

ARISE SPROUTS

TEEN PREGNANCY PREVENTION SERIES: BUILDING A FAMILY AND TEEN PREGNANCY

TABLE OF CONTENTS

About the Sprouts Series.....	3
ARISE Foundation: An Overview.....	4
Tips for Teaching ARISE Life Management Skills.....	5
Performance Evaluation.....	7

SECTION ONE

Chapter One: What Is a Family?.....	9
Chapter Two: Building a Strong Family.....	13
Chapter Three: The Father’s Role.....	17
Chapter Four: Friends and the Extended Family.....	21
Chapter Five: The Single Parent.....	23
Chapter Six: Family Conflicts and Resolutions.....	25
Chapter Seven: Child Care.....	28
Chapter Eight: Talk Show.....	31

SECTION TWO

Chapter Nine: Preventing Teen Pregnancy.....	33
Chapter Ten: Avoiding Teen Pregnancy.....	39
Chapter Eleven: Talk Show.....	42

TABLE OF CONTENTS (CONT.)

LEARNER'S WORKSHEETS

SECTION ONE

Chapter One: What Is a Family?.....	44
Quiz.....	59
Chapter Two: Building a Strong Family.....	60
Quiz.....	72
Chapter Three: The Father's Role.....	73
Quiz.....	87
Chapter Four: Friends and the Extended Family.....	88
Quiz.....	95
Chapter Five: The Single Parent.....	96
Quiz.....	101
Chapter Six: Family Conflicts and Resolutions.....	102
Quiz.....	112
Chapter Seven: Child Care.....	113
Quiz.....	120
Chapter Eight: Talk Show.....	121
Assessment.....	128

SECTION TWO

Chapter Nine: Preventing Teen Pregnancy.....	131
Quiz.....	145
Chapter Ten: Avoiding Teen Pregnancy.....	146
Quiz.....	155
Chapter Eleven: Talk Show.....	156
Assessment.....	163

ANSWER KEYS AND BONUS CONTENT

Worksheet Answers.....	165
Quiz and Assessment Answers.....	168
ARISE True Life Tales.....	173
ARISE Motivational Posters.....	182

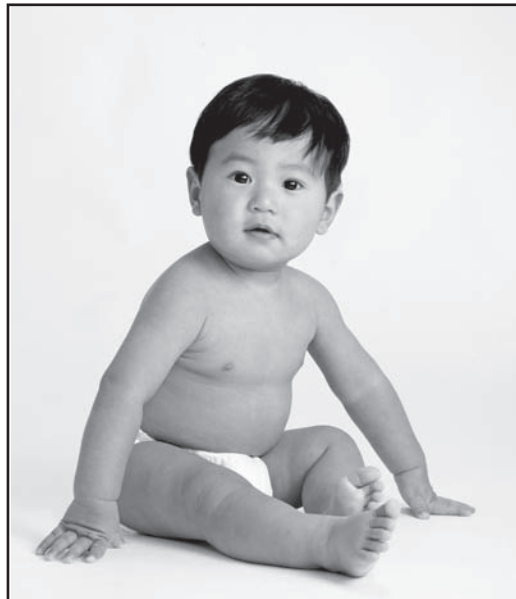
ARISE SPROUTS

TEEN PREGNANCY PREVENTION SERIES: BUILDING A FAMILY AND TEEN PREGNANCY

SECTION ONE

“If you raise your children to feel that they can accomplish any goal or task they decide upon, you will have succeeded as a parent and you will have given your children the greatest of all blessings.”

—Brian Tracy



www.ariseflife-skills.org

1

WHAT IS A FAMILY?

Objective: Learners will define “family” and become aware of the different family types.

WHAT IS A FAMILY?

Worksheet: *Page 44*

Learner’s Workbook: *Page 3*

Have learners look at worksheet page 44, Learner’s Workbook page 3. Direct learners to circle each picture showing a family. When they have completed the worksheet, ask them to discuss what the word “family” means. Answers may include: *It’s when people love you no matter what or they are very important in your life.*

WHAT’S GREAT ABOUT MY FAMILY?

Worksheet: *Page 45*

Learner’s Workbook: *Page 4*

1. Divide learners into groups of four. Have them turn to worksheet page 45, Learner’s Workbook page 4 and create a TV commercial describing a great family. Encourage everyone to be creative.
2. Allow each group to act out their productions. Discuss each presentation after the performances.

MY FAMILY

Worksheet: *Page 46*

Learner’s Workbook: *Page 5*

1. Have everyone turn to worksheet page 46, Learner’s Workbook page 5. Direct learners to write about their relatives, including names, gender (male or female), and ages. Next, let learners explain what their family means to them. Examples include *support, help, and love.*
2. Encourage volunteers to share what they write with the group.

TYPES OF FAMILIES

Worksheet: *Pages 47-50*

Learner's Workbook: *Pages 6-9*

1. Display worksheet pages 47-49, Learner's Workbook pages 6-8 where all can see. Ask for volunteers to read the descriptions (demanding, permissive, democratic). Have learners brainstorm differences between the three types of families.
2. Direct learners to worksheet page 50, Learner's Workbook page 9. Let everyone answer each of the questions and use them to prepare a two-minute speech on different kinds of households. Ask learners to give their speeches out loud.

BIRTH ORDER

Worksheet: *Page 51*

Learner's Workbook: *Page 10*

1. Explain how each person plays a special, unique part in the family. Have learners write a story about the role they play within their own households. Then, allow everyone to present their work to the group.
2. Discuss learners' stories. Do most feel like a positive part of their family? Why or why not?
3. Post worksheet page 51, Learner's Workbook page 10 where all can see. Ask volunteers to read the information and discuss it as a group. Let them share personal examples showing birth-order ideas to be true or false.

WHO AM I?

Worksheet: *Page 52*

Learner's Workbook: *Page 11*

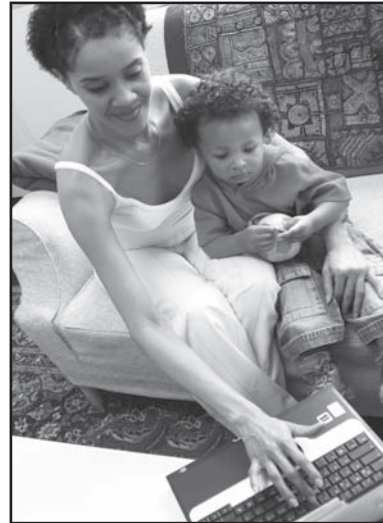
1. Have each person look at worksheet page 52, Learner's Workbook page 11. Encourage learners to write a brief description of themselves.
2. Ask volunteers to share their paragraphs.

SHARE AND DISCUSS THE FOLLOWING WITH LEARNERS:

Almost 20 percent of 6th- through 12th-grade students do not have a 10-minute conversation with a parent at least once per month.

WHAT IS A FAMILY?

Circle each picture of a family.



WHAT'S GREAT ABOUT MY FAMILY?

Write a commercial describing good things about your family. For these purposes, don't worry about spelling and grammar. Just do the best you can.



MY FAMILY

Describe your relatives and write a definition of family. For these purposes, don't worry about spelling and grammar. Just do the best you can.

NAME

GENDER (MALE OR FEMALE)

AGE

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MY DEFINITION OF A FAMILY

DEMANDING FAMILIES

ADULTS MAKE AND ENFORCE
ALL FAMILY RULES.



PERMISSIVE FAMILIES

THERE ARE FEW
RULES OR GUIDELINES.
ALL FAMILY MEMBERS
ARE ON THEIR OWN.



DEMOCRATIC FAMILIES

TRY TO CREATE POSITIVE RELATIONSHIPS
BASED ON RESPECT AND ENCOURAGEMENT.
ADULTS ARE OPEN TO SUGGESTIONS AND
WILLING TO LISTEN TO THEIR CHILDREN.



BIRTH ORDER

Only child:

Gets high grades, loves himself a great deal,
can convince people to agree with him

Oldest child:

High achiever, has many
expectations and responsibilities

Middle child:

Cheerful, outgoing, a compromiser

Youngest child:

Gets away with a lot, treated as a baby



