physical education (PE) in schools can help kids get up and moving, more and more schools are eliminating PE programs or cutting down the time spent on fitness-building activities.

Current guidelines recommend that kids over 2 years of age get at least 60 minutes of moderate to vigorous physical activity on most, preferably all, days of the week.

Genetics also play a role — genes help determine body type and how your body stores and burns fat just like they help determine other traits. Genes alone, however, cannot explain the current obesity crisis. Because both genes and habits can be passed down from one generation to the next, multiple members of a family may struggle with weight.

People in the same family tend to have similar eating patterns, maintain the same levels of physical activity, and adopt the same attitudes toward being overweight. Studies have shown that a child's risk of obesity greatly increases if one or more parent is overweight or obese.

Family Health Issues: Fact Sheet 4

Preventing Overweight and Obesity

The key to keeping kids of all ages at a healthy weight is taking a whole-family approach. It's the "practice what you preach" mentality. Make healthy eating and exercise a family affair. Get your kids involved by letting them help you plan and prepare healthy meals, and take them along when you go grocery shopping so they can learn how to make good food choices.

And avoid falling into these common food/eating behavior traps:

- Don't reward kids for good behavior or try to stop bad behavior with sweets or treats. Come up with other solutions to modify their behavior.
- Don't maintain a clean-plate policy. Be aware of kids' hunger cues. Even babies who turn away from the bottle or breast send signals that they're full. If kids are satisfied, don't force them to continue eating. Reinforce the idea that they should only eat when they're hungry.
- Don't talk about "bad foods" or completely eliminate all sweets and favorite snacks from kids' diets. Kids may rebel and overeat these forbidden foods outside the home or sneak them in on their own.

Recommendations by Age

- Birth to age 1: In addition to its many health benefits, breastfeeding may help prevent excessive weight gain. Though the exact mechanism is not known, breastfed babies may be more able to control their own intake and follow their own internal hunger cues.
- Ages 2 to 6: Start good habits early. Help shape food preferences by offering a variety of healthy foods. Encourage kids' natural tendency to be active and help them build on developing skills.
- Ages 7 to 12: Encourage kids to be physically active every day, whether through an organized sports team or a pick-up game of soccer during recess. Keep your kids active at home, too, through everyday activities like walking and playing in the yard. Let them be more involved in making good food choices, such as packing lunch.
- Ages 13 to 17: Teens like fast food, but try to steer them toward healthier choices like grilled chicken sandwiches, salads, and smaller sizes. Teach them how to prepare healthy meals and snacks at home. Encourage teens to be active every day.
- All ages: Cut down on TV, computer, and video game time and discourage eating while watching the tube. Serve a variety of healthy foods and eat meals together as often as possible. Encourage kids to have at least five servings of fruits and vegetables a day, limit sugar-sweetened beverages, and eat breakfast every day.

If you eat well, exercise regularly, and incorporate healthy habits into your family's daily life, you're modeling a healthy lifestyle for your kids that will last. Talk to them about the importance of eating well and being active, but make it a family affair that will become second nature for everyone.

Most of all let your kids know you love them — no matter what their weight — and that you want to help them be happy and healthy.

Here are some tips to help kids maintain a healthy weight:

- Encourage kids to be active every day. Experts recommend that kids get 60 minutes or more of physical activity
- Offer fruits and vegetables at meals and snacks and encourage your child to eat five or more servings a day.
- Serve appropriate portion sizes.
- Limit sugar-sweetened beverages and offer low-fat milk or water instead.
- Limit time spent in front of a screen, including TV and computers, to less than 2 hours a day.

Set a good example by eating healthy, being physically active, and limiting the time you spend in front of a screen.

Family Health Issues: Fact Sheet 1

Glycemic Index

<http://www.the-gi-diet.org/lowgifoods/>

The number listed next to each food is its glycemic index. This is a value obtained by monitoring a person's blood sugar after eating the food. The value can vary slightly from person to person and from one type or brand of food and another. The index provides a good guide to which foods you should be eating and which foods to avoid.

Glycemic index range:

- Low GI = 55 or less
- Medium GI = 56-69
- High GI = 70 <

Low GI		Medium GI		High GI	
Breakfast Cereal					
All-Bran (UK/Aus)	30	Bran Buds	58	Corn flakes	
All-Bran (US)	50	Mini Wheats	58	Bran flakes	
Oat Bran	50	Nutigrain	66	Rice Krispies	
Rolled Oats	51	Shredded Wheat	67	Total	
Special K (UK/Aus)	54	Porridge Oats	63	Cheerios	
Natural Muesli	40			Cocoa Puffs	
				Honey Oats	
Starches					
Wheat Pasta Shapes	54	Basmati Rice	58	Instant White Rice	87
New Potatoes	54	Couscous	61	Glutinous Rice	86
Meat Ravioli	39	Cornmeal	68	Short Grain White Rice	83
Spaghetti	32	Taco Shells	68	Tapioca	70
Tortellini (Cheese)	50	Gnocchi	68	Fresh Mashed Potatoes	73
Egg Fettuccini	32	Canned Potatoes	61	French Fries	75
Brown Rice	50	Chinese (Rice) Vermicelli	58	Instant Mashed Potatoes	80
Buckwheat	51	Baked Potatoes	60		
White long grain rice	50	Wild Rice	57		
Pearled Barley	22				
Yam	35				
Sweet Potatoes	48				
Instant Noodles	47				
Wheat tortilla	30				
Bread					
Soya and Linseed	36	Croissant	67	White	71
Wholegrain Pumpernickel	46	Hamburger bun	61	Bagel	72
Heavy Mixed Grain	45	Pita, white	57	French Baguette	95
Whole Wheat	49	Wholemeal Rye	62		
Sourdough Rye	48				
Sourdough Wheat	54				

Low GI		Medium GI		High GI	
Snacks & Sweet Foods					
Slim-Fast meal replacement	27	Ryvita	63	Pretzels	83
Snickers Bar (high fat)	41	Digestives	59	Water Crackers	78
Nut & Seed Muesli Bar	49	Blueberry muffin	59	Rice cakes	87
Sponge Cake	46	Honey	58	Puffed Crispbread	81
Nutella	33			Donuts	76
Milk Chocolate	42			Scones	92
Hummus	6			Maple flavoured syrup	68
Peanuts	13				
Walnuts	15				
Cashew Nuts	25				
Nuts and Raisins	21				
Jam	51				
Corn Chips	42				
Oatmeal Crackers	55				
Legumes (Beans)					
Kidney Beans (canned)	52	Beans in Tomato Sauce	56		
Butter Beans	36				
Chick Peas	42				
Haricot/Navy Beans	31				
Lentils, Red	21				
Lentils, Green	30				
Pinto Beans	45				
Blackeyed Beans	50				
Yellow Split Peas	32				
Vegetables					
Frozen Green Peas	39	Beetroot	64	Pumpkin	75
Frozen Sweet Corn	47			Parsnips	97
Raw Carrots	16				
Boiled Carrots	41				
Eggplant/Aubergine	15				
Broccoli	10				
Cauliflower	15				
Cabbage	10				
Mushrooms	10				
Tomatoes	15				
Chillies	10				
Lettuce	10				
Green Beans	15				
Red Peppers	10				
Onions	10				

Low GI		Medium GI		High GI	
Fruits					
Cherries	22	Mango	60	Watermelon	80
Plums	24	Sultanas	56	Dates	103
Grapefruit	25	Bananas	58		
Peaches	28				
Peach, canned in natural juice	30				
Apples	34				
Pears	41				
Dried Apricots	32				
Grapes	43				
Coconut	45				
Coconut Milk	41				
Kiwi Fruit	47				
Oranges	40				
Strawberries	40				
Prunes	29				
Raisins	64				
Papaya	60				
Figs	61				
Pineapple	66				
Dairy					
Whole milk	31	Ice cream	62		
Skimmed milk	32				
Chocolate milk	42				
Sweetened yoghurt	33				
Artificially Sweetened Yoghurt	23				
Custard	35				
Soy Milk	44				

Information provided by the University of Sydney and used with permission.

The Problem

According to the U.S. Census Bureau, the world population is expanding at a mind-boggling rate. The world reached 1 billion people in 1800; 2 billion by 1922; and over 6 billion by 2000. It is estimated that the population will swell to over 9 billion by 2050. That means that if the world's natural resources were evenly distributed, people in 2050 will only have 25% of the resources per capita that people in 1950 had.

The world has a fixed amount of natural resources - some of which are already depleted. So as population growth greatly strains our finite resources, there are fewer resources available. If we intend to leave our children and grandchildren with the same standard of living we have enjoyed, we must preserve the foundation of that standard of living. We save for college educations, orthodontia, and weddings, but what about saving clean air, water, fuel sources and soil for future generations?

Some of the greatest threats to future resources come from things we throw away everyday. Household batteries and electronics often contain dangerous chemicals that may, if sent to a local landfill, leak through the bottom barrier and pollute the groundwater. This can contaminate everything from the soil in which our food grows, to the water that will eventually come out of aquifers and into our tap water. Many of these chemicals cannot be removed from the drinking water supply, or from the crops that are harvested from contaminated fields. The risks to human health are tremendous.

Throwing away items that could be recycled diminishes energy, water and natural resources that could be saved by recycling.

Did you know...

- For every ton of paper that is recycled, the following is saved: 7,000 gallons of water; 380 gallons of oil; and enough electricity to power an average house for six months.
- You can run a TV for six hours on the amount of electricity that is saved by recycling one aluminum can.
- By recycling just one glass bottle, you save enough electricity to power a 100-watt bulb for four hours.

The more we throw away, the more space we take up in landfills. When a landfill becomes a "landfull", taxpayers have to build a new one. The less we throw away, the longer our landfills will last. The amount of taxpayer money we save by extending the longevity of our landfills is an important community benefit.

The Bottom Line

None of us operates in a vacuum. Our choices and behaviors have a ripple effect that reaches across the world today, and on to future generations. What we buy, what we do or do not recycle, what we "throw away" has an impact on an increasingly interconnected planet. If we want to maintain the standard of living we currently enjoy and pass it on to our posterity, it will take an all-out effort to preserve the foundation of that standard of living - clean air, water and soil.

Source: www.goinggreenhints.com

Informational Brochure: 10 Ways to Save on Water

Saving water saves more than water!

The less water we use at home the more energy we save. You can save water, save the earth, and save money, too. To learn more, visit www.marinwater.org.

10 Ways to Save

1. Give your sprinkler time off.* Most lawns and gardens get 20-50 percent more water than they really need. You can cut watering times 2 to 5 minutes for every 10 minutes you water and still have a healthy landscape. Subscribe to MMWD's online weekly watering schedule to find out how.
2. Water While you sleep. Water only in the early morning or at night when evaporation is at its lowest.
3. Water Wetter. Install a "smart" controller, available at an irrigation supply house. This device automatically tells your irrigation system how much to water.
4. If it's broke, fix it. Check for leaks, pipe breaks or clogged sprinklers and replace or repair if necessary.
5. Back to bay-sics.* Replace outdated, inefficient irrigation equipment and save money through MMWD's new Bay- Friendly Landscaping Rebate Program.
6. Shower shorter. Install a water-efficient showerhead that uses 2.5 gallons/minute or less. no drip policy. Because they're "on" 24/7, leaky faucets, toilets, and showerheads can waste a lot of water.
7. Flush With pride.* MMWD offers rebates up to \$250 for installing qualified 1.2 gallons-per-flush toilets.
8. No drip policy. Because they're "on" 24/7, leaky faucets, toilets, and showerheads can waste a lot of water.
9. Keep it clean & Get Green.* Use the energy-saving cycle when washing clothes. Use cold water. Rebates of up to \$200 are available when you buy a high-efficiency washer.
10. Fill 'er up. Run your dishwasher on the energy-saving \cycle and only run full loads.

Get more info: www.marinwater.org.

Stress

Stress is a very serious issue. It can contribute to heart disease, high blood pressure, strokes, and make you more likely to catch less serious illnesses like colds. Stress can also contribute to alcoholism, obesity, drug addiction, cigarette use, depression, and other harmful behaviors.

Read the following information to help you identify stressful factors and learn how to deal with stress when you encounter it.

What are some possible signs of stress?

- Anxiety
- Back Pain
- Constipation or diarrhea
- Depression
- Headaches
- Difficult time sleeping or insomnia
- Shortness of breath
- Excessive use of alcohol, drugs, or cigarette smoking
- Increase or loss of appetite
- Crying
- Heart races
- Fatigue
- High Blood Pressure
- Irritableness
- Upset stomach

How to deal with stressful situations:

Try to change the situation.

- Avoid the people or things that stress you out
- Set realistic goals
- Don't overwhelm yourself
- Manage your time better
- Compromise

Try to change your reaction.

- Don't sweat the small stuff
- Breathe deeply
- Relax yourself
- Be positive
- Express your feelings instead of bottling them up

Healthy ways to relax and recharge

- Go for a walk.
- Call a good friend.
- Write in your journal.
- Light scented candles
- Savor a warm cup of coffee or tea.
- Work in your garden.
- Curl up with a good book.
- Watch a comedy
- Spend time in nature.
- Sweat out tension with a good workout.
- Take a long bath.
- Get enough sleep
- Play with a pet.
- Get a massage.
- Listen to music.
- Avoid drugs and alcohol

Name: _____

Date: _____

My Very Own Stress Management Plan

The following things stress me out the most:

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

I can tell I am feeling stress because the following things happen to my body:

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

When I am feeling stressed, I have found the following things help me relax:

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

Tips To Manage Your Stress

- I will try to avoid the things that stress me when I can.
- I will listen to my body, and when it feels under stress, I will try to identify the cause.
- I will practice the relaxation techniques that have worked for me in the past.
- AND I will remember to remain flexible and try different things to reduce my stress.

<http://www.mtstcil.org/skills/stress-plan.html>

Name: _____

Date: _____

Concept Map: Attention Deficit Hyperactivity Disorder

What is ADHD? (definition)

What is it like (symptoms)?

The Word:

What are some examples?

Family & School: Fact Sheet 1

Individuals Education Plan (IEPs)

kidshealth.org Article:

What's an IEP?

Kids with delayed skills or other disabilities might be eligible for special services that provide individualized education programs in public schools, free of charge to families. Understanding how to access these services can help parents be effective advocates for their kids.

The passage of the updated version of the Individuals with Disabilities Education Act (IDEA 2004) made parents of kids with special needs even more crucial members of their child's education team. Parents can now work with educators to develop a plan — the individualized education plan (IEP) — to help kids succeed in school. The IEP describes the goals the team sets for a child during the school year, as well as any special support needed to help achieve them.

Who Needs an IEP?

A child who has difficulty learning and functioning and has been identified as a special needs student is the perfect candidate for an IEP. Kids struggling in school may qualify for support services, allowing them to be taught in a special way, for reasons such as:

- learning disabilities
- attention deficit hyperactivity disorder (ADHD)
- emotional disorders
- mental retardation
- autism
- hearing impairment
- visual impairment
- speech or language impairment
- developmental delay

How Are Services Delivered?

In most cases, the services and goals outlined in an IEP can be provided in a standard school environment. This can be done in the regular classroom (for example, a reading teacher helping a small group of children who need extra assistance while the other kids in the class work on reading with the regular teacher) or in a special resource room in the regular school. The resource room can serve a group of kids with similar needs who are brought together for help.

However, kids who need intense intervention may be taught in a special school environment. These classes have fewer students per teacher, allowing for more individualized attention. In addition, the teacher usually has specific training in helping kids with special educational needs. The children spend most of their day in a special classroom and join the regular classes for nonacademic activities (like music and gym) or in academic activities in which they don't need extra help.

Because the goal of IDEA is to ensure that each child is educated in the least restrictive environment possible, effort is made to help kids stay in a regular classroom. However, when needs are best met in a special class, then kids might be placed in one.

The Referral and Evaluation Process

The referral process generally begins when a teacher, parent, or doctor is concerned that a child may be having trouble in the classroom, and the teacher notifies the school counselor or psychologist. The first step is to gather specific data regarding the student's progress or academic problems.

This may be done through:

- a conference with parents
- a conference with the student
- observation of the student
- analysis of the student's performance (attention, behavior, work completion, tests, classwork, homework, etc.)

This information helps school personnel determine the next step. At this point, strategies specific to the student could be used to help the child become more successful in school. If this doesn't work, the child would be tested for a specific learning disability or other impairment to help determine qualification for special services. It's important to note, though, that the presence of a disability doesn't automatically guarantee a child will receive services. To be eligible, the disability must affect functioning at school.

To determine eligibility, a multidisciplinary team of professionals will evaluate the child based on their observations; the child's performance on standardized tests; and daily work such as tests, quizzes, class work, and homework.

Who's On the Team?

The professionals on the evaluation team can include:

- a psychologist
- a physical therapist
- an occupational therapist
- a speech therapist
- a special educator
- a vision or hearing specialist
- others, depending on the child's specific needs

As a parent, you can decide whether to have your child assessed. If you choose to do so, you'll be asked to sign a permission form that will detail who is involved in the process and the types of tests they use. These tests might include measures of specific school skills, such as reading or math, as well as more general developmental skills, such as speech and language. Testing does not necessarily mean that a child will receive services.

Once the team members complete their individual assessments, they develop a comprehensive evaluation report (CER) that compiles their findings, offers an educational classification, and outlines the skills and support the child will need. The parents then have a chance to review the report before the IEP is developed. Some parents will disagree with the report, but they will have the opportunity to work together with the school to come up with a plan that best meets the child's needs.

Developing an IEP

The next step is an IEP meeting at which the team and parents decide what will go into the plan. In addition to the evaluation team, a regular teacher should be present to offer suggestions about how the plan can help the child's progress in the standard education curriculum.

At the meeting, the team will discuss your child's educational needs — as described in the CER — and come up with specific, measurable short-term and annual goals for each of those needs. If you attend this meeting, you can take an active role in developing the goals and determining which skills or areas will receive the most attention.

The cover page of the IEP outlines the support services your child will receive and how often they will be provided (for example, occupational therapy twice a week). Support services might include special education, speech therapy, occupational or physical therapy, counseling, audiology, medical services, nursing, vision or hearing therapy, and many others.

If the team recommends several services, the amount of time they take in the child's school schedule can seem overwhelming. To ease that load, some services may be provided on a consultative basis. In these cases, the professional consults with the teacher to come up with strategies to help the child but doesn't offer any hands-on instruction. For instance, an occupational therapist may suggest accommodations for a child with fine-motor problems that affect handwriting, and the classroom teacher would incorporate these suggestions into the handwriting lessons taught to the entire class.

Other services can be delivered right in the classroom, so the child's day isn't interrupted by therapy. The child who has difficulty with handwriting might work one on one with an occupational therapist while everyone else practices their handwriting skills. When deciding how and where services are offered, the child's comfort and dignity should be a top priority.

The IEP will be reviewed annually to update the goals and make sure the levels of service meet your child's needs. However, IEPs can be changed at any time on an as-needed basis. If you think your child needs more, fewer, or different services, you can request a meeting and bring the team together to discuss your concerns.

Your Legal Rights

Specific timelines ensure that the development of an IEP moves from referral to providing services as quickly as possible. Be sure to ask about this timeframe and get a copy of your parents' rights when your child is referred. These guidelines (sometimes called procedural safeguards) outline your rights as a parent to control what happens to your child during each step of the process.

The parents' rights also describe how you can proceed if you disagree with any part of the CER or the IEP — mediation and hearings both are options. You can get information about low-cost or free legal representation from the school district or, if your child is in Early Intervention (for kids ages 3 to 5), through that program. Attorneys and paid advocates familiar with the IEP process will provide representation if you need it. You also may invite anyone who knows or works with your child whose input you feel would be helpful to join the IEP team.

A Final Word

Parents have the right to choose where their kids will be educated. This choice includes public or private elementary schools and secondary schools, including religious schools. It also includes charter schools and home schools.

It is important to understand that the rights of children with disabilities who are placed by their parents in private elementary schools and secondary schools are not the same as those of kids with disabilities who are enrolled in public schools or placed by public agencies in private schools when the public school is unable to provide a free appropriate public education (FAPE).

Two major differences that parents, teachers, other school staff, private school representatives, and the kids need to know about are:

1. Children with disabilities who are placed by their parents in private schools may not get the same services they would receive in a public school.
2. Not all kids with disabilities placed by their parents in private schools will receive services.

The IEP process is complex, but it's also an effective way to address how your child learns and functions. If you have concerns, don't hesitate to ask questions about the evaluation findings or the goals recommended by the team. You know your child best and should play a central role in creating a learning plan tailored to your child's specific needs.

For more information, the government has a website to educate anyone about IDEA: <http://idea.ed.gov>.

Reviewed by: Steven J. Bachrach, MD. Date reviewed: January 2008. Originally reviewed by: Chris Cortellessa, M.Ed, NCC. Note: All information on KidsHealth® is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult your doctor. © 1995– 2010 The Nemours Foundation. All rights reserved

Family & School: Fact Sheet 2

Ten Common Mistakes Parents Make During the IEP Meeting

kidstogether.org Article:

Ten Common Mistakes Parents Make During the IEP Meeting

by Matt Foley, M.Ed., L.P.C. & DeAnn Hyatt-Foley, M.Ed.

When our son was diagnosed with PDD-NOS in 1990, we found ourselves ill-equipped for our new role as advocates for our son. Our first Individual Education Program (IEP) meeting was over-whelming. We found it very difficult to follow what the educators were talking about. We certainly did not know what our role was in the process. We had the expectation that the trained educators of our IEP team would make the best possible decisions for our son's education. Six months later, it became abundantly clear that the decisions we had agreed on in the IEP meeting were not the best for our son's education. It was at this time that we began to educate ourselves about PDD-NOS and the Individuals with Disabilities Education Act (IDEA). In 1991 we began working with other parents to help them become informed about their child's disability and the educational laws that are in place to provide a Free Appropriate Public Education.

It is important that parents become informed and involved in their child's education. There are many sources of information and support in your state. However, the more skills you have and the more information you learn, the better you can advocate for your child. Over the past few years we have found that parents tend to make some common mistakes during the Individual Education Program (IEP) meeting. The following is a list of the common mistakes and some suggestions for avoiding them:

1. Believing the professionals are the only experts.

It can be very intimidating to sit at a table with several educators and professionals. Professionals/Educators do bring a great deal of knowledge and experience to the table. Although most parents do not have a background or degree in education, they have a great deal of knowledge and experience regarding their child. Parents are experts in their own right; they also provide historical information and the big picture from year to year. They know what works and does not work with their child and can be a great asset to the IEP team.

Parents have an intuitive sense as to what is appropriate for their child. After working with parents for nine years, we are still amazed at how parents are usually intuitively correct about what will work for their child. We encourage parents to follow their hunches. If something does not sound right, check it out. Usually after some research, parents will discover their hunch was correct.

2. Not making requests in writing.

Any request a parent makes needs to be in writing. This includes requests for assessments, IEP meetings, correspondence, related services, etc. Written requests are important because they initiate timelines that the school district must follow in response to your request. This will also create a paper trail. When you write a letter be sure to send it certified mail. When you have a discussion by phone with a school official, write a letter that briefly outlines what you talked about. Documenting your conversations helps prevent miscommunication.

Documenting requests (i.e., teaching assistant, speech, etc.) for the IEP committee clarifies to the committee what you are requesting and allows you to use your own words (as opposed to the note taker paraphrasing your request). We encourage parents to type exactly what they think their child needs and list why they think it is educationally necessary. This helps parents think through why they are requesting a service for their child. Have the IEP committee record the written request as part of the IEP minutes. At this point, the IEP committee has one of two choices: the committee can accept or deny the request. If the committee denies the request, then they must follow the procedural

safeguards in IDEA and provide written notice of why they are denying the parents' request. This method makes it difficult for an IEP committee to tell parents "no" without thinking through the options. If the request is not written down, the school district is not obligated to provide the service. Make sure you write it down.

3. Not being familiar with Prior Notice of the Procedural Safeguards (34 CFR 300.503)

All sections of the Procedural Safeguards are important to parents. This particular section gives parents some leverage during the IEP meetings. Whenever parents make a request for their child in the IEP meeting, the IEP committee is required under Prior Notice to provide the parents with written notice with a reasonable period of time. The notice must include the following:

- A description of the action proposed or refused.
- An explanation of why the agency proposes or refuses to take the action;
- A description of any other options that the agency considered and the reasons why those options were rejected.;
- A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action;
- A description of any other factor that is relevant to the agency's proposal or refusal.

We have found many instances where a parent requests an assessment or service only to have the IEP team tell the parent it cannot be done. By making all requests in writing and by requiring the IEP team to provide Prior Notice, the parents make the team accountable for its decisions. This practice also takes issues out of the emotional areas, allowing all team members to focus on IDEA standards.

4. Requesting a related service instead of an assessment that supports the need for a related service.

Many times parents will request services such as speech, occupational therapy, physical therapy, etc. in the IEP meeting. Frequently the IEP committee will respond by stating that the student does not need the service. We recommend that parents do not request the service but request the assessment that supports the need for the related service. For example, instead of requesting speech for your child request a speech assessment.

Only a certified or licensed professional is qualified to determine if a child needs or does not need a particular related service. As in #2, list the reasons why you think an assessment is educationally necessary for your child and submit your request to the IEP committee as part of the IEP minutes.

5. Accepting assessment results that do not recommend the services you think your child needs.

Sometimes parents receive assessment results that do not accurately describe their child and/or do not recommend the amount and duration of services the parents think the child needs. Under 34 CFR 300.352. Independent Educational Evaluation (IEE), parents of a child with a disability have the right to obtain an independent evaluation at public expense if they disagree with the results of the school's assessment. When the parent requests the IEE (in writing) the school has one of two choices: they may either provide the IEE in a reasonable period of time or they may take the parents to a due process hearing. When an IEE is agreed upon, parent and school must come to an agreement as to who is qualified to assess the student. The examiner for an IEE cannot be employed by the school district. Parents should request the school district's policy on guidelines and qualification for their examiners.

6. Allowing the assessment information to be presented for the first time at the IEP meeting.

Parents are entitled to have the assessment information explained to them before the IEP meeting. We encourage parents to have the person who administered the assessment give them a copy of the report and meet with them to explain the report several days before the IEP meeting. This enables the parents to think through the information before making decisions for their child. If all IEP decisions are based on the information from the assessment, it only makes sense for the parents to be

knowledgeable and informed about the assessment results in a way they can understand.

7. Accepting goals and objectives that are not measurable.

Measurable goals and objectives are paramount for your child's IEP. Without measurable goals and objectives, it is difficult to determine if your child has had a successful school year. In working with parents, we have encountered many IEP goals and objectives that are not measurable.

All goals and objectives should come from assessment data. Assessment has four different components: 1) Formal assessment (i.e., WIAT, Woodcock-Johnson, Brigance), 2) Informal assessment (i.e., classroom work), 3) Teacher/parent observation, and 4) Interviews. After the information has been collected about the student it is compiled into an assessment report.

Recommendations on how to work with the student are listed toward the end of the report. If you receive an assessment report that does not give recommendations for potential goals and objectives, the assessment is not complete.

After the assessment has been completed, the IEP committee determines the student's present level of performance (PLOP) and states what the student is currently able to do. The committee then develops the IEP goals and objectives. The goals state what the student is expected to accomplish by the end of the year. Objectives break the goals down into increments. For example:

PLOP

Based on the Brigance and classroom work, Johnny is currently able to read on a fourth grade level with 90% mastery.

Goals

By the end of the school year Johnny will be able to read on a fifth grade level as measured by the Brigance and classroom work with 80% mastery.

Objectives

By October 1, Johnny will be able to read on fourth grade, second month level with teacher assistance as measured by the Brigance and classroom work with 80% mastery.

By January 1, without teacher assistance, Johnny will be able to read on a fourth grade, sixth month level as measured by the Brigance and classroom work with 80% mastery.

A method of determining if your goals and objectives are measurable is to ask someone who is not on your IEP team to read them (i.e., a teacher, another parent, advocate, etc.). Then ask "Hypothetically, if you were to go into the classroom, would you be able to see my child working on these goals and objectives?" If someone outside of your IEP team cannot answer "yes", then your goals and objectives are not measurable.

8. Allowing placement decisions to be made before IEP goals and objectives are written.

Many times after assessment is discussed, the IEP committee will determine the child's placement. Goals and objectives are always written before placement is discussed. To ensure that the child is placed in the Least Restrictive Environment (LRE), the IEP committee must determine: Which of these goals and objectives can best be met in the general classroom?

With any remaining goals and objectives that cannot be met in the general classroom, the committee determines: Which of these goals and objectives can be best met in the general classroom with modifications and support?

This line of inquiry continues until all placement options have been decided upon for all the goals and objectives. The committee must always start with the LRE and then work toward a more restrictive environment only as necessary. IDEA is very clear that the IEP committee must always consider the general education classroom as the first option for students with disabilities.

9. Allowing your child's IEP meeting to be rushed so that the school staff can begin the next child's IEP meeting.

This practice is particularly common at the end of the school year when educators are frantically trying to have IEP meetings for all the students who receive special education services. IEP meetings may be held one right after another. There is no problem with this practice as long as the members of the IEP team feel that all issues have been adequately discussed. Many times, however, parents feel rushed. It is important that all issues are adequately addressed before ending the IEP meeting. When the educators have not planned adequate time to address all relevant issues, request that the IEP team meet again at a more convenient time to further discuss your child's education.

10. Not asking a lot of questions.

It is very important to ask questions and lots of them. Educators use many terms and acronyms specific to special education. Parents may become confused when these terms are used during the IEP meeting. This can add to the frustration that a parent may already be feeling when they do not understand what is being said. It is important to ask what the terms or acronyms mean. Unless a parent has a background in special education, they are not expected to know the terms and acronyms. Informed decisions cannot be made when parents do not understand what is being discussed.

At some point in time we have made all the mistakes listed above. We developed the habit of debriefing after every IEP meeting to discuss our performance during the meeting. We have gradually accumulated information and developed skills and we continue to trust our intuition.

We have found that when parents apply the suggestions listed above while working with their IEP committee they will see results. It is important that parents continue to accumulate information and develop skills related to the IEP process. Most parents feel overwhelmed by the special education process. Do not be discouraged in your pursuit to obtain the supports and services your child needs. We found it helpful to break the process down into small steps. When you use the suggestions listed above, you will be that much closer to obtaining your child's Free Appropriate Public Education. After using each suggestion listed, pat yourself on the back for becoming an even better advocate for your child.

About the Authors: Matt Foley and DeAnn Hyatt-Foley live in Lubbock, Texas along with their son, Ryan. DeAnn is the West Texas Area Development Director for the PATH Project. She has been with PATH since 1993. Matt is a Licensed Professional Counselor with an M.Ed. in private practice. Currently Matt and DeAnn are forming social skills groups for adolescents with Asperger's Disorder and related disorders. DeAnn may be contacted at 806-795-4639.

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First published in THE MORNING NEWS Fall Edition 1999

Name: _____

Date: _____

KWL Chart

Before beginning your research, list details in the first two columns. Fill in the last column after completing your research.

Topic: Supporting Your Child's Academic Success

What I Know	What I Want to Know	What I Learned

Name: _____

Date: _____

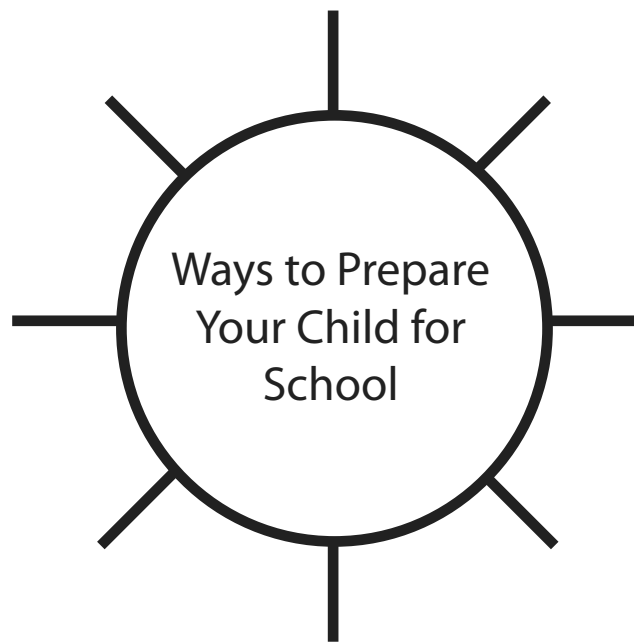
Fact Sheet

Child's educational level:	Needs:
Example: Preschool	Example: Physical needs are met

Name: _____

Date: _____

Brainstorm – Ways to Better Prepare Your Child for School



Name: _____

Date: _____

Role Definition Matrix

Personality— Who am I and what are some aspects of my character?	Attitude—What are my feelings, beliefs, ideas, concerns?	Information—What do I know that I need to share in my writing?

Name: _____

Date: _____

Preparation for College Checklist

Parents: You need to stay involved in your child's education. Check in periodically with teachers. Talk to your kids about their progress. Ask questions about their future goals, career, college, etc. Try to keep a portfolio for your child containing report cards, awards, lists of community and school services, and any other important documentation.

Students: The rest is up to YOU! First and foremost, you must do your best in school. This means from elementary through high school and beyond.

As a Freshman you should:

- Get involved in extra curricular activities
- Volunteer in your community
- Explore careers (Occupational Outlook Handbook)
- Get to know your High School Guidance Counselor

As a Sophomore you should:

- Take the PLAN test (pre-ACT test)
- Take the Preliminary Scholastic Aptitude Test (PSAT) in the Fall
- Start looking at colleges or attend college fairs. You need to find out what type of college will be best for you.
- Possibly get a job and start to save money

As a Junior you should:

- Try taking Advance Placement classes
- Attend Scholastic Aptitude Test (SAT) preparation workshops
- Take your first American College Testing (ACT) or SAT test in the Spring
- Visit college campuses
- Choose your top five schools of interest and get to know their admission criteria.
- Take solid electives that will help towards the admission criteria

As a Senior you should:

- Visit your guidance counselor if you have questions.

Early Fall—

- Gather applications for your top five schools of interest
- Gather letters of recommendation from teachers, administrators, family members, or friends.
- Take either the ACT or SAT again (you want to try to get the highest scores you can).
- Apply for admission to your top five schools

Mid-Fall—

- Seek and apply for scholarships

Spring—

- Apply for financial aid, the earlier the better
- Take the College Level Examination Program (CLEP) if necessary
- Visit the college campus again with parents
- Acceptance letters are usually received sometime in April. Review the schools' offers and your options.
PICK A COLLEGE!!!
- After graduation, make sure to send your final transcript to the college you chose

After picking the college:

- Figure out your housing options
- Look into the course selection process and scheduling
- Figure out what you will need to make this a successful experience

Summer before college:

- Enroll as soon as possible
- Attend summer orientation and freshman orientation class
- Map out your classes so you won't get lost

Good luck and enjoy your college experience!

Parent/Child Communication Information Sheet #1

What Is Self-Esteem?

Self-esteem is the collection of beliefs or feelings we have about ourselves, our “self-perceptions.” How we define ourselves influences our motivations, attitudes, and behaviors and affects our emotional adjustment.

Patterns of positive/negative self-esteem are observed very early in life. For example, a toddler who reaches a milestone experiences a sense of accomplishment that bolsters self-esteem. Learning to roll over after dozens of unsuccessful attempts teaches a baby a “can-do” attitude.

The concept of success following persistence starts early. As kids try, fail, try again, fail again, and then finally succeed, they develop ideas about their own capabilities. At the same time, they’re creating a self-concept based on interactions with other people. This is why parental involvement is key to helping kids form accurate, healthy self-perceptions.

Self-esteem also can be defined as having feelings of capability combined with feelings of being loved. A child who is happy with an achievement but does not feel loved may eventually experience low self-esteem. Likewise, a child who feels loved but is hesitant about his or her own abilities can also end up with low self-esteem. Healthy self-esteem comes when the right balance is reached.

Source of information: Effective Parenting Styles. www.kidsource.com

Parent/Child Communication Information Sheet #2

Signs of Unhealthy and Healthy Self-Esteem

Self-esteem fluctuates as kids grow. It's frequently changed and fine-tuned, because it is affected by a child's experiences and new perceptions. So it helps to be aware of the signs of both healthy and unhealthy self-esteem.

Kids with low self-esteem may not want to try new things, and may frequently speak negatively about themselves: "I'm stupid," "I'll never learn how to do this," or "What's the point? Nobody cares about me anyway." They may exhibit a low tolerance for frustration, giving up easily or waiting for somebody else to take over. They tend to be overly critical of and easily disappointed in themselves. Kids with low self-esteem see temporary setbacks as permanent, intolerable conditions, and a sense of pessimism predominates.

Kids with healthy self-esteem tend to enjoy interacting with others. They're comfortable in social settings and enjoys group activities as well as independent pursuits. When challenges arise, they can work toward finding solutions and voice discontent without belittling themselves or others. For example, rather than saying, "I'm an idiot," a child with healthy self-esteem says, "I don't understand this." They know their strengths and weaknesses, and accept them. A sense of optimism prevails.

In contrast, kids with low self-esteem can find challenges to be sources of major anxiety and frustration. Those who think poorly of themselves have a hard time finding solutions to problems. If given to self-critical thoughts such as "I'm no good" or "I can't do anything right," they may become passive, withdrawn, or depressed. Faced with a new challenge, their immediate response is "I can't."

Kids with healthy self-esteem tend to enjoy interacting with others.

They're comfortable in social settings and enjoy group activities as well as independent pursuits. When challenges arise, they can work toward finding solutions and voice discontent without belittling themselves or others. For example, rather than saying, "I'm an idiot," a child with healthy self-esteem says, "I don't understand this." They know their strengths and weaknesses, and accept them. A sense of optimism prevails.

Source of information: Effective Parenting Styles. www.kidsource.com

Rules & Responses

Rules

Watch what you say.

Responses

Kids are very sensitive to parents' words. Remember to praise your child not only for a job well done, but also for effort. But be truthful. For example, if your child doesn't make the soccer team, avoid saying something like, "Well, next time you'll work harder and make it." Instead, try "Well, you didn't make the team, but I'm really proud of the effort you put into it." Reward the effort and completion instead of outcome.

Be a positive role model.

If you're excessively harsh on yourself, pessimistic, or unrealistic about your abilities and limitations, your child may eventually mirror you. Nurture your own self-esteem, and your child will have a great role model.

Identify and redirect your child's inaccurate beliefs.

It's important for parents to identify kids' irrational beliefs about themselves. Helping kids set more accurate standards and be more realistic in evaluating themselves will help them have a healthy self-concept. Inaccurate perceptions of self can take root and become reality to kids. For example, a child who does very well in school but struggles with math may say, "I can't do math. I'm a bad student." Not only is this a false generalization, it's also a belief that will set the child up for failure. Encourage kids to see a situation in its true light. A helpful response might be: "You are a good student. You do great in school. Math is just a subject that you need to spend more time on. We'll work on it together."

Be spontaneous and affectionate.

Your love will go a long way to boost your child's self-esteem. Give hugs and tell kids you're proud of them. Pop a note in your child's lunchbox that reads, "I think you're terrific!" Give praise frequently and honestly, without overdoing it. Kids can tell whether something comes from the heart..

Rules

Responses

Give positive, accurate feedback.

Comments like "You always work yourself up into such a frenzy!" will make kids feel like they have no control over their outbursts. A better statement is, "You were really mad at your brother. But I appreciate that you didn't yell at him or hit him." This acknowledges a child's feelings, rewards the choice made, and encourages the child to make the right choice again next time.

Create a safe, loving home environment.

Kids who don't feel safe or are abused at home will suffer immensely from low self-esteem. A child who is exposed to parents who fight and argue repeatedly may become depressed and withdrawn. Also watch for signs of abuse by others, problems in school, trouble with peers, and other factors that may affect kids' self-esteem. Deal with these issues sensitively but swiftly. And always remember to respect your kids.

Help kids become involved in constructive experiences.

Activities that encourage cooperation rather than competition are especially helpful in fostering self-esteem. For example, mentoring programs in which an older child helps a younger one learn to read can do wonders for both kids.

Find professional help if needed.

If you suspect your child has low self-esteem, consider professional help. Therapists can work to uncover underlying issues that prevent a child from feeling good about himself. Therapy can help kids learn to view themselves and the world positively. When kids see themselves in a more realistic light, they can accept who they truly are.

Excerpt from www.childrennow.org

Talking With Kids About Alcohol & Drugs

The issue of drugs can be very confusing to young children. If drugs are so dangerous, then why is the family medicine cabinet full of them? And why do TV, movies, music and advertising often make drug and alcohol use look so cool?

We need to help our kids to distinguish fact from fiction. And it's not too soon to begin. National studies show that the average age when a child first tries alcohol is 11; for marijuana, it's 12. And many kids start becoming curious about these substances even sooner. So let's get started!

Listen carefully

Student surveys reveal that when parents listen to their children's feelings and concerns, their kids feel comfortable talking with them and are more likely to stay drug-free.

Role play how to say "no"

Role-play ways in which your child can refuse to go along with his friends without becoming a social outcast. Try something like this, "Let's play a game. Suppose you and your friends are at Andy's house after school and they find some beer in the refrigerator and ask you to join them in drinking it. The rule in our family is that children are not allowed to drink alcohol. So what could you say?"

If your child comes up with a good response, praise him. If he doesn't, offer a few suggestions like, "No, thanks. Let's play with Sony PlayStation instead," or "No thanks. I don't drink beer. I need to keep in shape for basketball."

Encourage choice

Allow your child plenty of opportunity to become a confident decision-maker. An 8-year-old is capable of deciding if she wants to invite lots of friends to her birthday party or just a close pal or two. A 12-year-old can choose whether she wants to go out for chorus or join the school band. As your child becomes more skilled at making all kinds of good choices, both you and she will feel more secure in her ability to make the right decision concerning alcohol and drugs if and when the time arrives.

Provide age-appropriate information

Make sure the information that you offer fits the child's age and stage. When your 6 or 7-year-old is brushing his teeth, you can say, "There are lots of things we do to keep our bodies healthy, like brushing our teeth. But there are also things we shouldn't do because they hurt our bodies, like smoking or taking medicines when we are not sick."

If you are watching TV with your 8 year-old and marijuana is mentioned on a program, you can say, "Do you know what marijuana is? It's a bad drug that can hurt your body." If your child has more questions, answer them. If not, let it go. Short, simple comments said and repeated often enough will get the message across.

You can offer your older child the same message, but add more drug-specific information. For example, you might explain to your 12-year-old what marijuana and crack look like, their street names and how they can affect his body.

Establish a clear family position on drugs

It's okay to say, "We don't allow any drug use and children in this family are not allowed to drink alcohol. The only time that you can take any drugs is when the doctor or Mom or Dad gives you medicine when you're sick. We made this rule because we love you very much and we know that drugs can hurt your body and make you very sick; some may even kill you. Do you have any questions?"

Be a good example

Children will do what you do much more readily than what you say. So try not to reach for a beer the minute you come home after a tough day; it sends the message that drinking is the best way to unwind. Offer dinner guests non-alcoholic drinks in addition to wine and spirits. And take care not to pop pills, even over-the-counter remedies, indiscriminately. Your behavior needs to reflect your beliefs.

Discuss what makes a good friend

Since peer pressure is so important when it comes to kids' involvement with drugs and alcohol, it makes good sense to talk with your children about what makes a good friend. To an 8-year-old you might say, "A good friend is someone who enjoys the same games and activities that you do and who is fun to be around." 11 to 12-year-olds can understand that a friend is someone who shares their values and experiences, respects their decisions and listens to their feelings. Once you've gotten these concepts across, your children will understand that "friends" who pressure them to drink or smoke pot aren't friends at all. Additionally, encouraging skills like sharing and cooperation—and strong involvement in fun, healthful activities (such as team sports or scouting)—will help your children make and maintain good friendships as they mature and increase the chance that they'll remain drug-free.

Build self-esteem

Kids who feel good about themselves are much less likely than other kids to turn to illegal substances to get high. As parents, we can do many things to enhance our children's self-image. Here are some pointers:

- Offer lots of praise for any job well done.
- If you need to criticize your child, talk about the action, not the person. If your son gets a math problem wrong, it's better to say, "I think you added wrong. Let's try again."
- Assign doable chores. A 6-year-old can bring her plate over to the sink after dinner; a 12-year-old can feed and walk the dog after school. Performing such duties and being praised for them helps your child feel good about himself.
- Spend one-on-one time with your youngster. Setting aside at least 15 uninterrupted minutes per child per day to talk, play a game, or take a walk together, lets her know you care.
- Say, "I love you." Nothing will make your child feel better.

Repeat the message

Information and lessons about drugs are important enough to repeat frequently. So be sure to answer your children's questions as often as they ask them to initiate conversation whenever the opportunity arises.

If you suspect a problem, seek help

While kids under age 12 rarely develop a substance problem, it can—and does—happen. If your child becomes withdrawn, loses weight, starts doing poorly in school, turns extremely moody, has glassy eyes—or if the drugs in your medicine cabinet seem to be disappearing too quickly—talk with your child and reach out to any one of the organizations listed here. You'll be helping your youngster to a healthier, happier future.

For more information go to www.childrennow.org

Situational Cards

Situational Cards: How would you handle these situations? You may copy the cards and cut them up to be distributed. Students may work in pairs or threes to develop responses to the situations presented.

Your child's teacher calls you to tell you he/she was caught cheating on a test.

Your teenager was caught at school for possessing three marijuana joints.

Your six year old started a fight in the playground at school. He hit another child in the nose causing it to bleed.

Your teenager took your car for a joy ride with his friends without your knowledge.

Your neighbor calls you up at home and accuses your ten year old of bullying his child.

Your sixteen-year-old daughter snuck out of the house in the late evening to attend a party that you said she could not attend.

Your four-year-old bites another child in his preschool class and leaves a bite mark. This has happened twice.

Your thirteen year old admits to you that he was part the group that painted graffiti on the church wall.

Positive Discipline Tips

Word Scramble Game

Unscramble the sentences to unlock the “Positive Discipline Tip”.

discipline teach must how child a repeating to avoid misbehaviors and to do what instead Effective.

candidates never are Babies discipline for. little too They're.

**reasonable expectations are met not when only Discipline.
in advance clearly Define do to them want you what.**

better react affection to approval and All children.

Name: _____

Date: _____

Making the Connection—Dictation Activity:

Read entire passage aloud

Re-read one line at a time and allow a minute for students to write

Show entire passage to class or pass out a copy

Students edit their writing

Choose some of the vocabulary words and ask students for a definition

If a child lives with criticism, he learns to condemn.

If a child learns to live with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with fear, he learns to be apprehensive.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns to be confident.

If a child lives with acceptance, he learns to love.

If a child lives with recognition, he learns it is good to have goals.

If a child lives with honesty, he learns what truth is.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith in himself and those about him.

If a child lives with friendliness, he learns that the world is a nice place in which to live, to love and to be loved.

(Anonymous)

Peer Pressure

Peer Pressure occurs when someone you know or a stranger tries to influence your decision, good or bad. There is Positive Peer Pressure and there is Negative Peer Pressure.

Positive Peer Pressure

- Being pushed into something that you didn't have the courage to do and it turned out well. For example, trying out for the school play or applying for a higher position.
- It can also be a situation when your friends convince you not to do something you were going to do because it wasn't in your best interest.

Negative Peer Pressure

- Being talked into doing something that you didn't want to do because your friends said that you should or for acceptance.
- Usually leads to doing something bad such as drinking alcohol, using drugs, smoking, or trouble with the law.

Ways to respond to Negative Peer Pressure:

- Just say NO
- Walk away
- Change the subject
- Ignore the person or question
- Hang out with a different crowd
- Tell them it is a dumb idea
- If you are considering it, talk to someone outside of the circle of friends and get a second opinion.

Name: _____

Date: _____

Peer Pressure Quiz

1. In your own words define Peer Pressure.

2. How do Positive and Negative Peer Pressure differ?

3. Describe an example of Negative Peer Pressure and how you would handle it. Then describe an example of Positive Peer Pressure.

Situational Cards

Building self-confidence can begin very early. When babies learn to turn the pages of a book or toddlers learn to walk, they are getting the idea "I can do it!" With each new skill and milestone, kids can develop increasing confidence.

Give an example of a milestone your child encountered and what you remember saying / doing to encourage and boost their confidence.

Supervision is important to ensure that kids stay safe. But to help them really learn a new skill, it's also important not to hover. Give kids the opportunity to try something new, make mistakes, and learn from them.

Give an example

Encourage persistence in the midst of frustration.

Your child is learning to ride his bicycle without his training wheels. He keeps losing his balance and falling off the bike. He cries and screams for his training wheels to be put back on his bike.

How would you handle his temper tantrum?

Give an example of a clear sign of your faith in your child's abilities.

Parents have chances to prepare kids to take care of themselves.

Give three examples of opportunities you as a parent has to teach your children how to take care of themselves.

Parents want to instill a can-do attitude in their kids so that they'll bravely take on new challenges and, over time, believe in themselves.

Give an example of how you would handle you child facing a new school.

Your 5 year old wants to learn how to make a peanut butter and jelly sandwich.

How would let him learn this task? What would you say?.

Give kids lots of opportunities to practice and master their skills. Let kids make mistakes and be there to boost their spirits so they keep trying.

Describe a situation where you had to boost your child's spirit so they would keep trying

Words of praise mean more when they refer to a child's specific efforts or new abilities.

Determine a specific effort a child would encounter and say praise.

Name: _____

Date: _____

Sexual Abuse

Directions:

- Read the following statements concerning sexual abuse.
- Put a check next to each statement with which you agree.
- Be prepared to support your views about each statement by thinking about what you know about sexual abuse and its effects. You will be sharing this information with other members of your group when you discuss the following five statements.

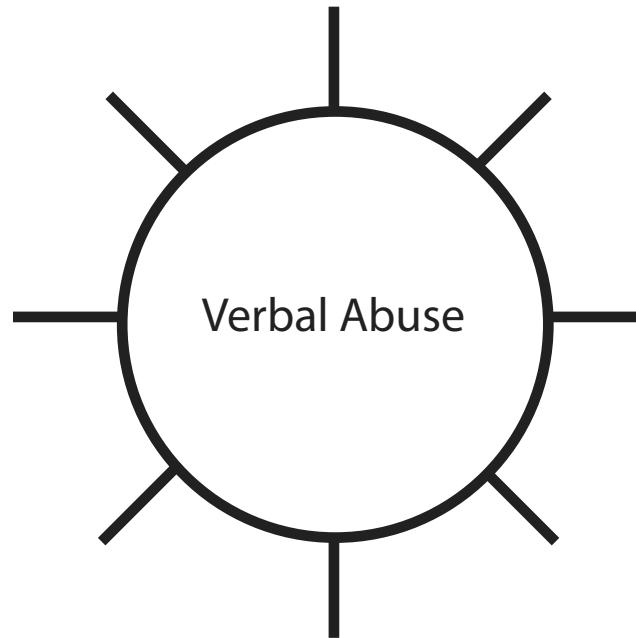
1. 1 out of 4 girls and 1 out of 7-10 boys will experience sexual assault before their 18th birthday
2. 75% of all reported sexual assaults on children are committed by someone the victim knows and trusts
3. You believe that your child would automatically tell you that he or she had been sexually abused. You may say to yourself, "My child and I have such great communication, that I KNOW my child would come and tell me immediately."
4. Incest and sexual abuse are most likely to occur or be found in low socio-economic, uneducated, non-white populations.
5. Children lie or make up stories about sexual abuse.

Name: _____

Date: _____

Semantic Map: Verbal Abuse

Directions: Create a web using concepts that relate to Verbal Abuse.



Signs of Verbal Abuse

1. **Name Calling**
Name Calling is the number one form of verbal abuse.
2. **Shouting**
Shouting does happen in relationships. If this is the only way that your partner communicates with you this is verbal abuse. The victim feels like any little thing will cause the partner to “go off.”
3. **Threatening**
The verbal abuser usually makes many threats to the abused. This is how he/she controls the abused. He/she may threaten to leave the relationship and that the other will not be able to live without him/her.
4. **Blaming**
The abuser wants the abused to feel like everything that goes wrong is their fault. The abused quickly begins to feel this way.
5. **Shame**
Abusers repeatedly say things like, “you’re fat” or “you’re no good” this causes the victim to feel ashamed of whom they are.

Steps to End Verbal Abuse

- Realize that there is nothing that the victim can do to stop the abuser. The abused will never be good enough to the abuser.
- Everything that the abuser is saying is a result of their personal issues and insecurities.
- The abused can start by explaining that they will not listen to the verbal attacks any more. The abused can set boundaries to let the abuser know that this is unacceptable behavior.
- Seek counseling or therapy.
- The abused can only be responsible for his/her change. The abuser will only change if they want to.
- Find support within your friends and family. If you don’t have supportive friends or family look for a shelter or a local program. Look ahead and know that there are other people like you that have left similar situations and are now living a life without abuse.

Visit the Michigan Coalition Against Domestic and Sexual Violence website at: www.mcadsv.org
You may also call the National Domestic Violence Hotline at:

1-800-799-SAFE (7233.)

Trained counselors provide confidential crisis intervention, support, information and referrals to local programs to victims of domestic violence, their families and friends.

Signs of Emotional Abuse

1. **Rejecting**
Refusing to acknowledge the person's presence or worth.
2. **Degrading or Intimidating**
Behavior which diminishes the identity, dignity, and self-worth of the victim. This includes insults, ridiculing, name calling, yelling, public humiliation, devaluing the victim's thoughts and feelings, etc.
3. **Threatening**
The emotional abuser usually makes many threats to the abused. This is how he/she controls the abused. He/she may threaten to leave the relationship and that the other will not be able to live without him/her.
4. **Blaming**
The abuser wants the abused to feel like everything that goes wrong is their fault. The abused quickly begins to feel this way.
5. **Unpredictable Responses**
The abuser has drastic mood changes or sudden emotional outbursts. This includes starting fights for no reason.
6. **Isolating**
Not allowing the victim normal contact with family or friends.

Steps to End both Emotional and Verbal Abuse

- Realize that there is nothing that the victim can do to stop the abuser. The abused will never be good enough to the abuser.
- Everything that the abuser is saying is a result of his/her own issues and insecurities.
- The abused can start by explaining that they will not tolerate the emotional attacks any more. The abused can set boundaries to let the abuser know that this is unacceptable behavior.
- Seek counseling or therapy.
- The abused can only be responsible for his/her change. The abuser will only change if they want to.
- Find support within your friends and family. If you don't have that kind of support look for a shelter or a local program. Look ahead and know that there are other people like you that have left the same situation and are living a life without abuse.

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Name: _____

Date: _____

Is This Abuse?

In each of the following situations state whether you think it is abuse. Explain why or why not.

1. A girl is slapped for screaming at her mother; the slap stings, but leaves no lasting mark or pain.

2. A boy is punished in a way that requires stitches.

3. A father burns his daughter's palms with a lighted cigarette when he finds her smoking.

4. A mother is careless and spills scalding coffee on her daughter, who is seriously burned.

5. A boy's arm is broken after wrestling with his father for sport.

6. A girl is spanked so hard she is badly bruised, but the father says he did not mean to hurt her.

7. A boy is grounded for a week for a minor offense.

8. A father takes away his son's driver's license for getting a parking ticket.

Workplace Intimidation: What do I do?

1. **Talk to the Intimidator**

It could be possible that the intimidation may not be deliberate. So talk to the person about your concerns. Remember to be calm and confident.

2. **Informal Complaint**

If the intimidation is deliberate avoid retaliation. Approach the appropriate manager or supervisor and report the situation. In this case the intimidator should be spoken to by the manager or supervisor. If the intimidator is your manager or supervisor, report it to the next level of management.

3. **Keep a Record of the Occurrences**

Whether it be verbal, physical, or via technology, log it on paper and create a file. Jot down the date, time, what was said, who said it, and even who was present when it was stated. If it is through email, print it and forward it to your manager or supervisor. Always keep this file somewhere safe away from work.

4. **Conciliation of Complaints**

At some workplaces you can request a meeting of conciliation. Basically, all parties involved meet with the intentions of reaching an agreed settlement. However, this is voluntary. Parties involved are not required to participate and can refuse without penalty.

5. **Speak to Human Resources.**

If all else fails, file a formal complaint with the Director of your Human Resources department. The complaint must be in writing, provide sufficient information, and include what informal steps you have taken to solve this matter. The Director will then complete a thorough investigation and possibly take disciplinary action.

Name: _____

Date: _____

Intimidation

Read and answer the following questions.

1. Define Intimidation in your own words.

2. Tell about a time when you experienced Intimidation.

3. How did you handle the situation?

4. Do you think this was the BEST action to take? Explain.

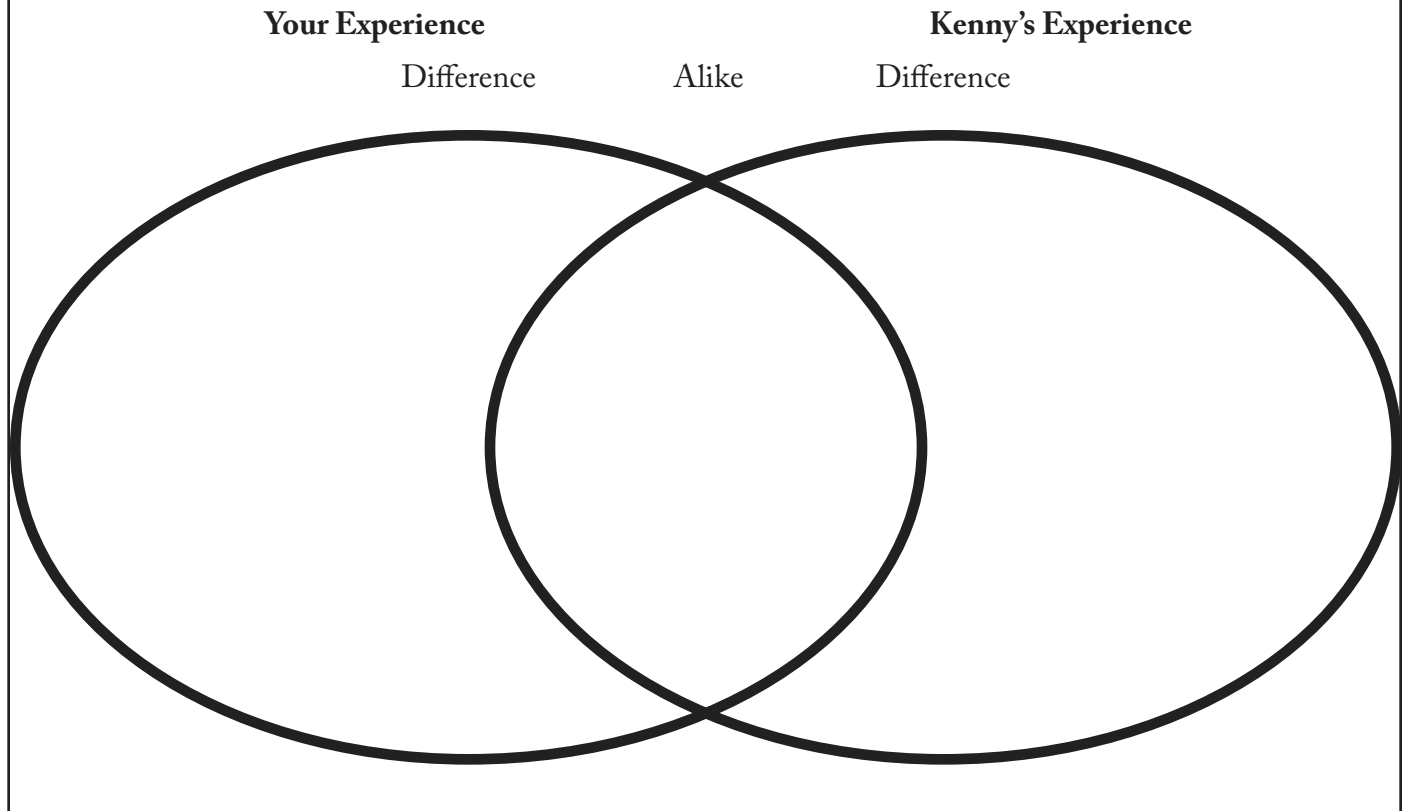
5. How would you handle this situation in the future?

Name: _____

Date: _____

Venn-Diagram: Kenny's Experience

Using the Venn-Diagram, compare your experience to Kenny's experience. How are the two experiences alike and different?



Role Play and Record

- Pair up in teams of two: one person the intimidator, the other the victim
- Together create a story and time line of incidences. Victim should be recording details of occurrences, citing specifics, i.e., time, place, what was said, what was done, witnesses, etc.
- Role play and make an informal complaint.
- File a formal complaint by writing a letter to the Director of Human Resources.

Name: _____

Date: _____

25 Acronyms Every Parent Should Know

Directions: try to figure out what the 25 acronyms mean. Fill in the blank. An example has been done for you.

1. WYRN	What's Your Real Name?
2. WYCM	
3. WUF	
4. TDTM	
5. S2R	
6. RUMORF	
7. RU/18	
8. PRON	
9. POS	
10. PIR	
11. PAW	
12. PAL	
13. P911	
14. NMU	
15. NIFOC	
16. NALOPKT	
17. MOS	
18. MOSS	
19. LMIRL	
20. KPC	
21. KFY	
22. KOTL	
23. IWSN	
24. HAK	
25. GYPO	

Name: _____

Date: _____

Evaluation Rubric for Video Production

Levels of Performance

Dimensions of Performance	Below Standard Score: 1	Satisfactory Score: 2	Accomplished Score: 3	Excellent Score: 4
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language is used during rehearsals. Students need to be reminded to stay on task.	Students need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have roles and use some video vocabulary and floor language during rehearsals. Students need to be reminded to stay on task.	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their roles and use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.
Content	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.

Dimensions of Performance	Below Standard Score: 1	Satisfactory Score: 2	Accomplished Score: 3	Excellent Score: 4
Layout/Design	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.
Technical Elements	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content.	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation.	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature.
Collaboration	Obvious that the presentation was created by one person. Students make poor choices for group members. The group is unable to complete the video in a timely fashion.	Presentation was result of a group effort, but only some members contributed. Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities.	Students worked together and were assigned different roles. Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities.	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity

Name: _____

Date: _____

Cell Phone Usage and Safeguards Survey

Please answer the following questions to the best of your ability. The word “child” refers to any person under the age of 18.

1. Does your child own a cell phone? YES NO
2. Does your child have the ability to text message? YES NO
3. Does your child have the ability to send pictures on his/her phone? YES NO
4. Does your child have internet access through his/her phone? YES NO
5. Do you set limits on when your child can use his/her cell phone? YES NO
If yes, what are the limits? _____
6. Do you monitor your child's phone? YES NO
If yes, how do you monitor their phone? _____

Name: _____

Date: _____

Texting Survey

Please answer the following questions to the best of your ability.

1. Approximately how many texts do you send a day? _____
2. Have you ever read a text while you were driving a vehicle? YES NO
If yes, about how often? _____
3. Have you ever typed and sent a text while you were driving a vehicle? YES NO
If yes, about how often? _____
4. If you answered yes to questions 2 or 3, did you pull over to do so? YES NO
5. Have you ever replied to a text while driving with passengers in your vehicle? YES NO
If yes, about how often? _____
6. Do you think it is ok to text and drive? YES NO

Explain: _____



Appendix

- 3.2: Parent Power
- 4.4a: Child Safety Tips
- 4.4b: Child Safety Brochure
- 4.4c: Child Safety Kit
- 4.4d: Child Safety Rules
- 5.6: Gang Awareness Guide

U.S. DEPARTMENT OF EDUCATION



Parent Power

Build the Bridge to Success

**U.S. Department of Education
Office of Communications and Outreach**

2010

U.S. Department of Education

Arne Duncan

Secretary

Office of Communications and Outreach

Peter Cunningham

Assistant Secretary

June 2010

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Or **order online** at <http://edpubs.gov>.

This publication is also available on the Department's Web site at <http://www2.ed.gov/parents/academic/help/parentpower/index.html>

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Parent Power: Build the Bridge to Success

To parents, we can't tell our kids to do well in school and then fail to support them when they get home. You can't just contract out parenting. For our kids to excel, we have to accept our responsibility to help them learn. That means putting away the Xbox and putting our kids to bed at a reasonable hour. It means attending those parent-teacher conferences and reading to our children and helping them with their homework.

—President Barack Obama, July 17, 2009

President Obama has a cradle-to-career plan to reform our nation's schools. He also is calling on parents to take responsibility for their child's success. His vision includes the belief that all children can and will succeed, and that parents are the bridge to this success. You as the parent, guardian or caregiver can help your child by connecting with his or her school to find out what's needed to ensure success and how you can help reach that goal. Studies of successful schools report that parent involvement is a major factor in their outcomes, including closing the achievement gap between various groups of students. With his vision, the president is asking that you make education a priority and a legacy for your family.

How can you accomplish this? By adopting the following principles and taking the steps indicated for each age group, you will be able to help your child learn at each step of the way and ensure success in school and in life.

Be responsible.

Accept your role as the parent and make education a priority in your home.

Be committed.

Once you have begun to work with your child, continue doing so throughout the year.





Be positive.

Praise goes a long way with children, especially with those who struggle in school. Provide positive feedback.

Be patient.

Show your child that you care through your commitment and encouragement.

Be attentive.

Stop your child immediately when bad behavior appears. Show him or her what to do and provide an opportunity to do it correctly. Discipline should be appropriate and consistent.

Be precise.

Provide clear and direct instructions.



Be mindful of mistakes.

Record your child's performance. Look over all the work your child brings home from school and keep it in a folder. Help him or her correct any errors.

Be results-oriented.

Gather information on how your child is performing in school. Keep notes of conferences with teachers, request progress reports and carefully read report cards and achievement test results. Ask questions about these results.

Be diligent.

Work from the beginning to the end of the year with your child and the teacher.

Be innovative.

Keep learning lively and dynamic.

BE THERE.

Just be there for your child—to answer questions, to listen, to give advice, to encourage and to speak positively about his or her life. Be there to support your child whenever needed.



PRESCHOOL

Ensure That Your Child Is Ready to Learn

Make sure your child's:

- ✓ Physical needs are met with a healthy diet, enough sleep and rest, exercise and good medical care;
- ✓ Social and emotional needs are met;
- ✓ Confidence, independence and cooperation skills are built;
- ✓ Discipline is appropriate and consistent;
- ✓ Play is stimulating;
- ✓ Questions are answered;
- ✓ Caregiver or preschool teacher has books to read to your child and does read to your child every day; and
- ✓ Day is filled with different learning activities.

You also can be part of your child's educational experience by teaching and reinforcing the skills your child needs and enhancing those taught in the classroom. Using the following checklists, you can help your child be a successful student from preschool through high school.

Know what your preschooler needs.

Babies need:

- ✓ Loving parents or caregivers who respond to their cries or noises;
- ✓ To feel safe and comfortable;
- ✓ To hear and make sounds;
- ✓ To move around;
- ✓ To be able to play in safe areas; and
- ✓ To play with safe toys.



Toddlers need:

- ✓ Activities that allow them to use their muscles;
- ✓ To experience their senses and develop language skills;
- ✓ To work with their hands;
- ✓ To learn to do things for themselves;
- ✓ To play with other children;
- ✓ To continue to learn about their movements;
- ✓ To build their vocabulary;
- ✓ To learn about their surroundings; and
- ✓ Opportunities to make choices within limits that you set.

Introduce babies and toddlers (birth to 2 years) to language.

- ✓ Talk to your baby or toddler often. Talk to your infant during feeding; look at family photographs and tell your child about the pictures; or tell the baby what you see out the window—a bird, bus, cars.
- ✓ Show your baby things, name them and talk about them.
- ✓ Encourage babbling or your toddler’s trying to say words.
- ✓ Sing songs and read nursery rhymes.
- ✓ Read aloud each day, even if it’s just for a short time.
- ✓ Have your child handle books—books made especially for babies or toddlers, such as interactive books (lift-the-flap or touch-and-feel). This will help your child with motor skills and language development.

Introduce young children (3-5 years) to language.

- ✓ Talk to your young child often and encourage your child to speak by asking questions and talking about what happened during the day.
- ✓ Show your child new things, making sure you name them, and teach your child new words every day.

Every child is different. Know your child’s unique talents, skills, abilities and special needs. Children can enjoy learning and possess a healthy curiosity. Take advantage of learning opportunities. Use the checklist as a guide to lead your child to success.

- ✓ Read aloud each day, even if it is just for a short time.
- ✓ Teach your child the alphabet.
- ✓ Check your local public library for books made especially for 3- to 5-year-olds.

4- and 5-year-olds need:

- ✓ More books, games and songs;
- ✓ Chances to do science, math and art activities;
- ✓ To build their self-reliance and language skills; and
- ✓ To become aware of the world and people around them.



ELEMENTARY SCHOOL

Lead Your Child on the Path to Success

Before the school year begins, find out about the school your child will attend.

- ✓ Visit the school.
- ✓ Visit a classroom in the school.
- ✓ Get a copy of the school's parent involvement plan.
- ✓ Volunteer, for example, to be a room parent, organize a winter coat drive, help out on test day or be a reading coach.
- ✓ Ask the principal for the school's report card.



Communicate with teachers.

- ✓ Find out the best time to contact them by telephone.
- ✓ Ask for the teacher's e-mail address.
- ✓ Find out about Web sites where teachers may list class notes and homework assignments.

Parent-teacher conferences are important.

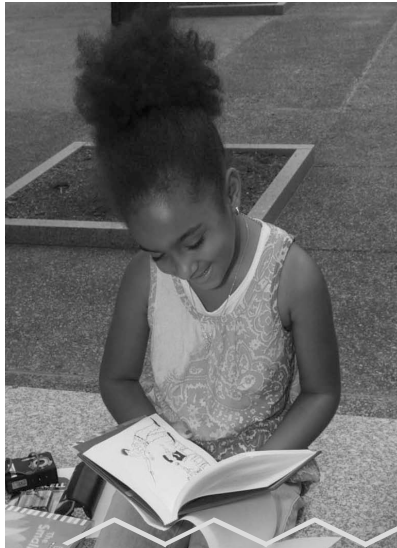
- ✓ Be prepared to listen, talk and take notes.
- ✓ Write out your questions before you meet with the teacher.
- ✓ Ask for specific information about your child's work and progress.
- ✓ Review what the teacher has told you and follow up by talking with your child.
- ✓ Check back with the teacher regularly to see how things are going as the year progresses.

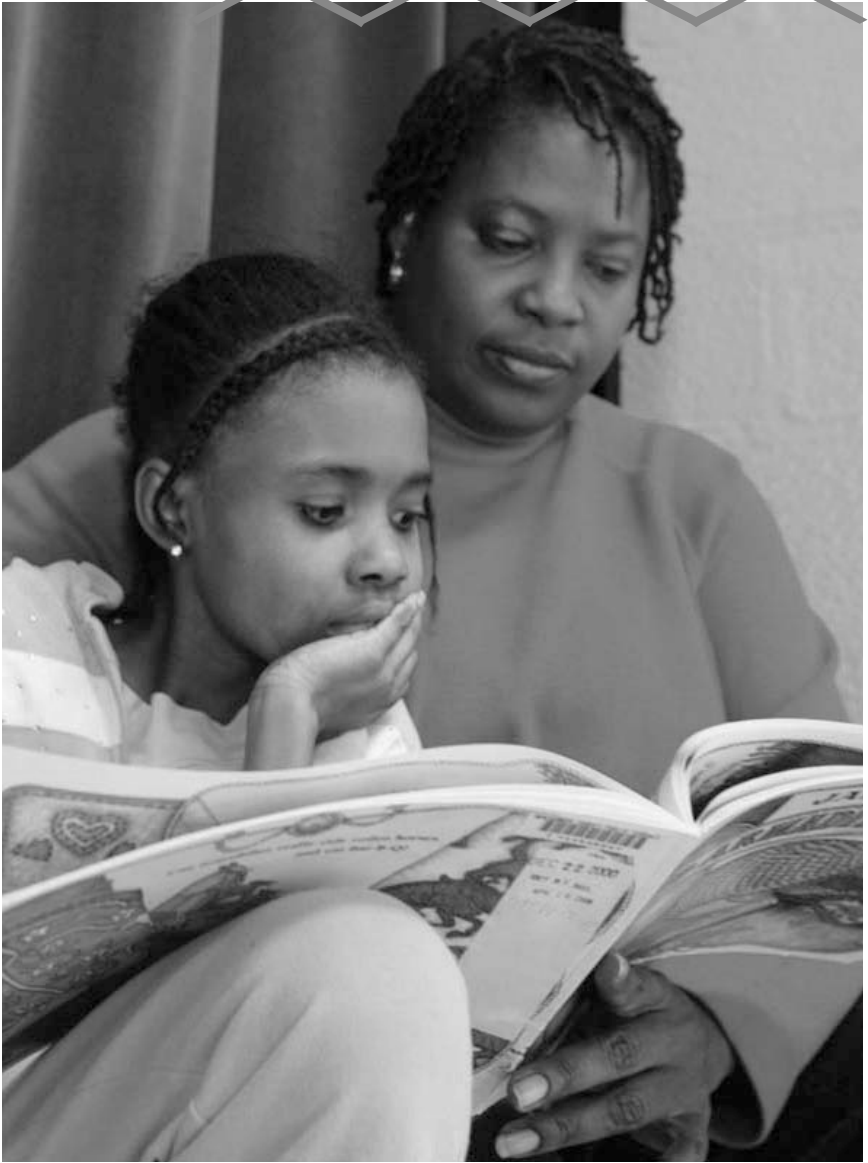
Know that counselors:

- ✓ Can help if there are problems at home, such as divorce or illness, which could affect your child's schoolwork;
- ✓ Have information about achievement tests and can explain what the results mean; and
- ✓ Can tell you what tutoring services are available.

Make sure your child continues to read.

- ✓ Set a special time each day for reading aloud together.
- ✓ Encourage your child to read to you when he or she is ready.
- ✓ Let your child see you enjoying reading.
- ✓ Use audio books that you and your child can listen to together and have your child follow along with the written words in the printed book.
- ✓ Play communication games with your child, such as Scrabble or Pictionary, which involve words and explaining what they mean.
- ✓ Practice day-to-day reading and writing, such as following a recipe or writing a note.
- ✓ Continue to check with the teacher and the pediatrician about your child's language development.





MIDDLE SCHOOL

Be There for Your Child in the Formative Years

Transitioning

- ✓ Help your child transition from elementary to middle school.
- ✓ Discuss the concerns he or she may have before starting middle school, such as learning from many teachers, getting to class on time, finding his or her locker, getting on the right bus, knowing where the cafeteria is, navigating crowded hallways and doing more homework.
- ✓ Talk to your child about the physical and social changes and the social pressures that often occur in the middle school years.

Parental involvement

- ✓ Communicate often with your child, the teachers, and the principal, vice principal or both.
- ✓ Visit the school. Be knowledgeable about the place where your child learns.

The middle school years are a time of transition: emotional, physical, social and academic. Your support and involvement are essential at this stage of your child's growth. Research shows that pre-teens do better in school when their parents are involved in their lives.



You may want to ask the following questions of your child's teachers:

- ✓ Is there a transition program for students leaving elementary school and entering middle or junior high school?
- ✓ Are counselors available who can help your child transition to middle school?
- ✓ Are teachers and principals accessible to parents?
- ✓ When are the parents' nights, sports and art events, and other times when parents are invited to visit the school?
- ✓ When can parents volunteer at the school?

- ✓ Help your child organize a schedule.
- ✓ Help your child set goals with a time limit for completing particular tasks.
- ✓ Listen to what your child tells you and is really saying between the lines. Be sensitive to any fears your child might have. Sometimes it is helpful to reserve comments and actions until you have facts about a situation and know how your child thinks and feels about it.
- ✓ Discuss peer pressure.
- ✓ Communication is the key to being helpful to your child in the pre-teen years.
- ✓ Welcome and get to know your child's friends.
- ✓ Become aware of physical and emotional changes in your child.

Reading in the middle school years

Reading is an important part of the middle school years. Many of the subjects your child studies in middle school involve much more reading than in elementary school. Check with your child's school counselor to see what your child's reading level is. If your child reads below grade level, check with the school to see what additional reading programs are available to help improve your child's skills.



Looking to the future

Help your child focus on preparing academically for high school and college. Encourage your child to take challenging classes. You may want to ask your child's teachers these questions:

- ✓ Will the classes your child takes help him or her be competitive in college and the work world?
- ✓ Is your child having trouble in any classes?
- ✓ What tutoring programs are available?

- ✓ Does your child have good study habits? Does he or she read what is necessary to complete an assignment? hand in assignments on time? prepare ahead of time for assignments and tests instead of cramming at the last minute?
- ✓ Does your child have the supplies needed to complete assignments?

Preparing financially for college

The U.S. Department of Education has a resource to help you determine the financial commitments you will need to make for your child's education beyond high school. The FAFSA4Caster, at www.fafsa4caster.ed.gov, can help you calculate college costs before your child applies to college. And, when your child is ready to apply for financial aid, we make it easier for you to learn how much financial support is available to your family and how to apply for aid.





HIGH SCHOOL

Get Your Child Ready for Work and for Life

Serve as your child's best coach and mentor.

- ✓ Foster your child's independence, and continue to be aware of and support your child's studies and after-school activities.
- ✓ Continue to stay involved with the school as your child progresses through high school.

Know what your high school child needs to succeed.

- ✓ Look for programs designed to help students succeed in college and in a career—those that teach study skills, provide tutoring to enhance skills and knowledge and help students choose the right courses to succeed.
- ✓ Provide structure. Show your child how to manage time for studies, activities, friends and family.



Keep on reading.

- ✓ Continue to make sure your child is reading.
- ✓ Buy or make available books in which your child may have an interest. Students who have more reading materials available to them read more and do better in school.

Partner with teachers and counselors.

- ✓ Get to know your child's teachers and counselors.
- ✓ Continue to attend open houses or parent nights at school to meet your child's teachers.
- ✓ Request parent-teacher conferences when you think they are needed.

Communicate with teachers.

- ✓ Find out the best time to contact them by telephone.
- ✓ Ask for teachers' e-mail addresses so you may contact them outside of school hours, as teachers are usually not available during school hours.
- ✓ Find out about Web sites where teachers may list class notes and homework assignments.

High school is the training ground for college and work. Help prepare your child for college by encouraging him or her to take challenging courses, such as English, math (in particular algebra I and II, but also geometry, trigonometry, and calculus), foreign language, science (biology, chemistry and physics, for example) and history or social studies. To help prepare your child for work, you and your child should meet with the school guidance counselor to choose the best courses based on your child's career interests.

Know that counselors:

- ✓ Handle class registration and schedules;
- ✓ Can help if there are problems at home, such as divorce or illness, which could affect your child's school work;
- ✓ Have checklists of how to apply to college and where to get college financial aid; and
- ✓ Can tell you when college entrance exams are given, especially the SAT and the American College Test (ACT).





Consider safety.

- ✓ Pay attention to your child's behavior and friends.
- ✓ Tell your child to leave valuables at home and to keep belongings locked up, as theft is the most common school crime.
- ✓ Be aware if your child's grades drop or if your child is sad or angry.
- ✓ Talk to your child about any concerns you may have.
- ✓ Consult with counselors, social workers, school psychologists or others trained in and helpful with solving adolescents' problems.

Stay involved with the school.

Be informed through your school's parent-teacher organization and the school newsletter or Web site. Continue to be an advocate for your child and other students in the process.

Tips on paying for college

Loans, grants and work-study aid are available for low-income students through the Federal Student Aid program. The maximum Pell Grant award for the 2010–11 award year is \$5,550.

When your child turns 18

Be aware that when your child turns 18 years old or enters a college or university at any age, the rights under the *Family Educational Rights and Privacy Act (FERPA)* transfer from you to your child. You may become informed about this law at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.



Resources

The following resources for parents are available from the U.S. government and other organizations.

General Education Information

U.S. Department of Education

www.ed.gov

1-800-USA-LEARN (toll free)

Resources for Parents

Parent Training and Information Centers (PTIs)

<http://www.taalliance.org>

Parental Information and Resource Centers (PIRC)

<http://www.nationalpirc.org>

Help With Homework or School Projects

Free Resources for Educational Excellence

<http://www.free.ed.gov>

Schools

Public and private schools, colleges and libraries

<http://www.nces.ed.gov/globallocator>

Reading

National Institute for Literacy (NIFL)

<http://www.nifl.gov/>

Preschool

Ready to Learn TV

www.pbs.org/readytolearn

High School

Federal student
financial aid
www.fafsa.ed.gov

Postsecondary Education

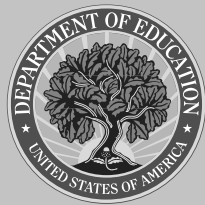
www.college.gov

Local Resources for After-school, Tutoring and Mentoring Programs

Contact your
libraries,
neighborhood
churches, sororities
and fraternities, and organizations, such as your local
National Urban League, 100 Black Men, YMCA and YWCA,
Boy Scouts and Girl Scouts, for such services as computer
access, literacy programs and educational activities.

No government policy will make any difference unless we also hold ourselves more accountable as parents—because government, no matter how wise or efficient, cannot turn off the TV or put away the video games. Teachers, no matter how dedicated or effective, cannot make sure your child leaves for school on time and does their homework when they get back at night. These are things only a parent can do. These are things that our parents must do.

—President Barack Obama



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov

to learn more about child safety, visit www.take25.org.

25 WAYS TO MAKE KIDS SAFER

AT HOME

1. Teach your children their full names, address, and home telephone number. Make sure they know your full name.
2. Make sure your children know how to reach you at work or on your cell phone.
3. Teach your children how and when to use 911 and make sure your children have a trusted adult to call if they're scared or have an emergency.
4. Instruct children to keep the door locked and not to open the door to talk to anyone when they are home alone. Set rules with your children about having visitors over when you're not home and how to answer the telephone.
5. Choose babysitters with care. Obtain references from family, friends, and neighbors. Once you have chosen the caregiver, drop in unexpectedly to see how your children are doing. Ask children how the experience with the caregiver was and listen carefully to their responses.

ON THE NET

6. Learn about the Internet. The more you know about how the Web works, the better prepared you will be to teach your children about potential risks. Visit www.NetSmartz.org for more information about Internet safety.
7. Place the family computer in a common area, rather than a child's bedroom. Also, monitor their time spent online and the Web sites they've visited and establish rules for Internet use.
8. Know what other access your child may have to the Internet at school, libraries, or friends' homes.
9. Use privacy settings on social networking sites to limit contact with unknown users and make sure screen names don't reveal too much about your children.
10. Encourage your children to tell you if anything they encounter online makes them feel sad, scared, or confused.
11. Caution children not to post revealing information or inappropriate photos of themselves or their friends online.

GOING TO AND FROM SCHOOL

12. Walk or drive the route to and from school with your children, pointing out landmarks and safe places to go if they're being followed or need help. If your children ride a bus, visit the bus stop with them to make sure they know which bus to take.

13. Remind kids to take a friend whenever they walk or bike to school. Remind them to stay with a group if they're waiting at the bus stop.

14. Caution children never to accept a ride from anyone unless you have told them it is OK to do so in each instance.

OUT AND ABOUT

15. Take your children on a walking tour of the neighborhood and tell them whose homes they may visit without you.
16. Remind your children it's OK to say NO to anything that makes them feel scared, uncomfortable, or confused and teach your children to tell you if anything or anyone makes them feel this way.
17. Teach your children to ask permission before leaving home.
18. Remind your children not to walk or play alone outside.
19. Teach your children to never approach a vehicle, occupied or not, unless they know the owner and are accompanied by a parent, guardian, or other trusted adult.
20. Practice "what if" situations and ask your children how they would respond. "What if you fell off your bike and you needed help? Who would you ask?"
21. Teach your children to check in with you if there is a change of plans.
22. During family outings, establish a central, easy-to-locate spot to meet for check-ins or should you get separated.
23. Teach your children how to locate help at theme parks, sports stadiums, shopping malls, and other public places. Also, identify those people who they can ask for help, such as uniformed law enforcement, security guards and store clerks with nametags.
24. Help your children learn to recognize and avoid potential risks, so that they can deal with them if they happen.
25. Teach your children that if anyone tries to grab them, they should make a scene and make every effort to get away by kicking, screaming, and resisting.

para más información visite www.toma25.org.

25 MANERAS DE AYUDAR A QUE LOS NIÑOS ESTEN MEJOR PROTEGIDOS

EN LA CASA

1. Enseñe a sus hijos cuáles son sus nombres completos, dirección y número de teléfono de casa. Asegúrese de que sepan el nombre de usted.
2. Asegúrese de que sus hijos sepan cómo comunicarse con usted en el trabajo o en su teléfono celular.
3. Enseñe a sus hijos cómo y cuándo usar el 911 y asegúrese de que haya un adulto en quien puedan confiar y a quien puedan llamar si tienen miedo o en caso de emergencia.
4. Instruya a sus hijos a que mantengan la puerta cerrada con llave y no la abran para hablar con nadie si están solos en la casa. Establezca reglas con sus hijos acerca de recibir visitas en la casa y como contestar el teléfono cuando usted no se encuentre.
5. Escoja a las niñeras con cuidado. Obtenga referencias de familiares, amigos y vecinos. Una vez que haya escogido a la niñera llegue un día sin avisar para ver cómo están sus hijos. Pregunte a los niños cómo fue su experiencia con la persona que los cuidó y escuche atentamente sus respuestas.

EN EL INTERNET

6. Aprenda acerca del Internet. Cuanto mejor sepa cómo funciona el Internet, mejor preparado estará para enseñar a sus hijos los posibles riesgos. Visite www.NetSmartz.org para obtener más información sobre la seguridad en Internet.
7. Coloque la computadora de la familia en un área común y no en la habitación de los niños. Además, supervise el tiempo que sus hijos pasen en línea, los sitios web que visiten, y establezca reglas para el uso del Internet.
8. Infórmese acerca de otros accesos que podría tener su hijo al Internet en la escuela, bibliotecas o casas de amigos.
9. Use configuraciones de privacidad en sitios de socialización para limitar el contacto con usuarios desconocidos y asegúrese de que los nombres de pantalla no revelen demasiada información sobre sus hijos.
10. Anime a sus hijos para que le digan si encuentran algo en línea que les hace sentir tristes, temerosos o confundidos.
11. Aconseje a sus hijos que no publiquen información inapropiada, reveladora, o fotos de ellos o de sus amigos en el Internet.

EN EL CAMINO A LA ESCUELA Y DE VUELTA

12. Camine con sus hijos hasta la escuela y desde ésta, reconociendo sitios conocidos y los lugares seguros donde pueden ir si alguien los está siguiendo o si necesitan ayuda. Si sus hijos viajan en autobús, vaya a la parada con ellos para asegurarse de que sepan qué autobús deben tomar.

13. Recuerde a sus hijos que deben ir acompañados de un amigo siempre que vayan a la escuela a pie o en bicicleta. Y, recuérdelos que permanezcan en grupo en la parada del autobús.
14. Advierta a sus hijos que no acepten nunca que alguien los lleve, a menos que usted les haya dicho que está bien hacerlo.

FUERA DE LA CASA

15. Haga un recorrido a pie con sus hijos por el vecindario y dígalos qué casas pueden visitar sin usted.
16. Recuerde a sus hijos que pueden decir NO a cualquier cosa que les de miedo, les haga sentirse incómodos o confundidos, y enséñeles a decirle a usted si algo o alguien les hace sentir así.
17. Enseñe a sus hijos a pedir permiso antes de salir de la casa.
18. Recuerde a sus hijos que no deben caminar ni jugar solos afuera.
19. Enseñeles a sus hijos que nunca deben acercarse a ningún vehículo, esté o no ocupado, a menos que conozcan al conductor y estén acompañados de un adulto en quien confíen.
20. Practique situaciones hipotéticas y pregunte a sus hijos cómo responderían. "¿Qué harías si te cayeras de la bicicleta y necesitaras ayuda? ¿A quién se la pedirías?"
21. Enseñe a sus hijos a informarle a usted si hay algún cambio de planes.
22. Durante las salidas familiares, establezca un lugar central, fácil de encontrar, para reunirse y reportarse en caso de que se separen.
23. Enseñe a sus hijos a encontrar ayuda en los parques de diversiones, estadios deportivos, centros comerciales y otros lugares públicos. También, identifique a las personas a quienes pueden pedir ayuda, como policías uniformados, guardias de seguridad o personal de las tiendas con identificación.
24. Ayude a sus hijos a reconocer y evitar posibles riesgos de manera que aprendan a como lidiar con ellos en caso que algo les suceda.
25. Enseñe a sus hijos que si alguien trata de agarrarlos, deben hacer un escándalo y hacer todo lo posible por llamar la atención y escaparse ya sea pateando, gritando, y resistiéndose.

teachable moments



playtime



classtime



dinnertime



bedtime

A happy, fun-filled hour at the playground.

A quick break from the books.

A moment between bites of pizza.

A pause at the end of a busy day.

Almost any time is the perfect time to talk to kids about safety and teach them lessons that can impact them for a lifetime.

www.take25.org



it's all about time.

NATIONAL
CENTER FOR
**MISSING &
EXPLOITED**
CHILDREN[®]

The **National Center for Missing & Exploited Children**[®]
Charles B. Wang International Children's Building
699 Prince Street • Alexandria, VA 22314-3175
www.missingkids.com
1-800-THE-LOST[®]

Special thanks to our partner

Jif youck[®]

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take
25sm



Make time to talk
about child safety.

take action today to pave the way for a better tomorrow

What is Take 25?

Take 25 is a national child safety campaign encouraging parents and guardians to take time on May 25th, National Missing Children's Day, to talk to their children about ways to stay safer. A program of the National Center for Missing & Exploited Children® (NCMEC), the Take 25 campaign promotes an ongoing dialogue between children, families, and communities about child safety.



National Missing Children's Day serves as an annual reminder to the nation to renew efforts to reunite missing children with their families, remember those who are still missing, and make child protection a national priority. First declared by President Ronald Reagan in 1983, National Missing Children's Day has been honored by each Administration since.



What can I do?

Host a Take 25 event! Consider hosting a Take 25 safety event in your area. NCMEC provides all the tools necessary including event planning guides, outreach materials, and talking points. You can also help get the word out by volunteering to distribute safety materials and posters or reaching out to your local media. Other event ideas include hosting press conferences, town hall meetings, and child ID events.

Spend time talking to children about ways they can stay

safer. NCMEC has developed simple safety tips and conversation starters that will help you initiate an engaging 25-minute discussion with your children.

Whether you're participating in an event or taking time at home to talk to your children, you'll be part of a national movement dedicated to protecting children.



What can I do at home to make my kids safer?

1. Take your children on a walking tour of the neighborhood and tell them which homes they may visit without you. Teach them to ask you before leaving home and to stay with a friend whenever they're playing outside or going anywhere.
2. Teach your children their full names, address, and telephone numbers. Children should also know their parents' or guardians' full names and how to reach them at work or on their cell phone(s). Make sure they know to call a trusted adult or 911 in case of an emergency.
3. Instruct children to keep the door locked and not to open the door or talk to anyone who comes to the door when they are home alone. Set rules with your children about having visitors over when you're not home and about how to answer the telephone.
4. Teach your children to never approach a vehicle, occupied or not, unless they know the owner and are accompanied by a parent, guardian, or other trusted adult.
5. Learn about the Internet. The more you know about how the Web works, the better prepared you will be to teach your children about potential risks. Visit www.NetSmartz.org to learn more.



TAKE 25 TALKING POINTS

What is Take 25?

Take 25 is a national child safety campaign encouraging parents and guardians to take time on May 25th, National Missing Children's Day, to talk to their children about ways to stay safe. On May 25th, the National Center for Missing & Exploited Children will be promoting a national prevention a national prevention.

A program of the National Center for Missing & Exploited Children® (NCMEC), the Take 25 campaign promotes an ongoing dialogue between children, families, and communities about child safety issues.

Why is Take 25 important?

According to a study by the U.S. Department of Justice there are approximately 100,000 missing children in the United States in 1998, amounting to roughly 2,200 per day. Thankfully, the vast majority are located quickly.

According to that same DOJ study, an estimated 82,700 children were abducted that year by non-family members. A 2003 study conducted by RoperASW, a leading marketing research firm, surveyed a group of more than 1,000 parents and grandparents and found that 75% of the parents and grandparents considered child abduction and sexual exploitation to be a "very big" problem.¹

To learn more about how your local community can get involved, please visit www.toma25.org.



TOMA 25 PUNTOS PARA HABLAR

¿Qué es TOMA 25?

Toma 25 es una campaña nacional de seguridad infantil que exhorta a los padres y guardianes a dedicar tiempo el 25 de mayo, el Día Nacional de los Niños Desaparecidos, para hablar con sus hijos sobre maneras de mantenerlos seguros. Honrado anualmente el 25 de mayo, este día sirve como época de recordar a niños desaparecidos.

Patrocinado por el Centro Nacional para Menores Desaparecidos y Explotados® (NCMEC) por sus siglos en inglés, la campaña de Toma 25 promueve el continuo diálogo entre niños, jóvenes, familias y comunidades acerca de la seguridad infantil.

¿Por qué es importante Toma 25 ?

De acuerdo a un estudio conducido por el Departamento de Justicia, un estimado de 800,000 niños fueron reportados como desaparecidos en los Estados Unidos en 1998. Esto es aproximadamente alrededor de 2,200 niños por día.

Adicionalmente la mayoría de estos niños son localizados rápidamente. Según un estudio del Departamento de Justicia conducido en el 2003 por RoperASW, una firma de investigaciones comerciales, el 75% de un grupo de más de 1,000 padres y abuelos. Los resultados indican la necesidad de incrementar la educación de los padres y abuelos acerca de la explotación sexual infantil un problema muy serio.¹

Para obtenerse acerca de como su comunidad local puede participar, visite www.toma25.org.

What can I do at home to make my kids safer?

- Take your children on a walking tour of the neighborhood and tell them which homes they may visit without you. Teach them to ask you before leaving home and to stay with a friend whenever they're playing outside or going anywhere.
- Teach your children their full names, address, and telephone numbers. Children should also know their parents' or guardians' full names and how to reach them at work or on their cell phone(s). Make sure they know to call a trusted adult or 911 in case of an emergency.
- Instruct children to keep the door locked and not to open the door or talk to anyone who comes to the door when they are home alone. Set rules with your children about having visitors over when you're not home and about how to answer the telephone.
- Teach your children to never approach a vehicle, occupied or not, unless they know the owner and are accompanied by a parent, guardian, or other trusted adult.
- Learn about the Internet. The more you know about how the Web works, the better prepared you will be to teach your children about potential risks. Visit www.Netsmartz.org to learn more.

www.toma25.org

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¿Qué puedo hacer en la casa para ayudar a que mis hijos estén mejor protegidos?

- Haga un recorrido a pie con sus hijos por el vecindario y díeles que casas pueden visitar en usted. Enséñeles o díeles por qué no salir de la casa y si permanecer con un amigo siempre que jueguen afuera o a van a alguna parte.
- Enséñele a sus hijos sus nombres completos, dirección y números de teléfono. Los niños también deben saber los nombres completos de sus padres o tutores y cómo comunicarse con ellos en el trabajo o en sus teléfonos celulares. Asegúrese de que sepan llamar a un adulto en quien puedan confiar o al 911 en caso de emergencia.
- Enséñele a sus hijos a mantener la puerta cerrada con llave y a no abrirla ni hablar con nadie que llame a la puerta cuando estén en la casa solos. Establezca reglas con sus hijos acerca de recibir visitas en la casa y sobre cómo contestar el teléfono cuando usted no se encuentra.
- Enséñeles a sus hijos que nunca deben acercarse a ningún vehículo, esté o no ocupado, a menos que conozcan al conductor y estén acompañados de un adulto en quien confíen.
- Aprenda acerca del Internet. Cuanto mejor sepa cómo funciona el Internet, mejor preparado estará para enseñar a sus hijos acerca de los posibles riesgos. Visite www.Netsmartz.org para conocer más detalles.

www.toma25.org



NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN



Make time to talk about child safety.

My Physical Characteristics/ Mis Características Físicas

Gender/Género _____
 Hair/El pelo _____
 Race/Etnia _____
 Eye Color/Color de ojos _____
 Glasses or contacts/Lentes, lentes de contacto _____
 Braces/Frenos _____
 Piercings/Aretes en el cuerpo _____
 Birthmarks/Marcas de nacimiento _____
 Other Distinguishing Characteristics/Otras características que distinguen _____

My Medical & Personal Information/ Mi Información Médica y Personal

Name/Nombre _____
 Nickname/Nombre _____
 Street/Calle _____
 City/Ciudad _____ Zip/Código postal _____
 State/Estado _____
 Mothers' Name/Nombre de la madre _____
 -Work/Oficina _____
 -Home/Casa _____
 -Wireless/Celular _____
 Father's Name/Nombre del padre _____
 -Work/Oficina _____
 -Home/Casa _____
 -Wireless/Celular _____
 Guardians' Name/Nombre del guardián _____
 -Work/Oficina _____
 -Home/Casa _____
 -Wireless/Celular _____
 Physicians' Name/Nombre del médico _____
 Phone Number/Número de teléfono _____
 Medication/Medicina _____
 Blood type/Tipo de sangre _____
 Allergies/Alergias _____

IMPORTANT All copies of your child's photos and descriptive and identifying information should only be maintained by the parent and/or guardian and should be secure and easily accessible.
IMPORTANTE Todas las copias de fotos e información personal y de identificación de sus hijos deben ser mantenidas por los padres o guardianes en un lugar seguro y accesible.

My Photo/MI Foto



My First Name/MI nombre _____
 My Last Name/MI apellido _____
 Date/Fecha _____
 Date of Birth/Fecha de nacimiento _____

Remember to use a high-resolution, head-and-shoulders photo of your child, and update it every 6 months. To request additional copies of the Table 25 Child ID kit, please visit www.missingkids.com

Recuerde de usar una foto de alta resolución que muestre la cabeza y los hombros de su niño(a). Las fotos deben ser actualizadas por lo menos cada 6 meses. Para solicitar más tarjetas de identificación de Table 25 por favor, visite www.missingkids.com



Special thanks to our partner *MissingKids*

My Fingerprints

Fingerprints are critical to a complete child identification record and should be taken by competent, trained individuals, such as law enforcement personnel.

Mis Huellas Digitales

Las huellas digitales son vitales para la identificación completa del niño(a). Deben ser tomadas por personal capacitado y autorizado, como la policía.

Right Thumb Pulgar Derecho	Right Index Índice Derecho	Right Middle Dedo Medio Derecho	Right Ring Anular Derecho	Right Pinky Meñique Derecho
Left Thumb Pulgar Izquierdo	Left Index Índice Izquierdo	Left Middle Dedo Medio Izquierdo	Left Ring Anular Izquierdo	Left Pinky Meñique Izquierdo

Si you believe that your child is missing:

if your child is missing from home, search through closets, piles of laundry, in and under beds, inside large appliances and vehicles—including trunks—and anywhere else that a child may crawl or hide. Immediately call your local law enforcement agency and provide them with your up-to-date Child ID kit. After you have reported your child missing to law enforcement, call the National Center for Missing & Exploited Children on our toll-free telephone number: **1-800-THE-LOST** (1-800-945-5678). If your computer is equipped with a microphone and speakers you may talk to one of our Hotline operators via www.missingkids.com

Si usted cree que su hijo(a) ha desaparecido:

Si su hijo(a) desaparece de la casa, busque en los armarios, pilas de ropa sucia, debajo de las camas, en el interior de aparatos y de vehículos incluyendo baúles, y en todos los lugares en los que su hijo(a) pueda arrojarse o esconderse. Llame inmediatamente a su policía local y al Centro Nacional para Menores Desaparecidos y Explotados al **1-800-THE-LOST** (1-800-945-5678). Si su computadora está equipada con un micrófono y parlantes usted puede hablar con nuestras operadoras a través de www.missingkids.com

★ Knowing My ★ Rules for Safety ★

1. I CHECK FIRST with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, or getting into a car.
2. I TAKE A FRIEND with me when going places or playing outside.
3. I TELL people "NO" if they try to touch me or hurt me. It's OK for me to stand up for myself.
4. I TELL my trusted adult if anything makes me feel sad, scared, or confused.

Sometimes there are people who trick or hurt others. No one has the right to do that to you. So use these rules, and remember you are **STRONG**, are **SMART**, and have the right to be **SAFE**. Always

- CHECK FIRST
- TAKE A FRIEND
- TELL PEOPLE "NO" IF THEY TRY TO TOUCH YOU OR HURT YOU
- TELL AN ADULT YOU TRUST IF ANYTHING HAPPENS



1-800-THE-LOST® (1-800-843-5678)
www.missingkids.com



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Detach and share the bookmark below with your kids!

★ Knowing My ★ Rules for Safety

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★ Conozco mis ★ ★ Reglas de Seguridad ★

1. **CONSULTO PRIMERO** con mis padres, guardianes u otros adultos de confianza antes de ir a cualquier lado, ayudar a alguien, aceptar algo o subir a un auto.
2. Siempre **VOY CON UN AMIGO** cuando voy a algún lado o juego afuera.
3. **DIGO QUE "NO"** si alguien trata de tocarme o lastimarme. **ESTÁ BIEN** que me defienda.
4. **LE DIGO** a un adulto de confianza si algo me hace sentir triste, asustado o confuso.

A veces hay personas que tratan de engañar o lastimar a otros. Nadie tiene el derecho de hacerte eso. De manera que usa estas reglas y recuerda que eres **FUERTE, INTELIGENTE** y que tienes el derecho de **ESTAR A SALVO**. Siempre

- **CONSULTA PRIMERO**
- **VE CON UN AMIGO**
- **DI QUE "NO" SI ALGUIEN TRATA DE TOCARTE O DE HACERTE DAÑO**
- **SI ALGO OCURRE, DÍSELO A UN ADULTO DE CONFIANZA**



1-800-THE-LOST® (1-800-843-5678)
www.missingkids.com



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¡Corte y comparte este señalador con sus hijos!

★ Conozco mis ★ Reglas de Seguridad

1. **CONSULTO PRIMERO** con mis padres, guardianes u otros adultos de confianza antes de ir a cualquier lado, ayudar a alguien, aceptar algo o subir a un auto.
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GRAND RAPIDS POLICE DEPARTMENT

Gang Awareness Guide

Recognize
the
Signs

Grand Rapids Police Department – Grand Rapids, Michigan

Gangs in Grand Rapids

Gangs are not a new phenomenon that occurred overnight in the Grand Rapids area. They have been present for many years, although their activity seems to fluctuate at different levels.

This is consistent with trends across the country. From the smallest towns to the largest cities, there are documented cases of street gangs.

The trend in recent years has shifted from large, well organized, widely recognized gangs to smaller, neighborhood groups. These groups typically are more loose knit and less defined, but still very dangerous.

Nationally, more than 80% of individuals involved in gang activity end up spending time in jail, prison, or end up dead as a result of their gang involvement.

Gang members in the Grand Rapids area have been linked to a multitude of crimes from graffiti and vandalism to burglary, weapons offenses, robbery, and even murder.

The purpose of this guide is to assist you in recognizing the possible signs of gang activity or gang membership.

What is a gang?

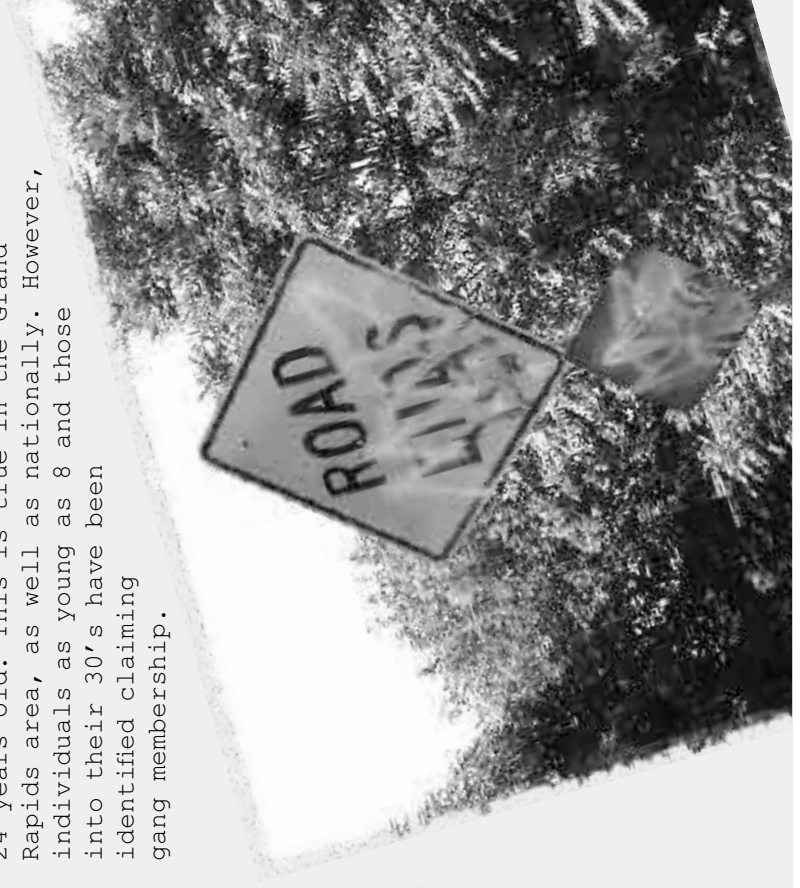
A gang is three or more individuals who associate together, have a common bond and engage in criminal or delinquent activities.

Where did gangs come from?

Gangs are mostly influenced from the west coast (California) or Midwest (Chicago). However, Grand Rapids sees numerous block-based or neighborhood gangs. This is true for much of the nation where gangs are formed by individuals in their own neighborhoods. The names of neighborhood gangs many times reflect this.

What are the ages of gang members?

The average age of gang members is from 14-24 years old. This is true in the Grand Rapids area, as well as nationally. However, individuals as young as 8 and those into their 30's have been identified claiming gang membership.



Each case is different but some reasons include:

- **Acceptance** – Many times kids feel that they are not getting the attention at home that they need. They then turn to an outside source and often find what they are looking for in a gang.
- **Family** – Sometimes older family members are already a part of a gang and kids want to emulate their older relatives.
- **Protection** – In neighborhoods where gang activity exists, it is sometimes easier for a kid to join a gang than be victimized on a regular basis.

Factors leading to gang involvement

- **Excitement** – Kids sometimes find a thrill in being involved in criminal activity. This is very dangerous because the severity of the crime must often increase to continue the “rush.”
- **Peer Pressure** – Kids who hang around gang members are guaranteed to be pressured into joining the gang.
- **Financial Gain** – Gang members many times are involved in drug dealing, thefts, burglaries, and robberies to make money.
- **Socialization** – Gangs have the best parties. Drugs and alcohol are typically readily available at gang parties.





How do kids join a gang?

- **Blessed or Walked in** - Sometimes an individual is asked to join a gang and they are allowed to do so without anything further.
- **Jumped in** - This ritual usually consists of an individual having to fight other gang members, usually 3 to 5, for a given time period. This is the most common form of gang initiation and kids usually show the signs of an assault afterwards.
- **Sexed in** - Female gang members sometimes have to perform sexual acts on one or more members of the gang as an initiation.
- **Commit Crimes** - Some gangs require a recruit to commit specific crimes before being allowed to join a gang. These crimes can be anything from graffiti to theft to a shooting.

Signs of Gang Involvement

Many gang members are teenagers, which means many of these indicators below will apply. A combination of 3 or more of these signs could be a good indicator of gang involvement.

- Admits to gang membership
- Use of unusual nicknames
- Withdrawal from family
- Major negative behavior changes
- Staying out late, without permission or explanation
- Increased injuries
- Develops new, unusual desire for privacy (will not introduce new friends)
- New "Friends"
- Calls from unknown people
- Declining grades or school attendance
- Unexplained obsession with certain sport teams
- Preference of specific colors or clothing
- Practice and use of hand signs
- Tattoos or graffiti on clothing, books, or in their room
- Unusual drawings on books, papers, homework
- Obsession with gangster rap, gangster movies, and guns
- Friends in trouble at school or with police
- New alcohol or drug use
- Appearance of unexplained money or items



What to look for

- **Clothing** - Gang names, air brushings, RIP, colors, customized shirts, colored shoes and/or shoe laces, colored bandanas, colored beads, and colored rubberbands are all indicators of gang involvement. Sport team colors and logos are also worn many times by specific gangs.



- **Drawings, Writings, Homework**
 - Gang members will often fantasize about the gang. This is evident by drawings on school folders, homework, lockers, walls, desks, and anywhere else they can leave their mark.



- **Tattoos, Marks, Brands** - Individuals who get gang tattoos usually are planning on staying in the gang for a long time.



Gang Graffiti

Gang graffiti is sometimes known as the "newspaper of the street." Gang members advertise turf, rivalries, and affiliations through graffiti. Many times graffiti will show disrespect and warnings to rival gang members.



- It should be noted that gang graffiti and "tagger graffiti" are very different. Tagger graffiti is done by "street artists" with no gang affiliation.



EXAMPLE OF TAGGER GRAFFITI

What can you do to prevent gang involvement?

- Monitor living space for possible gang paraphernalia
- Develop open and frequent communication with children (Talk and Listen!)
- Encourage children to become involved in athletics, clubs, or other positive activities to establish a sense of belonging
- Report all crimes
- Monitor children's exposure to violence (video games, music, television)
- Set clear limits and follow through with discipline if rules get broken
- Put a high value on education and life goals
- Teach children decision making and conflict resolution skills
- Cultivate respect for others' property and community pride
- Get to know the children's friends and families
- Learn the real names of your children's friends
- Be a positive role model and direct the children to other positive individuals
- Spend quality time with the children
- Become involved in a child's life
- Don't overlook the signs, if they are there **TALK TO THEM EARLY!**

Words--
Communication
Encourage

Education
Listen

PRIDE



Resource Page

Grand Rapids Police Department	456-3400
Graffiti Removal Hotline	456-3666
GRPD Crime Prevention	456-3363
Arbor Circle	456-6571
Baxter Community Center	456-8593
Eastown Ministries	785-2721
Central City Weed & Seed	331-7247
Hispanic Center of Western Michigan	742-0200
Jubilee Jobs	774-9944
Neland Ave CRC	245-0669
Urban Family Ministries	365-9009



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