

CHAMPION WOODWORKS



**Mr. Warren
Valley Oaks Charter High School**

Champion Woodworks

WELCOME:

Expectations
Oral presentation

Prompt writing

Evaluations

UNIT 1: BECOMING A CHAMPION

Good Character
Physical Fortitude

High Moral Values
Sound Wisdom

Persistent Faith

UNIT 2: WORLDVIEWS

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Your World

The Big Five
Pain, suffering, death, and dying

The Shaping of Worldviews

UNIT 3: WORK ETHIC

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APPENDIX

Consent to use power tools
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EXPECTATIONS

Introduction

The Woodworking Department of Valley Oaks Charter School exists to partner with parents by helping students reach their fullest potential as:

Academic Achievers who have a passion for life-long learning.

Effective Communicators who demonstrate competence in oral, written, illustrative, and artistic communication.

Critical Thinkers who can analytically read construction plans, build woodworking projects, and prepare wood surfaces for finishing material.

Literate Operators of Technology who efficiently, effectively, and safely utilize woodworking equipment to produce useable products.

Culturally Aware Citizens who considerately and selflessly work with others.

Motivated, Self-Directed People who strive to learn and apply goal setting techniques, organize and manage time efficiently, and assume personal responsibility for planning, constructing, and finishing woodworking projects.

Teaching Method:

To help each student reach his or her fullest potential, we employ the LEARN method of instruction, which is an acronym that stands for Listening, Examining, Applying, Researching, and Notifying. That is to say, students will learn by:

Listening to information taught in class

Examining classroom demonstrations and methods of woodworking techniques

Applying what is learned by building woodworking project(s)

Researching outside articles to further gain knowledge on given subject matter

Notifying others what has been learned through written responses, group collaborations, and oral presentations.

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PROMPT WRITING

Introduction

Each week students are required to write a response to a prompt. Prompts are provided at the beginning of each unit of study and are designed to help students fully process what they have seen and heard in the classroom. To do so, students are required to investigate each topic presented in the prompt by researching outside articles on the internet. Following are the requirements for submitting prompt responses to the instructor:

- At least one quote from an online article must be included in your work. Dictionary and/or encyclopedia references will not be accepted. Make certain citations are in quotation marks.
- At least one quote about the subject from this class textbook must be included in your submittal.
- Following the MLA format for citing materials, resources must be listed at the bottom of the page under WORKS CITED as follows: Name of author, *Name of article*, Web URL address, the date you found it. For citing the text, simply put down the name of the text, the chapter, and the page number (see below).
- Prompt submission requirements:
See Sample below
Make sure you write and underline the prompt number along with the prompt at the top of the paper.
- Prompt responses shall be graded as follows: Internet citation(s) = 1 pt. Class textbook citation(s) = 1 pt. Minimum amount of words included = 1 pt. Submission requirements of prompt are met = 1 pt. Work turned in is legible and well organized = 1 pt.
- Prompt responses will not be returned to the student, but shall be submitted to his/her resource teacher.
- Double space the body of your essay.
- Homework not turned in before the unit test shall receive a “0”.

Sample:

Smith 1
Joe Smith
Champion Woodworks
Prompt #18
February 2, 2014
<u>Prompt 18: In 150 words, explain how to submit prompt responses to the instructor.</u>
<p>Skip a line and then begin writing your answer. “Whenever you refer to or use another’s words, facts or ideas in your paper, you are required to cite the source” (Georgetown, 1). It’s that easy. Just explore the web by typing the topic in a search engine, find an article, and include a quote in your response. And don’t forget, “make certain the citation is in quotation marks” (Warren, 4). Of course you will say all of this in 150 words. Be sure to include practical <i>how to</i> information in your response, and use your own words.</p>
WORKS CITED:
Georgetown University Library. <i>Turabian footnote/endnote style</i> . http://www.library.georgetown.edu/tutorials/research-guides/turabian-footnote-guide , n.p. 2013. 8/11/14
Warren, Todd. <i>Advanced Woodworking</i> . Valley Oaks Charter School, n.p., 2013

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EVALUATIONS

Introduction

To further help students comprehend the subject matter presented in this text and the corresponding lab work they are required to prepare for evaluations by reviewing the material, processing it, and presenting what they learned to the instructor. A list of evaluations and a brief description are below.

Unit Essays:

Students shall complete three research essays per semester on personal development topics discussed in class. As partners in education, each student's essay will be graded by their parent/guardian and the instructor (see appendix for evaluation form).

Oral Presentation:

Students shall make one oral presentation on a personal development topic (see appendix).

Work Performance Evaluation:

Student work performance will be evaluated by peers two times every semester. Evaluations shall be done in four areas of student performance: 1) Safety, 2) Tool Usage, 3) Teamwork/Involvement, and 4) Overall work ethic (see appendix).

Team Performance Evaluation – Group Grade:

Students shall receive the same grade for the finished product(s) they produced as a team for those in need.

Progress Check – Individual Grade:

Student progress shall be evaluated twice during the semester according to the S.H.O.P C.O.D.E. of conduct (Safety, Honesty, Openness to learn, Productivity, Consideration of others, Orderliness, Diligence, and pursuit of Excellence).

Homework:

Student shall complete a homework packet for each unit of study. Homework is required every day and shall include:

1. Daily research (findings shall be recorded in the student's notebook)
2. 150 word essay due every Friday
3. Parent/guardian review

Work Ethic Evaluation:

Students shall receive individual grades based on their daily work ethic as follows:

1. Cooperation (student does share of cleaning, picks up after self, helpful, teachable, involved and engaged)
2. Diligence (Student is hard working and industrious, self-motivated, takes initiative, progression of work, time management)
3. Behavior (Student fulfills personal work ethic code, punctual, focused, friendly, not a distraction to others)

Absences:

Absent students must complete an Absentee Assignment, which is available at the front desk in the High School Office. Failure to do so will result in a daily work ethic score of "0" for day(s) missed.

Unit 1

Becoming a Champion



The Making of a Champion: Good Character

High Moral Values

Intelligent and Persistent Faith

Physical Fortitude

Sound Wisdom

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Prompts

Prompt 1: In 150 words, from the list of nine champion character traits discussed in this chapter, examine which you feel are the three most important. Be sure to explain why each is important to you and how you will strive to have them in your life.

Prompt 2: In 150 words, from the list of ten moral values listed in this chapter, examine which you feel are the three most important. Be sure to explain why each is important to you and how you will strive to have them in your life.

Prompt 3: In 150 words, define intelligent and persistent faith. Next, describe what an object of faith is. Then, explain your object of faith and how well it is working for you. Finally, explain steps you can take to exercise greater, more confident faith.

Prompt 4: In 150 words, explain the aspects of physical fortitude and the four steps mentioned in the chapter that you can take to developing strength of mind and physical health.

Prompt 5: In 150 words, describe wisdom and how it is applied to champion living. From the eight characteristics of wisdom mentioned in this chapter, explain three characteristics you want your wisdom to look like and why.

Essay: In a minimum of 500 words, examine the five elements necessary for being a champion in life: good character, high moral values, intelligent and persistent faith, physical fortitude, and sound wisdom. Be sure to write your definition of a true champion and how you intend to be one this year.

The Making of a Champion

Introduction:

Welcome to *Champion Woodworks*, where every student learns how to live like a champion. Everything about this course – the talks, the essays, and the woodworking projects – is designed to help you reach your fullest potential and excel in every aspect of life. That is what we want for you, and to see it happen we have two goals in mind. The first is to teach you what it means to be a champion in life, and the other is to provide you with an opportunity to partner with other woodworkers to champion the needs of others.



None of us are perfect, and nothing we do in this class is expected to be perfect, but it will be excellent. While others may settle for mediocrity, we will strive for excellence in everything we do; excellence in what we make for others, and excellence in what we make of ourselves. That is to say, we will make wood products we can be proud of and that others will value, and we will make decisions which add to the quality of our lives and to the quality of the world in which we live.

In this class, you will discover that in the heart of a true champion there is the desire to help others. Champions want everyone to reach their fullest potential, and they do what they can to help them get there. Sadly, often the ability for people to reach that potential is hindered simply because their practical needs are not being met. Service programs for the poor need shelving units to store valuable materials, women's homes need closets to help the battered and abandoned feel like they have a place to belong, and disadvantaged children need toys to feel the wonder of childhood. Therefore, we will use our woodworking skills to champion the needs of others. Our focus will be on non-profit organizations in our city that work to serve those in need, those in pain, or those in mourning. We will meet with these organizations, discover what they need, and use our skills to fill that need.

However, we do more than just build stuff. We also learn to live like champions! Six units of study have been carefully selected and designed to get you thinking. In this class, you are not expected to merely repeat what you have been taught, but to process the information, run it through your own experience and research, and develop an opinion of your own. In these six units, you will discover what makes a person a champion, the way people see the world and their place in it, the importance of a good work ethic, the character traits of a champion, the necessity of a balanced life, and how to nurture healthy relationships.



Making a Champion:

To become a champion, you must be dedicated and willing to push yourself towards excellence in five key areas of your life: your character, your moral values, your faith, your health, and your wisdom. Though people approach these differently, champions throughout history have found them to be essential. It is safe to say, therefore, if you grow in each of these areas, you will experience a champion's life. What does that mean? Well, first of all, being a champion in life does not mean you will experience success, fame, or victory. Instead, being a champion in life means you experience peace, health, and contentment.

We all know that growth does not come easily, especially if you strive for excellence. If champions of sports must work hard to achieve their fullest potential, so must champions in life. This all begins with resolve; a decision to make your pursuit of such things a constant goal. To become a champion in life, then, you must first answer this question:

Will I consider good character, high moral values, intelligent and persistent faith, physical fortitude, and sound wisdom important goals in my life worthy of attention and effort?

Before you continue, discuss the above question with your parents or guardians. Then, make a decision according to their counsel. If your answer to the question is yes, rewrite it in an “I will...” statement, like this:

“I will consider good character, high moral values, intelligent and persistent faith, physical fortitude, and sound wisdom important goals in my life worthy of attention and effort.”

When you are finished writing it, date it and put it somewhere you will see it. Then, go for it!

Champions have good character

The first area of the champion’s life we will look at in this chapter is **character**. A person’s character is seen in certain qualities or features they possess, and is determined by both their behavioral traits and their valued principles. People can have good character or bad character. They can have good qualities or bad qualities. To list the differences is difficult, but one thing is certain: everyone knows what good character looks like.

For those who want to experience peace, health, and contentment, universally good character traits will never guide them in the wrong direction. They will help you develop healthy relationships, a good reputation, a mutually beneficial work ethic, and a strong legacy. Below are nine such character traits worthy of consideration.

Character traits of champions:

The character traits below are valued in our culture as being at the top of the list for champion living. Consider what each means to you and decide which you will value in your life as a worthy pursuit.

1. *Service/charity*. Some might even call this love. Champions have a genuine concern for people and they serve to help them, either through action or charitable donations. They are not only concerned for the poor, but for all people. As employees, champions see their jobs as an opportunity to serve their employer, rather than a place for their employer to serve them a paycheck. Champions are servants. Champions love people.
2. *Positive attitude*. People with a positive attitude have joy - a deep abiding sense that all is well and will be well. They may not be happy, but positive people think the best about the difficult people and situations affecting them. It is like hope with a genuine smile.
3. *Confidence*. Champions are not insecure people. They are at peace with themselves and with what they do. They don’t worry about what others think of them, and they don’t worry about trying something new. They have the confidence in their abilities, talents, and sheer willingness to try something and do it the best way they know how. The peace they have provides them with the confidence they need.
4. *Patience*. The reason woodworking is such a useful tool for teaching people to be champions is because it requires patience. Champions know how to take life at its necessary pace. They don’t hurry through needlessly. They know how to wait. They know how to endure without complaining. In fact, the phrase *long suffering* was once used instead of *patience*, because being patient means that a person can put up with a lot without complaining, worrying, getting angry, or stressing. They can suffer for a very long time.
5. *Humility*. People who are humble are meek, modest, or gentle. True, they do not think more highly of themselves than what they ought to think, but more importantly they raise others higher than themselves. It is not that they think less of themselves. It is that they think of themselves less. Humble people are not weak. They are powerful, but their power is under control and they have no reason to show it off to others.
6. *Good work ethic*. A good work ethic is more than just being a hard worker. It is being a good person. People with a good work ethic pursue excellence in everything they do. They work to be a good student, a good child, a good spouse, a good athlete, a good employee, a good employer, or a good citizen. Goodness clearly belongs to champions. It means they do things well.
7. *Kindness*. Champions are kind. They are thoughtful, not only towards those in need, but towards all people. They are sympathetic to what people need. Cooking for the family or cleaning the house is an act of kindness. It is also kind to write someone a note of appreciation, or letting a person go in front of you in line.
8. *Faithfulness*. I like to call faithfulness, sticktoitiveness. Those who are faithful stick to their commitments regardless of what they get out of them. Faithful people are more concerned about not quitting than they are about benefiting. They hunger to learn, they want to improve, and they want to be lifelong learners. In relationships, they don’t abandon others or quit on their friends. The faithful never quit.
9. *Discipline*. It takes discipline to be a champion. It’s not going to magically happen. Disciplined people have self-control. They do not blow up in anger, and they are not controlled by lust, gluttony, or insecurity. The disciplined have learned to be masters of their fate, captains of their body, and bosses of their schedule.



Chapter 2

High Moral Values

Introduction:

There is simply no getting around it, people who live life as champions have high moral values. Even those whom we consider champions of sports, film, music, and politics are expected to live by a higher standard than that of non-champions, and they are publically criticized when they fail. Why is that? It's about character. When people judge the quality of a person, they judge their character. We might not like it or agree with it, but that's the way it is. You see, "character is a universal phenomenon descriptive of people who possess the courage and conviction to live by moral virtues."¹ When people have low moral standards, they are considered by others to lack character. If you want to have strong character, then, you must have high moral values.



Certainly, being worried about what others think of you is not what this class is about. Champions are not so insecure that the judgment of others bothers them. We do, however, want you to live as a champion with high moral standards because such a life will bring you fewer regrets and greater fulfillment. Deciding what your morals will be at this point in your life is wise, and it will provide you with an anchor through many difficult times and decisions. Ultimately, the choice is yours. Do you want to be a champion or not? If so, below are some moral values to consider.

What is a moral value?

Morals are convictions people have about something being right or wrong. Murder is the easiest example to use here. There are laws on the books of every culture demanding that people not kill other people. This is because humans morally value life. Letting people live life without fear of being killed is right and it is good. Murder, then, is understood to be morally wrong.



Moral values rule your life. The things you value as being right and good are called *principles*, and they guide you through every decision. They are what you follow. If your principles are in proper balance and in harmony with the way the body and human psyche work,² then you will experience champion living, champion success, and champion rewards.

Moral values motivate character. Like it or not, agree with it or not, you will be judged for your character, and it will be your morals that will determine the traits of that character. It is how people will decide if they trust you, how someone determines if they want to date or marry you, or how a boss chooses to promote you. The character traits they see in you are there because of your moral values. For example, if valuing others is a moral standard you hold dear, it will motivate you to treat people with respect. Others may not see the morals behind your actions, but they will see the character trait. In other words, people might see you as having a very kind, gentle, and self-disciplined quality to your character, but miss the moral standards of purity, respect, and contentment that motivate you to be that way. So then, your morals are core to who you are and how you act.



There are ten moral values by which champions tend to live. As we discuss them, consider your life and the path you wish to take with each.

¹ Angela Lumkin; *Teachers as role models: teaching character and moral values*; Joperd, volume 79 No. 2, February, 2008; pg. 45

² Some call the psyche the soul, spirit, or mind

Ten moral values:

Contentment: To be content means to be satisfied with what you have. It is not wanting what others have or wishing you had it as good as someone else. It is okay to want things to improve, but not at the cost of wanting what belongs to someone else. People of character are driven to improve situations for themselves and others, but they realize that the improvement of those things do not provide fulfillment. As a moral value, contentment means that you don't measure the relationships you have, the things you own, or the amount of money you make with what others have. It is the realization that the things you possess or what others own have nothing to do with experiencing fulfillment. Contentment is being at peace with what you have.



Honesty: Simply put, to be honest means to tell the truth. Being truthful to yourself and others requires courage. Sometimes telling the truth does not benefit us, but people with high morals are okay with that. How they will benefit from something is not a high priority to them. They value honesty more. The moral value of honesty means that you will always be truthful with yourself and others, even to your own hurt. It means that you value transparency (letting people see the real you).

Respect: Having respect for the property and presence of others motivates us to treat people and what they own in the same way we want to be treated. Because of this, people who regard respect as a moral value do not steal, vandalize, or disturb the peace. They don't speed down the road, drive recklessly, or throw trash on the ground. They are aware of the things that would interrupt the enjoyment and peace of others, and they don't do them. They respect them.

Physical purity: In the context of devoted, unconditional love, physical intimacy is a wonderful shared experience. When used morally right it will enhance your feeling of belonging, security, and worth, but used wrongly it will produce a greater sense of loneliness, emptiness, and lack of personal value. Purity as a moral value means to save physical intimacy with someone until you have pledged yourself to them in marriage. It means you will do everything necessary to remain pure in your body and your mind. This includes not engaging in any form of media that presents the human body as an item to be used for pleasure (i.e. pornography, songs with lyrics boasting of impurity, movies with immoral scenes, video games promising sensual rewards, etc.). Purity is not a bad thing. Be proud of it, and pursue it. True love, if it is true, can wait.

Valuing others: Placing value on others means that you care about them as much as you care about yourself. Their age, ethnicity, or citizenship does not matter. Even if you don't agree with a person's moral values or approve of their character, you still treat them with value and their needs with importance. It is different than respect. Respect has to do with being considerate of someone's property and their personal space. Valuing others has to do with meeting their needs. One who values others would never murder, hurt, or otherwise damage another person. They would seek to enhance a life, not destroy it.



ALL
PEOPLE

ALL
AGES



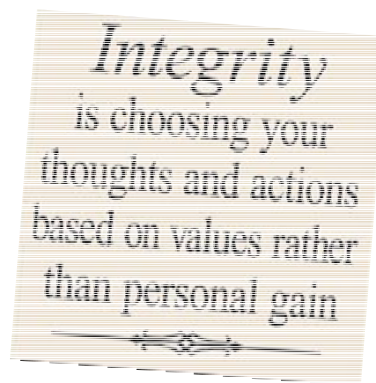
Honoring family: To honor your family means to treat them with the utmost decency and respect. It means obeying family rules and treating members of the family with kindness. As a moral value, it means that you will devote yourself to your family's peace and do nothing to disrupt it.

Rest: Who would ever think that taking time to rest would be a moral value? Indeed, in the American culture being busy has become a virtue, and how sad that is. Keeping a busy schedule works against the proper balance of life, and it is not in harmony with the way the body and human psyche work. Sadly, today if you are not busy, people may think less of you. However, taking the time to rest, play leisurely, and enjoy your surroundings is of great importance. Don't misunderstand, there is a difference between a lazy person and one who knows how to rest properly. There is a difference between a couch potato, dead head, or gamer, and the person who takes one day out of the week to do nothing but enjoy people and the environment. Considering rest as a moral value means that you guard your time of quiet relaxation and that you do not impede on the quiet relaxation of others.

Sincerity: To be sincere is to be real about who you are and who you claim to be. A sincere Christian behaves like Jesus. A sincere Muslim has proper faith, acts of obedience, and good morals. A sincere atheist lives like there will be no eternal judgment. Sincerity has to do with faithfully representing the name given to you, whether it is your family name, a job title, a possession, or a religious affiliation. As a moral value, sincerity is acting according to the expectations and rules of your identity.

Spiritual purity: There is an unseen, motivating part in each of us that senses, reasons, and discerns. That part of us is our spiritual life. Some call it the conscience, the intuition, or the stirring passion. To be spiritually pure means to keep away from those things that would confuse the difference between right and wrong, muddle your decision making process, or encourage you toward damaging passions. Certainly some types of music and shows do this, but also involving yourself with sorcery, conjuring or channeling, palm reading, fortune telling, and other such practices would pollute the spirit as well, which lead to confusion and a warped sense of right and wrong. For religious people, how the Creator is worshipped would fall into this category. Worshipping and honoring God in a way that pleases him is a part of spiritual purity.

Integrity: While honesty has to do with what you say to others or what you tell yourself, integrity has to do with your motives. It is the hidden part of your life. Someone once said, "Integrity is what you do in the dark." It is what you do when no one is looking. People who have integrity live by a code to do no harm to themselves or others, or do nothing that would diminish their character or the character of another. A higher code governs their lives, their emotions, and their desires. As a moral value, to have integrity means to always do what is right even if doing wrong would not hurt anyone. To have integrity means to have strength. It means that the tough choices a person confronts head-on will make them stronger and not weaker. Nothing is put above the code by which they live. Nothing comes before it. Integrity is sticking to your moral decisions no matter what.



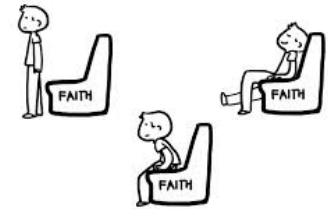
Intelligent and Persistent Faith

Introduction:

As you have seen, to be a champion in life you need to have good character and high moral values. A third characteristic champions share in common is intelligent and persistent faith.

Faith is not a word reserved only for religion. People can have faith in a number of different ways. Some have it in God, others have it in their abilities, but one thing is true for all of them: *the greater a person's faith, the more he/she experiences the life of a true champion*. People of faith accomplish loftier goals, experience less stress, find freedom from fear, and enjoy greater levels of confidence. Faith provides the inner strength and clear direction necessary to be a champion.

Faith is being sure about something, even if it cannot be seen. It is having a conviction of something being true, even when it can't be proven. Having faith in something does not simply mean that you believe in it. *Faith is an action, not a belief*. To have faith means to rely upon and trust something. For example, you can say you believe a chair will hold you up, but you do not have faith in that chair until you put all of your weight on it and trust it to hold you.



Faith is not always easy. In fact, at times it is very difficult. After all, trusting in something you cannot see or prove isn't something that makes a whole lot of sense. That is why we need our faith to be both intelligent and persistent.

Intelligent faith is not blind to the facts, nor is it afraid of them. It weighs them and builds upon them. **Persistent faith** is a faith that never quits. Champions have both, and both require tenacity and resolve.

The life of a true champion is not easily shaken: confidence is not easily swayed and focus is not easily blurred. The champion has something unseen to cling to, some inward hope that makes him/her confident. When everything falls apart, he/she is not fearful, insecure, or worried.

Intelligent faith:



It is not weakness to have faith. It is strength. If you rely on faith it doesn't mean you need a crutch. If your faith is properly placed, it means you have a strong foundation. Having intelligent faith means to honestly and humbly look at the evidence, proof, science, intellect, and logic surrounding the object of your faith. The faith of champions is not blind. It is strong enough to endure challenges and questions.

The intelligent faith of champions has been tested and found reliable. They've tried it, lived by it, and relied upon it. When it failed, they examined it and built upon their weakness. True champions don't give up when something fails; they work at it until it works.

Faith does not have to be blind; it shouldn't be. It should be tested and proven, honestly and sincerely. The problem with people when their faith fails is not in their faith; it is in their wrongly placed faith. Faith, no matter how strong, is only beneficial if that faith is directed towards something reliable. That is why it should be tested and proven. When faith goes on without being tested, it is weak. It will fail. However, if it is reliable, it does not need to be defended. If faith is placed in the right thing, the results will defend themselves.

Champions have intelligent faith, and are completely confident in it. This does not mean that faith is only for the intelligent. In fact, faith in the way a child experiences and expresses it is the strongest faith of all. It is not blind, nor is it elementary. The person with childlike faith is completely yielded to it. If the object of their faith is both reliable and powerful, submitting to it is no problem. There is no doubt in their mind of the outcome, and that confidence moves them. Champions don't view faith as a way of getting what they want. They see it as their source of strength to pursue what they want with confidence. They know the outcome will be good whether they succeed or not.

Persistent faith:

If you want to be a champion, you will also need persistent faith, and the object of that faith must be consistent enough and powerful enough to never fail. Without faith, life has no anchor. And wrongly placed faith brings nothing but false hope and misguided direction. With persistent faith, though, champions are able to hold onto something greater than their own resources; something that gives purpose and meaning to what they do. Persistent faith is what they hold on to when they've come to the end of themselves. It keeps them from giving up or losing hope.

Throughout your life you will experience times when you get to the end of yourself; times when your abilities, talents, money, emotions, and knowledge cannot provide you with what you need. You will be bankrupt, and you will look to your faith to give you hope. If that faith is wrongly placed, it will not help. You will feel empty and alone. If your faith is not persistent, you will quit trusting and lose all chance of hope. That's when the darkness comes. Depression, anger, hopelessness, lack of confidence, and more consume you, but faith is the ability to see the light in the midst of the darkness.

There are two ways to respond to such dark times; with faith or with fear. Fear thinks of the worst possible thing that can happen. Faith thinks of the best possible outcome that can occur. This is why the object of your faith must be bigger than you. If the object of your faith cannot produce the best outcome, it might need to be reconsidered. Faith is important at all times, but when you are at the end of yourself you will need that faith to be persistent. Faith dares you to believe the impossible. Persistent faith dares you to keep believing.



Objects of faith:

Objects of faith are those things people rely upon to satisfy their deepest needs, whether it be their need for freedom, significance, security, meaning, or belonging. Faith is focused on something, a parent, God, abilities, training, etc. The ancients trusted statues of wood, stone, or precious metals to take care of them. They fashioned these materials into objects called gods or idols, prayed to them, and trusted them to fulfill their request. Now, we don't have statues today, but we do have objects we put our faith in. The object of your faith is that thing you put your trust in when you get to the end of yourself.

Objects of faith are not bad to have; they just need to match the challenge before you with the power to bring about the necessary outcome. For example, having faith in your parents to provide for you is well placed faith, but trusting them to buy you a house and pay for your food the rest of your life is not. Similarly, having faith in your education is fine, but having faith that it will guarantee you a good job is not. Listed below are some objects of faith common in our world today. Read over them and circle the one that best represents where you put your faith. Then, put a smiley face or a sad face next to it to indicate how well it is working for you. Is your object of faith powerful enough to meet all the challenges you will face?

1. *Faith in Yourself:* Having faith in yourself is to believe your abilities, talents, education, and training will get you what you want and take you where you need to go. Catchphrase: *"Believe in yourself."*
2. *Faith in People:* When you have faith in others, you place your confidence in them to solve your problems or secure a good future for you. Catchphrase: *"Trust me to help you."*
3. *Faith in money:* Having faith in your finances means you believe the quality of your life is determined by how much money you have. Catchphrase: *"A good paying job will provide you with a good life."*
4. *Faith in Charms/Icons:* Having faith in trinkets, charms, or icons means that you believe spiritual powers are attached to certain items and are capable of giving you what you want, such as protection, traveling mercies, prosperity, and more. Catchphrase: *"You will be taken care of if you have this..."*
5. *Faith in a Higher Power:* Having faith in a higher power means that you trust some personal or impersonal force to meet the needs of your faith. *"Trust the power of the spiritual world to help you."*
6. *Faith in government:* This type of faith places confidence in the government to provide you with the security you need. Catchphrase: *"Vote for me, and I'll take care of you. The other side doesn't care."*

Exercises of faith:

Champions exercise their faith as much as athletes exercise their muscles. Likewise, your faith must be exercised if it is going to grow strong. That means you will have to practice your faith. This is done by involving yourself in worthy challenges. By doing something you don't have the ability to do, you have to rely on something unseen, something you can only imagine. The more you are required to draw upon faith rather than your own resources, your faith will grow stronger and you will grow more confident. Simply pick a goal of something just barely out of your reach and go for it in faith.

A word of caution: The object of your faith does not perform for you. Your faith performs for the object. Meaning, faith is not simply believing something into existence (*If I believe hard enough, I will win, or If I believe I will be healed, I will...etc.*). The object of your faith is in control of the outcome, not you. Champions put their faith in something, and then entrust the outcome to it. That is why champions are very relaxed and calm people.



Conclusion:

We all have faith in something. We put faith in our parents to provide food and shelter. We have faith that people will pay us for a job we did. We have faith help will come if we dial 911. But intelligent and persistent faith is much different. This faith is tested and it does not stop trusting. It is what produces strength in us. Faith as an action and not simply a belief becomes something we must exercise. We draw confidence, assurance, calmness, and conviction from faith. It gives us strength and endurance, because faith is able to look beyond the moment and into a guaranteed future. That's right, well placed faith will always have a guaranteed future. If the object of your faith does not guarantee you something in the future, then it might need some rethinking.

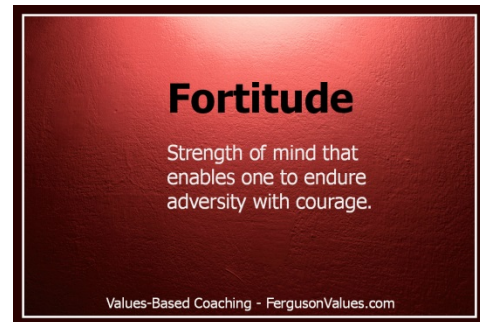
Champions have persistent faith. They keep on trusting and relying. They don't give up. If you want to be a champion, you will have to do the same.

Physical Fortitude

Introduction:

Champions are different. They are not better than others, they simply experience life in an entirely different way. That is because life for the champion is filled with a greater sense of victory. They don't move from one crisis to another, so their life is not in as much turmoil. This "smoother running life" helps them enjoy life at a deeper, more confident level. This is because they have anchors; they know who they are (character), what they stand for (moral values), and where they're going (faith). They've prepared for life's challenges and face them with confidence. They have built a foundation for their life that is not easily shaken, a foundation of good character, high moral values, and persistent faith. Upon these the champion stands, giving him/her the physical fortitude necessary to face life with certain victory. *Fortitude is the guard and support for these other virtues* (John Locke).

Physical fortitude is not to be confused with physical health or physical strength. *Physical fortitude* has as much to do with the mind as the body. To have fortitude means to have the mental strength to endure adversity with courage. People who have fortitude are not easily shaken when they encounter danger or are forced to bear pain. They are resolute. When hard times come, they are diligent and unyielding. They are not easily taken off track, nor do they feel like their world is falling apart. They are firm and steadfast. When that strength of mind is combined with physical health the opportunities for greater success open up. And so we have physical fortitude: *a resolute mind and a healthy body ready to bear up under adversity.*



Benefits of physical fortitude:

Those who have physical fortitude experience a fuller life than those without. They attempt more, last longer, do better, and enjoy greater victory.

Attempt more:

Those with physical fortitude tend to attempt more, which in turn means they tend to accomplish more. They are not afraid of challenges, nor are they afraid of the dangers involved in trying something new. They look at how hard something will be to accomplish, or how much adversity is going to come with it, and they accept the challenge. What others are afraid to try, the champion boldly attempts.

Last longer:

Endurance is a necessary ingredient for the champion. With it they are able to keep going when others quit. This endurance is as much about mental strength as it is about physical strength. In other words, endurance requires physical fortitude. The body can endure a lot more than what we think. It's our mind that gets in the way. It's our thoughts that make us want to quit. The mind of champions tell them to keep going even when their body is telling them to stop, and once that mental strength is there the body is able to overcome. In the end, champions last longer. They are in for the long haul. They are not quitters.

Do better:

It is true that practice makes perfect. Those with the physical fortitude last longer, and as a result they can invest the time necessary to achieve excellence. Those without it quit trying or fizzle out when it gets too hard. Non-champions want things to come easily and quickly. When it does not, they give up. Champions, on the other hand, push through the difficulties and courageously keep trying until they've mastered something.

Enjoy greater victory:

It goes without saying that since champions attempt more, last longer, and do better than non-champions, they experience greater victory in their lives. They do not quit school when it gets difficult or when it seems meaningless. They do not quit on marriage when the love is gone. They do not give up competing when it looks like they're going to lose. Their mind does not tell them to quit. Their mind tells them to keep pushing on to victory; accept nothing less. And their body answers the call. Their physical health is prepared for the challenge. It is healthy, well rested, and fit.

Steps to Physical Fortitude

Physical fortitude can be learned. It is not beyond our reach. If you are serious about being a champion and have already committed to being a person of good character with high moral values, and pursuing intelligent and persistent faith, you will have no problem developing physical fortitude. Like the others, it simply takes resolve. Once you make up your mind to be a champion the rest will come. That being said, there are four things you can do to help you along the way: get a coach, get healthy, train your mind, and fix your thoughts.

Get a coach or a mentor: Few of us can push ourselves beyond our limits on our own. It takes someone else to do that. A life-coach or mentor is someone who can. Find someone who lives the quality of life that you want, preferably older than you, and ask him/her to mentor you. It's best if you can meet once a week. A mentor is there to help you reach your fullest potential. When you get together, your mentor will challenge you in different aspects of your life and push you towards excellence in them.



Get Ready

Get Healthy

Get healthy: We will discuss this more fully in Unit 5: The Balanced Life. Simply said, if you are going to have physical fortitude, your body needs to be healthy. You need to eat well, rest well, play well, and exercise well. You are not going to become a champion of anything if the most strenuous exercise you experience is walking to class, texting, shopping, or conquering more levels on some game.

Train your mind: Train your brain not to focus on the small details telling you to stop; they breathe fear into your will. There are always things that will tell you why you shouldn't do something, or how something is impossible. Learn ways to conquer negative feelings, how to silence the voices of doubt bouncing around in your head. Never make a decision based on fear. Base your decisions on what is right. If it is right to do, do it, regardless of how much fear tells you not to. way to do this is to be secure in who you are. Don't let your identity defined by what you accomplish. The only time we fail at something when we don't try. Trying, in and of itself, is success. Your value as a person cannot be defined by how well you do, but on rather or not try.



little
and
right.
One
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is
you



Fix your thoughts: People with fortitude have made up their mind about how they will live. Certainly, the things we have talked about in the previous chapters are helpful. Fix your mind on being a person of good character. Make up your mind to have high moral values. Be intent on practicing intelligent and persistent faith. These aside, if you are going to have physical fortitude you must make up your mind that you will never complain and never quit before you have given your full effort. If you will fix your mind on these two things, you will go far. Lincoln Patz said it well when he charged, "Fix your mind on overcoming all obstacles. When you truly determine this, the dawn will start to appear." This is the life of excellence true champions aspire towards.

Chapter 5 Sound Wisdom

Introduction:

One of the most important attributes you can pursue as a teenager is wisdom. With it, your life will run smoothly and be filled with less regret and stress.

Wisdom is the ability to have foresight in the way others have hindsight. In other words, with wisdom you will be able to *see* the outcome of your decision before you ever make it. With hindsight you can only see what you should have done. With wisdom you can see what you should do. It sees the future. Hindsight sees the past (like looking in the rearview mirror). Wisdom can plan the right moves before you begin (like using a GPS), while hindsight can only see if the move was right after it's been made.

For example, every student is faced with the decision of what to do after graduation. Wisdom helps students see where each choice will take them, which makes it possible to pick the one that gives the desired outcome.

Some, sadly, don't use wisdom. They make decisions blindly and go wherever life takes them. can only look back after years of living with their decision and say, "I wish I would have done this differently. If I would have known this, I never would have done that." Of course, there are never guarantees, but wisdom helps. The greater wisdom have, the more accurately we see the outcome. This with any decision you make: forming your character, deciding morals, choosing what you will or will not your faith in, and how you will handle your health.

SIGHT:	HINDSIGHT	FORESIGHT	They
ANALOGY:	REARVIEW MIRROR	GPS WITH TRAFFIC PATTERN	any we goes
ANSWER:	WHAT HAS HAPPENED?	WHAT IF A AND/OR B HAPPENS?	put
VALUE:	Past experiences and situations provide a reasonable basis to begin to understand the present	The ability to model various scenarios allows us to better prepare for and more rapidly respond to unpredictable events	

Applying wisdom to champion living:

To be a champion, you will need wisdom. There is no way around it. Seek it, pursue it, and want it more than anything else - even money. Let's examine how wisdom is necessary for each of the topics discussed in this unit.

Forming your character: In chapter one, we looked at nine characteristics of good character. When you decide what your character will be like, you can let people and situations around you form your decision or you can choose the way of wisdom. To use wisdom, first simply ask yourself, "Where will this character trait take me, and where will its opposite take me?" For instance, in chapter 1 we discussed the importance of humility. Begin by defining the opposite, which is arrogance. Then, ask yourself, will humility or arrogance get me where I want to go? Which will attract the type of friends I want, land me the job I want, or appeal to the type of spouse I want? Once you've "seen" the most likely outcome, make your decision and live it out.

Deciding morals: The same is true for deciding your morality. In chapter two we discussed ten common moral values. You will need to decide which you will live by and which you won't, which will form your convictions and which will not. For example, physical purity was one moral value we looked at. Again, using wisdom, begin by looking at the opposite, in this case physical unrestraint. Then, ask yourself what will make you feel more valued as a person, what will lead to least regret, what will be safe for your health, which one will not interfere with your future hopes and dreams? Then, make a decision and stand firm in it.

Faith decisions: When deciding how you will live by faith, the same process goes. First choose what you want to put your faith in, and then determine the opposite. Then ask yourself, which one of these objects of your faith produces something positive in your life, which is most consistent, and which will not let you down? Once you've decided, explore ways to walk in deeper faith.

Health decisions: This one is pretty obvious. The opposite of taking care of yourself is not taking care of yourself. Which one will provide you with the most energy, greater ability to accomplish goals, prevent illness, and help you think, reason, and function with greater clarity? Again, wisdom is not just a mental exercise. It is an action. As with all of the above, decide first and then do something about it.

What does wisdom look like?

There are different types of wisdom in the world. Some say it is wise to serve yourself first, others say it is wise to serve others. The most reliable wisdom is the one with the best track record. You can rely on ancient wisdom, modern wisdom, the wisdom of those around you, or your own wisdom. The track record of each is clear. Those who relied on their own wisdom have brought trouble and ruin throughout history. Those who sought the counsel of the elderly fared much better. Those who ignored the past repeated its problems. Those who learned from the past found a brighter future. Those who followed ancient advice from such instructors as Socrates, Plato, Confucius, the wisdom writings of the Bible, such as Proverbs, and more have done great good for humanity. Those who ignored them have done harm.

As you consider becoming wise, or as you seek the advice of others, it will be helpful to know some characteristics of sound wisdom to help guide you in the process. Ask yourself how you will develop each of the following in your life, how you will pursue them, and how you will recognize them in others before asking their advice. These characteristics are purity, peace, gentleness, reasonableness, mercy, good results, unwavering confidence, and non-hypocritical behavior.

Purity: First and foremost, sound wisdom has pure motives. As far as it is possible, it truly wants what is best for everyone involved. It is not stained by selfish desires or secret ambitions.

Peaceable: Sound wisdom always seeks peace, and will advise the best way to obtain it.

Gentleness: Sound wisdom humbly and honestly looks at the facts before responding appropriately. It guides people to the discovery of truth. Wisdom says, learn from me. Not, do what I say.

Reasonableness: Sound wisdom is sensible. It is willing to yield, and it does not demand things be done its way. It merely asks questions and suggests.

Merciful: Sound wisdom is abundant in mercy and desires to help the miserable and afflicted. It will always consider how to do good for those in need.

Good results: Sound wisdom always seeks good results. It strives for excellence in all things and the benefit of all.

Unwavering confidence: Sound wisdom is confident. It is not swayed or manipulated. It is very clear when it communicates, and it does not attempt ambiguity to trick people into following its plan.

Non-hypocritical behavior: Sound wisdom does not advise one way and behave a different way.



Got wisdom?

Unit 2

Understanding Worldviews



Introduction to Worldviews

The Big Five

The Shaping of Worldviews

Your World

On Suffering and Human Dignity

Prompts

Answers to prompts must include one reference from the class text and one reference from an internet article (dictionary and encyclopedia resources will not be accepted). Be sure to put quotation marks around your citations, number them, and place footnotes at the bottom of your paper to reference where your citation came from.

Prompt 6: In 150 words, define the term “worldview” and how it affects the way people understand life and the world around them.

Prompt 7: In 150 words, explain the five most common worldviews: humanistic, theistic, atheistic, pantheistic, and naturalism. Be sure to explain which worldview you have and how well it’s working out for your life.

Prompt 8: In 150 words, explain what the “life-goals” might be for each of the five major worldviews. Which do you admire the most and why?

Prompt 9: In 150 words, describe how each of the five major worldviews understand the formation of the world and how that understanding affects the way people with that worldview live?

Prompt 10: In 150 words, explain which worldview offers you the best answers for suffering, human dignity, crisis, and tragedy. Why?

Essay

In a minimum of 500 words, expand your research on your worldview. Compare and contrast your worldview with the others and explain why you choose to have the worldview you do.

Introduction to Worldviews

Introduction:

A *worldview*, simply put, is the way a person understands the world and his/her place in it. It is the lens through which someone views life and forms the way they make decisions. Every person has a worldview. Every person believes something about how the world was made, how morals are formed, and how people can best get along.



In the past, entire cultures had their own worldview. The Greeks, for instance, had the pantheon (a group of gods). The people of Asia had animism (worship of ancestors). The ancient Egyptians had the gods and god on earth, the Pharaoh. Rome had Catholicism. And the deep jungle tribes had contending spirits. Every person within a given culture had the same worldview. Each, for the most part, believed the same about how the world was made, the role of spirits, accepted moral behaviors, the law of the land, and more.

Today, however, we have become a more global community, mixing cultures and worldviews. In other words, groups of people and/or cultures no longer see the world and their place in it the same. The smaller our world becomes via the World Wide Web, ease of travel, open communication, and regular contact with people of different cultures, the greater the exposure to different worldviews has been. The result is intellectual, moral, social, spiritual, and emotional collision! People simply don't understand one another. They don't understand how others come to the conclusions they do and they don't understand why they make the decisions they make. It is of little wonder why we see such civil unrest, wars, rebellion, and religious intolerance today.

This collision of cultures and worldviews is so explosive, and the need for people to get along is so great, that some promote the creation of a new worldview that can be embraced by all people. Dr. Merv Dickinson writes in his blog,

“As humanity more and more becomes a global community, we urgently need a credible worldview that can both unify us and give us a satisfying sense of meaning. Our dominant religious worldviews are anachronistic and dangerously divisive. And our scientific-secular worldview holds disastrous consequences for the life of our planet.”³

Be prepared, you will hear this type of call for unity a lot in the years ahead. It will dominate your college education and entertainment tag lines. Like Dr. Dickinson, people in authority will call for a “credible worldview,” one that will give us all a “satisfying sense of meaning.” They conclude that because there is such division and unrest today, the worldviews we have must be unreliable, even dangerous. Dr. Dickinson automatically assumes that anything religious in nature must be thrown out, and that the scientific-secular view is dangerous for the planet. Is the emerging worldview he advocates to be godless and one in which people are simply equal to all of nature?

The intent of this unit is not to debate worldviews or create one that is new and emerging. Rather, we will discover the different types of worldviews present in our world today, how each shapes the decisions of those who hold to them, and how your worldview influences you. As you better understand yourself and the worldviews of those around you, you will be better equipped to understand others and work together with them in dignity, humility, and honor.

Terms:

Here are some terms you should know before we get started:

Theos: a Greek root word meaning “god.” From this root word, we get the word theism

Pan: a Greek root word meaning “all.” Thus, pantheism means “all” is “god”

Poly: a Greek root word meaning “many.” Thus, polytheism means “many gods”

A/n: a Greek root word meaning “without.” Thus, atheism means “without god”

³ <http://emergingworldview.blogspot.com/2011/02/ancient-egyptian-worldview.html>.

Chapter 7 The Big Five

Introduction:

Within the worldview spectrum existing in our world today, there is what is known as the Big Five; the five most commonly held worldviews. These views are Naturalism, Pantheism, Theism, Spiritism, and Post Modernism. Of course, each of these groups have subgroups, and some might even be called by different, more palatable, names, but the fact remains that people of all race, creed, color, and ethnicity hold to one of these views.

Naturalism:

Naturalism believes the material world is all that exists. If you can't touch it or scientifically prove it, it isn't real. Atheists, agnostics, existentialists, and those adhering to Nazism and classical enlightenment all hold to this particular worldview. They believe that humans are a result of chance, not design, and therefore have no moral norm. Humans are highly evolved animals, nothing more. They have no spirit and no soul.



Pantheism:

Conversely to naturalism, pantheism believes only the spiritual world exists. Man is one with reality. Truth is oneness with the universe. As a result, there is no good and evil, there is simply unenlightened people who don't know how to live within the universe. This world is just an illusion, and though humans are distinct individuals, that individuality is just part of the illusion. In this group we find Taoism, Buddhism, New Age Consciousness, and some Hindus (though some are monotheists believing in one god who has with many faces).

Theism:

Christians, Jews, and Muslims all see the world through the theistic worldview. Because they believe God exists and that all things came into being by Him and through Him, they also believe He provided absolute moral values. Humans are created beings made in the image of God and can receive revelation of truth from Him as to how life should be lived.



Spiritism:

Spiritists, sometimes called polytheists (many gods) believe that spiritual beings govern this world. Since mankind was created by the gods, morality only exists in the sense that you should not do anything to anger them (gods or spirits). Thousands of religious beliefs fall under this category, most have some sort of shaman or "in touch" teacher who reveals truth to those less in tune with the spiritual world.

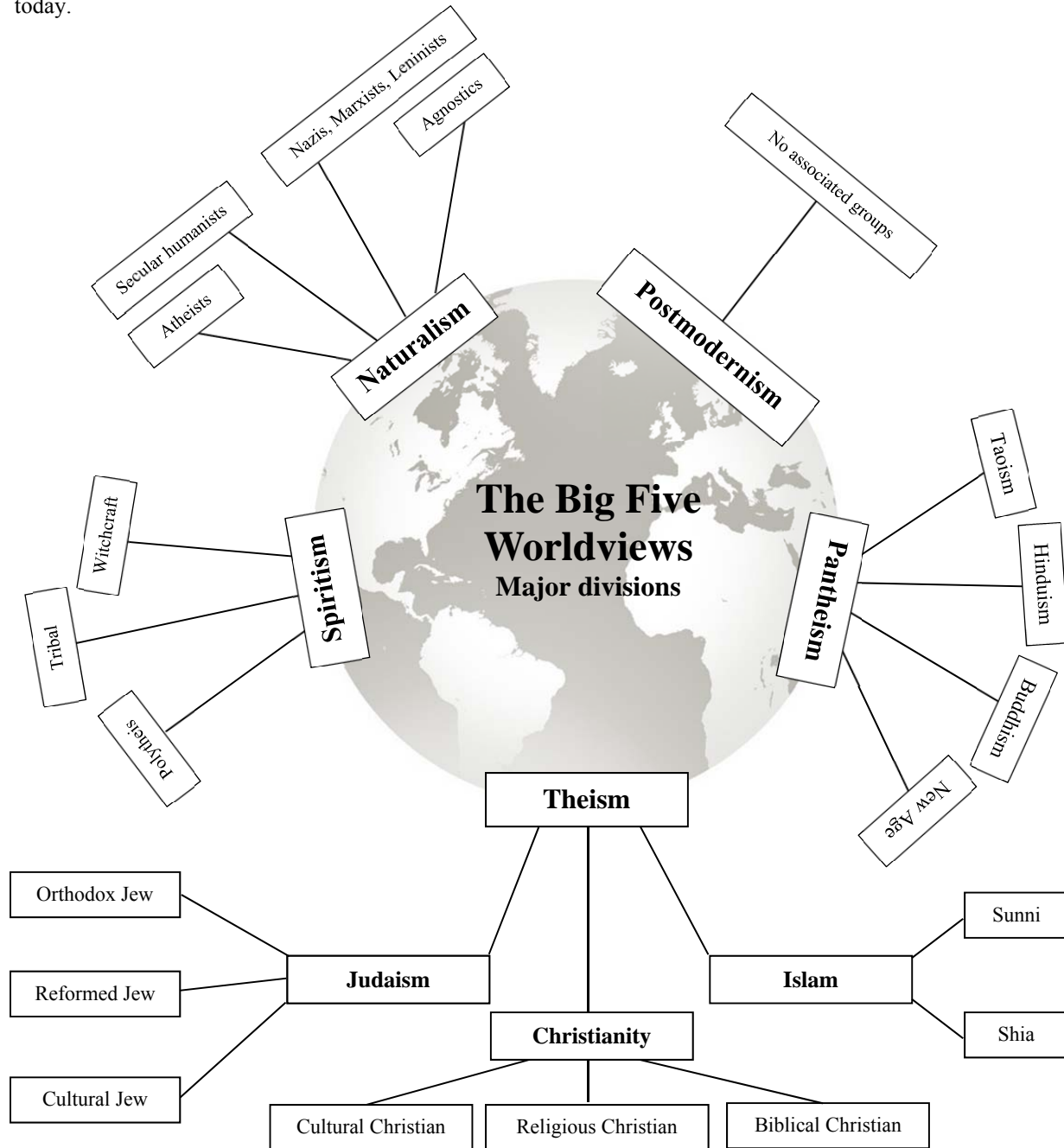
Postmodernism:

The postmodernist believes reality is socially constructed, and humans are simply products of the society in which they live. In other words, people believe and behave the way they do because the society they grew up in shaped them that way. As a result, truth is relative, different for everyone, and values are simply constructed by the social group which formed you.



The Big Five Worldviews:

The diagram below shows the five major worldviews popular today along with the major divisions found in each. Some views are difficult to identify with a group, but these listings will help you see the great diversity and complexity in our world today.



The Shaping of Worldviews

Introduction:

Everyone has a worldview. Everyone has a belief about the origin of our world and his/her place in it, but why? How? The postmodernist would say a worldview is shaped by a person's culture. The theist would say that God placed His worldview in each of us. The person who adheres to naturalism would claim, as a highly evolved mammal, that mere intellect pushes us to pursue greater levels of understanding and strive to see the world for what it truly is. The pantheist, however, would claim the universal mind is the only true reality and to experience that reality one's worldview must unite with it. Finally, the spiritist would claim that the unexplainable, invisible laws of nature make it evident of spiritual beings influencing and shaping us, and that we should adjust our worldview to understand such forces.

There is little argument that worldviews follow cultures. The society in which you grow up in will greatly influence, if not shape, your worldview. So, who's to say which worldview is correct or superior? Indeed, wars are fought today because one belief claims superiority over another. They can't all be right, can they? They are too contradictory for that.

This is not a new question. In ancient history, cultures clashed and wars erupted based on a worldview. No, they didn't call it that, but one nation often battled another to prove their god was superior. The Biblical account of Israel fleeing Egypt is a classic example. In the days of the Pharaoh, life revolved around the Nile River, and the Pharaoh was believed to be in control of it. The plagues that came were an attack on the authority, even deity, of the Pharaoh. Thus, the parting of the sea was the ultimate sign of Pharaoh's inferiority to the God of Israel. Whether you believe the story or not is not the point here. The point is that when Israel recorded the story, they made a point to say their worldview was superior. Indeed it has shaped them to this day.

In a sense, we still see people using gods to battle gods today, if indeed a god is anything people order their life around, invest their time in, give their talent to, expand their intellect with, and invest their money in. Worldview attacks worldview, each trying to prove which god is more superior. Naturalism declares the god of intellect more superior than the dumb minded people of theism. The gods of the spiritist are said to be more powerful than the postmodern god of tolerance. So, how did we get here?

How worldviews are formed

In *project worldview* the writer explains the evolution of a worldview as following this pattern. Worldviews are first formed through sensory experience (what my senses tell me is real). Then, because these sensory experiences create memories, we form abstract generalizations and concepts. After the concepts, we form schemes (arrangements, systems, etc.), and from the schemes we form a framework of belief. This belief provides the individual with expectations for the future. As experience and literacy grows, so the worldview evolves. Sometimes it changes radically. Sometimes specific details become clear (<http://projectworldview.org/worldviews.htm>).

Following the above evolution of a worldview, let's take the case of a newborn baby boy. He comes into this world and experiences hunger, then someone feeds him. He experiences discomfort, and then someone changes him. He sees people smiling at him, and he smiles back. They talk to him, and he giggles. These sensory experiences create memories and he concludes, "I must be god for all people serve me! Or, I must be the center of the universe for all the world revolves around me!"

Then, the baby acts like a little god and tries to control his world (we call it the terrible twos and threes). He quickly realizes through the discipline and knowledge of the parent that he is not god. Therefore, the child concludes, "My parents must be gods for they control my world and have the knowledge of all things." The abstract generalization is that those who have ultimate power to provide love, safety, and discipline are gods. The child then forms a pattern of behavior to best fit into the world he understands.

Finally, the parents, as gods, model their worldview to their child, and the way in which they live becomes the way the child lives (we go to church to honor God, we do not anger the spirits, and so on). As the child grows in understanding and literacy, he then begins to form his own worldview based on the experiences of his past (God is not real, bad things happened. God is real, I experienced a miracle. The spirits are real; I defeated them, and so on).



So, here you are. According to this pattern, studies conclude that you've evolved from believing you're a god, to believing your parents are gods, to ultimately having the worldview you have today. This still doesn't answer the question of which one is correct or superior. I don't know if the civilizations of this world can ever answer that question, unless of course the gods battle it out. We all believe our worldview is superior. We all think we are correct. Though we might not ever be able to prove which worldview is most reliable and worthy of our pursuit, there are some questions we can ask to guide us along the way:

Shaping your worldview

In short, the purpose of a worldview is to provide a conceptual framework and a set of beliefs useful for making sense out of a complex, seemingly chaotic reality. The worldview increasingly becomes the source of a person's goals and desires, and as such shapes their behavior and values (<http://projectworldview.org/worldviews.htm>). Using this definition, ask yourself the following questions:

Determine where you are:

1. What is my present worldview: naturalism, pantheism, theism, spiritism, or postmodernism?
2. Is this my worldview or did I get it from others?
3. Does this worldview help me make sense of my world in a reasonable and sensible way? How?
4. Does this worldview shape my goals, my desires, my behavior, and my values in a positive way? How?
5. How *did I* or *should I* make this worldview my own belief? List five different ways.
6. Is it reasonable to believe my present worldview is correct in light of my experience with the facts and/or reality? Why?

Conclusion: After answering the above questions, what do you need to do with your present worldview (shape it, own it, or change it)?

Determine where you are going:

1. What difference do I see between myself and everything else around me? Am I different than the animals, the cosmos, the plant life, or the spirits? Is my belief reasonable? Why?
2. Do I believe that people want the world to be a better, safer, and happier place? Why?
3. Is it important to me that my worldview does good or does harm to others, that it values all life or does not value life? Why?
4. Is it important for me that my worldview give me hope, place value on myself and others equally, and direct me positively or negatively? Why? How?
5. Do I believe there is a spiritual world and that people are connected to it somehow? Why? How?

Conclusion: Do your answers agree with one another (i.e. if you are an animal, then you shouldn't care about the wellbeing of others. If this world is not real, then what you do in it shouldn't matter. If you follow naturalism, you shouldn't care about all life equally). Which worldview best represents your answers: naturalism, pantheism, theism, spiritism, or postmodernism?

Determine where you will end up:

1. If all people in the world had my same worldview, what would the world be like? Would I want to live in it?
2. When my life comes crashing down (debt, divorce, illness, being hated, being bullied, etc.), will my worldview sustain me in a healthy way? How?
3. What life goals does my worldview encourage me to have? If others with my same worldview had the same life goals, would I want them in my life, competing with me for the same thing? Why?
4. When I die, according to my worldview, what am I absolutely sure will happen to me? Does this thought encourage me, scare me, or dishearten me? Why?

Conclusion: In looking back over your answers, are you satisfied with where you are going and where your worldview is taking this world? If not, then you may want to reconsider your worldview. If so, you may want to grow in your understanding to develop greater insight on the details of your belief.

Your World

Introduction:

In our discussion about worldviews we have yet to talk about faith. Faith is not only the belief that something is true even when it can't be seen or studied. It is also the guiding force of a person's life. To have faith means to rely on something, to depend upon and trust it. Faith, then, shapes the way people live. All worldviews require faith, from naturalism to theism. Even the atheist has faith. Faith does not have to be focused on a belief in God or center around a religion. Faith is what a person depends upon being true even though it is not provable. Naturalism, for instance, depends upon the universe having no Creator. If there is no Creator, then life can be lived according to one's own wishes, desires, and passions. In other words, having faith that there is no Creator shapes the way the naturalist lives. So it goes with every worldview. The question isn't, "Do you have faith?" The question is, "What type of faith do you have?"

We all have faith. All people are directed by what they believe to be true. It becomes more of a question of whether or not the faith people have can sustain them. The fact that all worldviews require faith is most clearly seen in the different ways each understands the existence of the universe, and more specifically, our world. Because there is no way to prove how the world came into existence, every worldview requires faith, even when that faith feels like fact. The faith a person has in how the world was formed will shape the way he/she lives in that world. If people have faith that a god made it, their faith requires them to obey that god. If others have faith that the world was not made, but formed spontaneously, their faith requires them to live for their own fulfillment and happiness regardless of others. Let's see how each worldview answers this question.

Naturalism: Man is a machine, seize the day!

Because naturalism finds insufficient evidence that the supernatural exists or that God created everything, those with this worldview believe the universe has always existed or formed spontaneously. Mankind, therefore, is just a part of the machine, a living organism within the cosmos. While some who follow naturalism believe in the big bang theory to explain the origin of the universe, others do not. Generally, those who have a naturalism worldview fall into two categories. One believes that all matter once existed in a very small, compacted and hot point, which exploded and expanded. The scattered matter eventually cools to form stars, planets, and galaxies (i.e. the big bang). The other group simply believes that the physical universe has always existed. It had no beginning.

For both groups, they believe as the universe expands and cools, the elements come together, form matter, and sustain life. Mankind, therefore, is simply a part of this formed life, with nothing special separating them from plants, animals, or minerals other than a highly evolved brain. Reality, in naturalism, is only that which exists physically and can be proven.

In naturalism, the only hope for people is to use their resources to live happy. People should seize the day, because it is all they have! Because the faith of the naturalist relies on the belief that the world was not created, they do not fear being judged for the way they live. Since there is not judgment day, only the end of life, one should enjoy what few days he has.

Pantheism: All is one, all is god!

The pantheist sees the world in a completely opposite way than those who see it through the lens of naturalism. While naturalism sees everything as purely physical, the pantheist sees everything as wholly spiritual. The essence of mankind, then, is that people are living souls (spiritual beings) united together with a higher spiritual consciousness known to many as the universal mind. Reality, then, is ultimately found in what exists spiritually. The universal mind *is* reality, though impersonal. It is a force, not a person (having no personality, character, or nature). Whether people become one with the universal mind, or the universal mind fits into people is a source of debate among pantheists, but "all is one, and all is god" is their common belief.

Theism: A personal, infinite God made everything

The theist's believe that both the physical world and the spiritual world come from a personal, infinite God who made everything. They believe that God is a spirit, and therefore lives in the spiritual world, and that the physical universe was made by God for Mankind. Since God's intent for people is that they enjoy both the spiritual and the physical world He made for them, He creates them with both a spiritual and a physical body. The physical body is provided so that people can interact with the physical world, and the spiritual body is given so they can interact with the spiritual world.

Moreover, God not only wants people to interact with the spiritual and physical world, He also wants them to engage those worlds with intellect, emotion, and will. Therefore, he gives people souls. People are not machines, nor are they purely spirit, but are loved creations made in the image of the Creator. All people, then, are a spirit, a soul, and a body woven together.

The faith of theists shape the way they live. Since to them God created everything, He knows the healthiest, safest, and most fulfilling way to live in it. Their faith, then, dictates that they follow the way He said to live. Ultimately, yes, there is a day in which we are judged for the way we live, so the theist seeks to face the day of judgment with confidence.

Spiritism: Spirit beings occupy the physical world

Similar to the theist, the spiritist believes in both a physical and a spiritual world, but they believe in many gods, not one. These gods, or spirits, are impersonal and unconcerned about mankind. The only hope for the spiritist is to manipulate, appease, or even control the spirits. Even if they do, however, the spirits must be feared. With this belief, the understanding of how the universe came into existence varies, but the gods had something to do with it.

Postmodernism: All truth is relative

The postmodern view relies greatly on scientific thought to inform people of what is true. People's experience with that truth is either relative or false. Because the postmodernist applies many disciplines to the thinking process (i.e. literature, science, religious study, art, economics, philosophy, architecture, and more), it is expected that one come to his/her conclusion about the world's existence and their place in it after much thought and contemplation. Truth, in other words, is placed solely in the hands of each individual. Therefore, all truth is relative. It is different for each person. All that matters in postmodernism is what *you* believe to be true. If that view is respected or not greatly depends on how you come to that truth. Intellectuals and academia with different worldviews, then, are highly respected, because they relied upon reason and research to come to their conclusion. Naturalism, pantheism, theism, or spiritism can all be valued if those adhering to them apply sound thinking and intellect to their belief.

Source: <http://www.leaderu.com/orgs/probe/docs/naturman.html>

Pain, suffering, death, and dying

Introduction:

Pain, suffering, death, and dying are a very real part of our world. Tragedy strikes unannounced and is no respecter of age, race, gender, or religious affiliation. Children as well as the elderly get cancer. God-fearing people as well as atheist experience horrific tragedy. Men and women alike suffer terrible pain in every race. We all experience difficulty, and we will all die.

Some have said, *“Because there is pain and suffering in the world, there is no God.”* Others have said, *“Because there is pain and suffering in the world, we need God.”* Depending on your worldview, your perception of pain, suffering, death, and dying will determine how you face such times. Some face them boldly and confidently, others with fear and anxiety. One may experience peace and joy in the midst of such trials, while others are destroyed by them. With the worldview you have, which will you be?

In the previous chapter we examined how worldviews shape people’s faith concerning the existence of the world and their place in it. The question is not whether a person has faith or not. The question is whether or not that faith will sustain them. That is particularly important to consider when discussing the topic of pain, suffering, death, and dying. When the time comes for you to face these, will your worldview provide you with the answers, confidence, and courage you will need? With this in mind, let’s look at the ways in which each worldview approaches this topic.

Naturalism:

In naturalism, because humans are animals with nothing separating them from plant life, other animal life, or minerals – except maybe that they have a more highly evolved brain – the topic of pain, suffering, death, and dying is an easy one. They simply are. People, as well as every other form of life, experience them all. We live. We die. That’s it. There is no hope of escape. Just deal with it as it comes. For this reason, the naturalism worldview claims that people with opposing worldviews are weak and in need of a crutch. They claim the only hope for people in troubled times is in who they are: their skills, abilities, strengths, and whatever else they have. “Acceptance” is their mantra. Accept there is no God, no heaven, no hell, and no way to escape. That’s the most important step.

Moreover, the concept of evil is not a part of naturalism. Naturalism does not believe in the supernatural. There is nothing outside the natural world that affects us. Evil does not cause bad things to happen. A deity does not bring trouble upon us. Bad things just happen. Life just happens. It’s good at times and it’s bad at times. Life goes through cycles. There is no controlling it. Sure, the strong dominate the weak, but, then again, that’s life.

Pantheism:

Since, to the pantheist, life is an illusion, so also is suffering. Therefore, there is no *real* suffering, only shadows. “Life has a bright side and a dark side, for the world of relativity is composed of light and shadows. If you permit your thoughts to dwell on evil, you yourself will become ugly. Look only for the good in everything so you absorb the quality of beauty.”¹ The way the pantheist deals with pain and suffering, then, is simply a matter of the mind. Our thoughts determine the outcome.

As far as evil is concerned, it is not so difficult for the pantheist. What seems to be evil to people is actually a lack of knowledge. They simply do not recognize the greater good. Remember, pantheism means “all is god” (pan = all, and theos = god), which means that if evil truly does exist, then god, the all-inclusive Whole must be evil. This, to the pantheist cannot be possible, so therefore evil does not exist.

The issue of death and dying is simple as well. Heaven and Hell do not exist. There is no judgment after death. When the body ceases to work it dies, the soul (atman) continues to live on, but not in the way theists might understand it. In pantheism, the soul is not what makes up the unique personality or character of a person. It is

¹http://www.probe.org/site/c.fdKEIMNsEoG/b.4223157/k.970F/How_Does_Pantheism_View_Good_and_Evil.htm

impersonal. “Atman is Brahman Itself, the very Self which descends down into the elements of nature through self-projection and participates Itself in the game of self-induced illusion and pure Delight.”⁴ The end goal is for the soul to be rejoined with the all-inclusive Whole, the Divine Source, Brahman, the Universal Mind from which it came. The hope, then, for the pantheist is to still one’s mind, senses, and intellect, and in that stillness enter into a state of Oneness.

Theism:

The theist does not deny evil’s existence. Pain, suffering, death and dying are very real and are a result of evil. The question for those holding this worldview becomes, “*Why* does evil exist? If God is always good and perfect, why does He allow it?”

Ultimately, the theist believes suffering, pain, death and dying are the result of sin, and not the work of God. People can choose to sin, or choose to follow God. That being so, God will judge all people. Because He is just, He must judge, for justice demands evil be punished. As to why He does not stop sin or evil in the world, or even why He made it possible for it to happen to begin with, is because He desired to make humans after His likeness. One facet of being made in the image of God is that people have the freedom to choose. This is called, “personal free will.”

So, the theist declares that evil is in the world because sin is in the world, and people more often choose to sin. As a result, theists believe the best approach for dealing with suffering, pain, death, and dying is to trust a loving and knowable God to help them through. He is all-powerful, all-knowing, and all-loving, so He has the strength to save, the knowledge of the best way to save, and the love to do so. We, in turn, are to be instruments of His strength, wisdom, and love to others going through difficulties.

Theists believe in an afterlife. Death is a release from the pain and suffering of this world. Though the Islamic, Jewish, and Christian worldview all believe in Divine judgment of sin, how that judgment occurs is different for each. Basically, each religion teaches that people will stand before God and answer for their lives. Those with good deeds in their favor will go to Heaven. Those who lived unholy, unrighteous lives go to Hell. The Biblical worldview, however, claims that no religion can save a person from judgment. It states that Jesus is the Judge at the end of time because he died for our sins and rose from the dead. Only those who have trusted Him for forgiveness will be found innocent and enter into Heaven.

The hope, then, for a theist is that God is loving and merciful. He is intimately involved in each person’s life and desires to be their source of strength, confidence, and peace even in the most miserable of times.

Spiritism:

It is nearly impossible to classify the thousands of religions based in spiritism and their views of pain, suffering, death, and dying. It will suffice to say that spiritism focuses primarily on this life, not the afterlife. The key for those holding to this worldview becomes how to best manipulate the spirits through appeasement or incantations. Only by manipulating the spirits will a person be able to protect himself/herself from the tragedies of life. They view such problems more like a battle to be involved in against the spirits.

Unit 3

Work

Ethic



Introduction

Ethical Standards

I-management

Stress Management

Characteristics of a Hard Worker

Prompts

Answers to prompts must include one reference from the class text and one reference from an internet article (dictionary and encyclopedia resources will not be accepted). Be sure to put quotation marks around your citations, number them, and place footnotes at the bottom of your paper to reference where your citation came from.

Prompt 11: In 150 words, define the term “Work Ethic” and what it means to you.

Prompt 12: In 150 words, create your own “Work Ethic Code.” List at least five work ethic standards you will strive to live by and explain what each means to you.

Prompt 13: In 150 words, explain what it means to be self-motivated and to take initiative.

Prompt 14: In 150 words, explain methods for managing stress and why they are important.

Prompt 15: In 150 words, explain what it means to you to be a “hard worker.”

Essay

In a minimum of 500 words, explain the importance of having a good work ethic. Be sure to include your work ethic code and why you live by it.

Introduction to Work Ethic

Introduction:

Ethics is a term used to describe a person's moral philosophy. Their ethic is what they consider to be right or wrong behavior – what ought to be and what ought not to be. When applied to work habits and practices, the set of values people apply to the way they work is called their **work ethic**. If a person has a poor work ethic, for example, he or she is typically considered lazy, unmotivated, unreliable, an excuse maker, or unaware. On the other hand, a person who has a good work ethic is typically considered hard working, diligent, attentive, honest, or driven to learn more. Though cultures vary, a common definition of a strong work ethic seems to be woven into us all. While westerners tend to place high value on “keeping busy” and “completing quickly”, other cultures value “being in relationship” or “relaxing over rushing” as their daily standard. In spite of these cultural differences, however, it is the pursuit of excellence as it is defined by the culture in which a person lives that defines a good work ethic. The truth is that the people who are more diligent to complete a task efficiently without ignoring quality are more respected in their communities.

Benefits:

Having a good work ethic has its benefits. Listed below are a few.

- **A good reputation:** Having a good name is better than being rich. When others know that you are reliable, industrious, and determined you experience a wealth in relationships that surpass riches.
- **Peace of mind:** A cluttered room is a cluttered mind. When things around you are messy, disorderly, or incomplete, the mind has little rest. People want some sense of order; it's why we feel so at peace when we go to the mountains or the beach where everything seems to be in undisturbed balance. When you work hard to bring order to your life, life becomes more peaceful.
- **Greater rewards:** When you have a good work ethic you are trusted with more responsibility, and with more responsibility come greater rewards (higher pay, the trust of others, value, etc.).
- **Sense of security for others:** With a good work ethic, the people who rely on you feel secure. They are not worried because they know your hard work will take care of what needs to be done.
- **Increased knowledge:** Those who are willing to work hard typically discover more. They risk trying something new and learn different approaches to make things work.
- **Confidence:** When you work hard to complete a job with the best your ability it builds the confidence to do it again or to try something of greater difficulty.
- **Satisfaction:** Working diligently to complete a job feels good. Satisfaction in a job well done is a great feeling.
- **Health:** A good work ethic is reflected in everything you do. If you are willing to work hard at work, then you are typically prepared to work hard to promote your own physical, social, emotional, spiritual, and mental health as well. Simply put, having a good work ethic will benefit every facet of your life.
- **Self-sufficiency:** Hard workers tend to be more self-reliant. They don't expect others to take care of them; they are content to take responsibility for themselves. They are not afraid of hard work or difficult times because they know how to survive on their own.
- **Benefits others:** By working hard you benefit others: a boss, your employer, fellow employees/students, family members, your friends, and the needy. A strong economy is built this way, and the needs of the unfortunate are met. By doing so you discover that it is better to give than to receive.

Determining your work ethic

To determine your work ethic, first decide what you value. Begin by making a list of five characteristics most important to you (honesty, diligence, etc.). Then, ask yourself if what you value is marketable (will people want it?). For example:

- Will your future boss want someone who always complains? If not, you should practice speaking positively.
- Will your spouse want someone who is lazy? If not, you should practice doing work without being told.
- Will putting off things make your life more peaceful? If not, you should practice working ahead of deadlines.
- Would you want to hire someone with your work ethic? Why?

Chapter 12

Work Ethic Standards

Introduction:

A good work ethic is like the language of a culture, everyone understands what it looks like. So it is in our culture. There are standards by which all people measure a person's work ethic. Hard working, diligent people are easy to identify. For this reason, it is important that you write out the code by which you will work. A **work ethic code** is a contract you make with yourself as to how you will work, behave, and respond to others. As you prepare to write yours, consider the work ethic standards recognized in our culture and determine which you will live by. However, it must be said that simply writing your work ethic code does nothing to make you a good worker. It is important that you reflect upon the principles you hold dear and commit yourself to them. Like your genetic code, your work ethic code must be written into who you are.

Below are some "Work Ethic Codes" you may want to consider before writing your own.

Work Ethic Codes:

Read over the following work ethic codes. Do you see any similarities? What standard principles do you see?

The Environment Protection Department, United States Government

1. **DISCIPLINE:** Perform with full discipline by practicing true values as well as taking actions in accordance with existing rules and regulations.
2. **CREDIBILITY:** Demonstrate excellent credibility in performing duties and responsibilities.
3. **SPIRIT OF COOPERATION:** Work in the spirit of cooperation by assisting one another.
4. **SKILL AND COMPETENCY:** Strive to acquire knowledge in order to enhance skill and competency, and to achieve excellence in performing duties and responsibilities.
5. **OFFICE HARMONY:** Maintain work environment that is orderly, clean and harmonious.
6. **DRESS:** Dress in smart and polite attire in accordance with the approved dress code.
7. **BALANCED LIFE:** Practice a healthy and balanced life by allocating sufficient time for work, rest, recreation and spiritual obligation.
8. **BEHAVIOUR:** Have an attitude that demonstrates politeness, respect and forgiveness among one another.
9. **OPENNESS:** Receptive to views, suggestions, criticisms and ideas from other members of the Department or the public with an open and positive mind.
10. **VALUING TIME:** Skillful in planning and utilizing limited time in performing tasks, making decisions and achieving the desired outputs.

American Staffing Association (abbreviated)

1. To comply with all laws and regulations (Law abiding)
2. To treat all applicants and employees with dignity and respect (Dignity and Respect)
3. To maintain high standards of integrity. (Integrity)
4. To determine the experience and qualifications of applicants and employees. (Fairness)
5. To explain to employees needed information (Effective Communication).
6. To ascertain appropriate work sites for employees (Safety)
7. To take prompt action to address employee questions, concerns, or complaints (Proactive)



What's wrong with this picture?

LOOK CLOSELY!

Sadly, this is how too many Americans define a good work ethic.

Raytheon Company

Value People

- Treat people with respect and dignity.
- Welcome diversity and diverse opinions.
- Help our fellow employees improve their skills.
- Recognize and reward accomplishment.
- Foster teamwork and collaboration.

Value Integrity

- Be honest, forthright and trustworthy.
- Use straight talk; no hidden agendas.
- Respect ethics, law and regulation.

Value Commitment

- Honor commitments to customers, shareholders, the community and each other.
- Accept personal responsibility to meet commitments; be accountable.

Value Excellence

- Improve performance continually.
- Stress quality, productivity, growth, best practices and measurements.
- Always strive to be the best.

Valley Oaks Charter School, Student work ethic

1. **Academic Excellence:** To be an academic achiever by having a passion for life-long learning.
2. **Effective Communication:** To demonstrate competence in oral, written, illustrative, and artistic communication.
3. **Critical Thinking:** To analytically synthesize information.
4. **Technological competence:** To be a literate operator of technology.
5. **Culturally Aware:** To be considerate and selflessly work with others.
6. **Initiative:** To be motivated and self-directed by applying goal setting techniques, organizing and managing my time efficiently, and assuming responsibility for my life.

Mr. Warren's Work Ethic Code:

1. **Integrity:** I will be honest in everything I do, even to my own hurt.
2. **Respect:** I will respect all people equally.
3. **Initiative:** I will be self-motivated and not wait to be told. I will look for what needs to be done next and do it.
4. **Balance:** I will keep a proper balance in my life and serve my wife and children above all else. Work will not dominate my life.
5. **Diligence:** I will work hard, stay focused, not take meaningless short cuts, and see a job through until it is completed with excellence in a safe, efficient, and timely manner.
6. **Communication:** I will communicate clearly with people.
7. **Time management:** I will manage my time wisely and not engage in activities that are not beneficial for the well-being of others or myself.
8. **Excellence:** I will pursue excellence in everything I do and will always seek to *do things right*.
9. **Humility:** I will have the heart of a servant and work primarily for the blessing of others, not for my financial gain. I will work for the profit of others, be open to criticism, seek advice, and always be hungry to learn.
10. **Worship:** I will do everything as an expression of my adoration for Jesus.

Common standards:

The common work ethic standards repeated in the above statements are what our culture values in a relationship between an employee and an employer, a student and his/her teacher, and a child and his/her parent. They are:

1. Integrity
2. Respect
3. Law abiding
4. Excellence
5. Competency

Consider these and others as you write your work ethic code.

Chapter 13

I-Management

Introduction:

People who have a good work ethic do not need others to manage their lives. They look for what needs to be done and do it before having to be told. In other words, they have learned *I-management*. They have learned to direct their lives well. The effective I-manager is well-disciplined, assertive, and organized. In the first ten years of the new millennium, everything was about the “I” (me, my, mine): I-pods, I-pads, I-tunes, etc. Well, if you are going to have a good work ethic, you are going to have to learn I-management.

I-Management:

When developing your work ethic, consider how you will manage yourself. Take a look at the following I-management principles and ask yourself which you will apply to your life and how. Here is what it is going to take...

1. ***Integrity***: Being honest and sincere, even to your own hurt. Having strong moral character. Successful I-managers have the discipline and courage to always be truthful.
2. ***Initiative***: Being self-motivated. Not waiting to be told to do some. Being aware and active. Successful I-managers see what needs to get done and do it. They don't quit.
3. ***Innovation***: Having the ability to improve or advance a method. Being able to think outside the box and discover more efficient ways of accomplishing something. Successful I-managers are inventive and don't let difficulty stop them. They solve the problem.
4. ***Influence***: Having an effect on others (hopefully positive). The ability to lead by example and motivate others to accomplish a task. Successful I-managers know how to properly encourage others to reach their fullest potential.
5. ***Intelligence***: Being a life-long learner. Always seeking to learn more. Successful I-managers are always learning something new.
6. ***Interdependence***: The ability to depend on the gifts, abilities, and talents of others. To recognize the importance and value of team members to help you do something better. Successful I-managers know how to rely on others in a mutually healthy and helpful way.
7. ***Intuition***: The ability to foresee what might happen if certain actions occur. Successful I-managers are forward thinkers. They know how to plan well.



Chapter 14

Stress Management

Introduction:

A part of having a good work ethic is how you manage stress. It's hard to be an efficient, dedicated, hardworking individual if you constantly live in crisis. We've all heard it before: Stress is the number one killer in America. And, if it's not killing you, it's destroying you. "The American Medical Association has noted that stress was the basic cause of more than 60 percent of all human illness and disease" (<http://www.lesstress.net/stress-facts.htm>). Are we doomed? Not hardly. Stress is manageable.

Causes of Stress:

Life can be stressful, but you can keep it from ruining your life by learning how to control these three major causes of stress: Feeling like you're out of control, Fear, and Poor time management.

Out of control:

There are times we *feel* out of control, and other times we *truly are* out of control. The first is the easiest to manage.

We *feel* out of control when a situation occurs that prevents us from doing what we want. When we must complete a project, for instance, we are unable to do the fun things we want to do. Chores, also, interrupt our plans for the day. When we say, "I would much rather be doing...." and we can't do it, here comes the stress. Some of the best advice here is simply, "Suck it up princess." Life's hard and we don't always get to do what we want. You can complain, mope, or pout, but these only increase our stress. Simply, zip it and get 'er done. Stop whining and get working. Stress will increase the more you put it off.

Still other times, life truly is out of our control. There are keys to managing these unbearable moments, but that is beyond the scope of this class. For now, it will suffice to say, it is possible to have peace even in those out of control moments. One thing is for certain though. Don't add fear to stress. That's a killer.

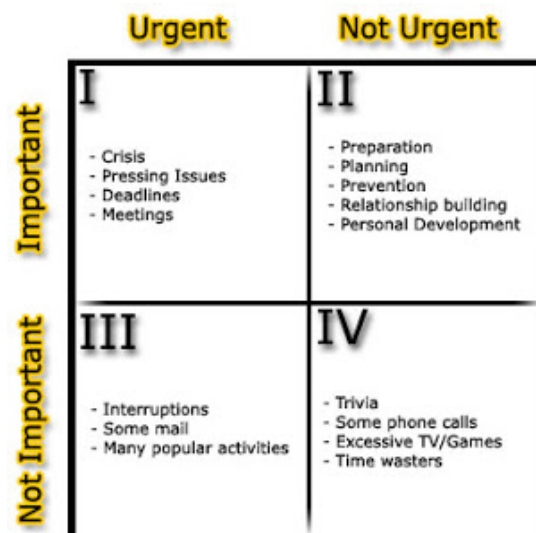
Fear:

Life happens, and so does stress. We will not always be in control of our lives, but we are in control of how we respond. What will make it worse is fear. You see, being out of control is one thing, but when you add fear to it, it's an altogether different beast. Fear will always tell us the worst will happen. Deadlines, for instance, produce stress, but the fear that missing the deadline will ruin your life compounds it. Do not let fear play with you. Few things will actually ruin your life (and most of them are illegal or immoral anyway). When stress comes, don't believe the lies that come with it. Your life will not be ruined. It may be changed, but it will not be ruined.

Poor time management:

Stress, in many cases, is self-induced. It can be avoided. Often, stress comes because we have managed our time so poorly. When we do, we create a sense of urgency that puts us in stress mode. Few things are actually urgent by themselves, but our poor time management creates a crises and BAM, here comes the stress. Learn to manage your time. Don't procrastinate, and don't even deceive yourself into thinking, "but I do things so much better when they are last minute." That is such a lie. Learn to know the difference between what is urgent and what is not, what is important and what is not. Below is a chart that will help you.

The key is to live most of your time in quadrant II and reward yourself with quadrant IV. Sadly, many people live most of their time in quadrant IV, and are rewarded with quadrant I living (and that's miserable).



Chapter 15

Characteristics of a Hard Worker

Introduction:

Let's face it, those who are hard workers keep their jobs, get the rewards, and have greater self-worth than those who are not diligent. Below are ten key characteristics common among hard workers.

Hard workers...

1. Are not afraid of sweat.
2. Don't wait to be told
3. Put their highest effort into what they are doing
4. Strive for excellence in everything they do
5. Work for the success of others
6. Take pride in their work
7. Stay focused
8. Are on the job, when they are on the job (they don't socialize with others, talk on the phone, text, surf the internet, or take frequent breaks). They value company time.
9. Are self-thinkers, anticipate, and are creative
10. Are organized

Unit 4

Champions of Character



Love

Integrity

Humility

Compassion

Justice

Champion Woodworks

Prompts

Answers to prompts must include one reference from the class text and one reference from an internet article (dictionary and encyclopedia resources will not be accepted). Be sure to put quotation marks around your citations, number them, and place footnotes at the bottom of your paper to reference where your citation came from.

Prompt 16: In 150 words, write a definition for the five different kinds of love derived from the Greek language (eros, philia, storge, epithumia, and agape). Which of these loves do you believe should be your greatest pursuit? Why?

Prompt 17: In 150 words, define the character trait “integrity” and explain how it affects a person’s financial dealings, social relationships, citizenship, morality, ethics, education, and private life.

Prompt 18: In 150 words, define the character trait “humility” and how being sincerely humble can benefit a person’s life. Be sure to include the difference between false humility and true humility.

Prompt 19: In 150 words, define the character trait “compassion” and how or if a person your age can show compassion to the needy, the hurting, your family members, your friends, and your enemies.

Prompt 20: In 150 words, define the character trait “just” and how to be a just person in this day and age. Be sure to explain why it is important to treat all people justly.

Essay

In a minimum of 500 words, explain why it is important to be a champion of character and the three most important character traits you feel you should have in your life to be that champion.

Love

Introduction:

We live in a culture desperately trying to teach children that character counts while the character of our society crumbles before our eyes. Crime is high, integrity is low. Greed drives the poor as well as the rich. Violence, murder, immorality, lies, mistrust, and more fill our nation; so much for character. What we need are true champions of character, not simply educated people. Champions carry a torch. They defend a cause, support a message, and surrender all to bring about change. The intent of this unit is not to merely teach you about character values. The goal is to help you make a decision to stand firm as a citizen of strong character. To do so, we must begin with the most powerful and important character trait of all, love.

Love, what an interesting word; it is so misunderstood and misused. We *love* people. We *love* cars. We *love* sports. We *love* chocolate. We *love* sleeping in. How can we ever have a clear understanding of what love is when we use the word so flippantly? In fact, the word is so vague today that we've had to come up with other words to communicate it more clearly, words like kindness, fairness, tolerance, compassion, and more. These words are not bad. The problem is that when we live in a culture that doesn't understand the true meaning of love the vibrant life of that culture is lost, as if culture itself traveled without using a compass. No true direction guides the people. When we reduce love to a few simple words, we miss the depth of real love. Sure, love is being patient and kind towards people. It doesn't hold grudges against others and is not jealous of what people have. But it is much more. To help us with this, the Greek language offers up great insight. While we Americans have one word for love, the Greeks have five: *eros*, *philia*, *storge*, *epithumia*, and *agape*.

Eros – Deep Intimacy:

Eros is best understood by many when they think of the word *erotic*, meaning sensual or sexy. Eros is passionate love. One form of the word in Greek is translated “romantic love.” However, *eros* does not have to be sexual or physical in nature. It can mean a love for someone that is greater than brotherly love. It is deep and intimate love.

Philia - Friendship:

Think *Philadelphia* and you're getting the picture. This great city gets its name because it wants to be known as the city of brotherly love. *Philia*, then, is precisely that. It is the love you have for a friend. It is a companionship, a partnership, a brotherhood of persons dedicated to the success of a common goal.

Storge – Affection:

Family love is the meaning behind the heart of *storge*. *Storge* is affectionate love, usually a result of familiarity. Therefore, those with whom we are most familiar are the focus of our affection and devotion. This type of love is demonstrated in commitment. We love in this way because we are committed even when we don't feel the love. We want what is best for the person, such as a parent toward a child.

Epithumia – Lust:

Epithumia is most often associated with lust or strong desire, even coveting or jealousy. In the correct context, such as a married couple strongly desiring the intimacy of one another in a selfless way, *epithumia* can be beneficial. However, in a culture hungry for physical pleasure and selfish in its pursuit of it, *epithumia* is all too often hurtful and leaves those directed by it lonely, empty, and deprived.

Agape - Selfless:

Agape is selfless love. It thinks only of the well-being of the other. It is unconditional love that continues to give regardless of how it is received. Thus, *agape* love can be a love for enemies, estranged children, an emotionally detached spouse, and the completely unlovable. This love chooses to love because it is love that drives the person's decisions. It wants nothing in return, expects nothing back, and gives without payment. So, what is it exactly? It is a sacrificial love that continues to offer someone good regardless of how that “someone” treats them. It is perfect love.

Love Champions:

We all want *agape* love. We want people to love us regardless of who we are, what we've done, or how much we have failed. So, when choosing to be a person who will champion the cause of love, *agape* is the love to choose. It is the love that will outlast, outdo, and outshine any other attempt to change our world and the lives of those around us. It is the most perfect love there is. Enjoy the other types of love in a selfless way, but pursue *agape* with all your heart. It is the love all people hunger for. It is the only love that will completely satisfy. Be a love champion, and love unconditionally.

Chapter 17 Integrity

Introduction:

The Webster Dictionary defines integrity as follows:

1. A firm adherence to a code of especially moral or artistic values: INCORRUPTABILITY
2. An unimpaired condition: SOUNDNESS
3. The quality or state of being complete or undivided: COMPLETENESS



Integrity is a concept of actions, values, method principles, expectations. In ethics, integrity is honesty and truthfulness of one's actions. Integrity is the opposite of hypocrisy.



A person with integrity is considered by others to be honest, truthful, honorable, reliable, and upright. They are incorruptible, steady, and complete. Is that you? Are you a person of integrity? This chapter is designed to help you begin the journey of being that person. To get you started, consider the following catchphrases and what they mean to you.

Integrity is doing the right thing, even when no one is watching

Integrity is what we say, what we do, and what we say we do, Don Galer

Integrity is not simply saying what you will do, who you are, or what you will stand for. It is what you really do, who you really are, and what you really stand for.

One of the truest tests of integrity is the blunt refusal to be compromised, Chinua Achebe

He who stands for nothing, will fall for anything.

Integrity is knowing what you will do before the situation arrives, and then doing it.

The importance of integrity:

Having integrity is not a new concept. Thousands of years ago, before the Roman, Greek, and even Assyrian empires, the king of Israel wrote, "He who walks in integrity, walks securely" (Proverbs 10:9). Five hundred years later, the Chinese philosopher, Confucius, penned these words, "The strength of a nation is derived from the integrity of its homes." Integrity has always been a big deal. It is the very strength of who we are as individuals and as a nation.

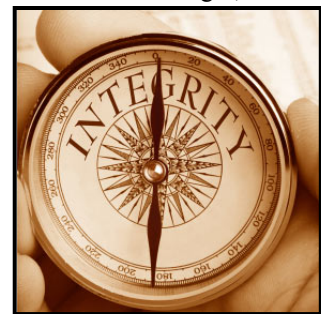
Every culture of every time period has promoted the value of integrity. Why? Oh, there are so many answers to that question. Simply put, everything falls apart without integrity. In fact, a weakened bridge or dam is said to have lost its integrity when it has become weak. It is a warning that soon the construction will not be able to hold up to the pressure placed upon it. Without integrity, structures as well as people fall apart. Kingdoms, nations, and even families crumble. You, likewise, will collapse to the pressures of life without integrity. That is why the person who walks in integrity walks securely.

What is integrity?

Integrity is a compass; it is an anchor in the storm, a light in the darkness, a sign pointing the way. With integrity, you will withstand the crashing waves of life. You will see clearly in the darkest of times. You will know which way to go when there is no clear way before you. Why? Because if you are a person of integrity, you will have already made up your mind how you will behave and what you will do. Gandhi made up his mind he would not use violence. Jesus Christ made up his mind to die on behalf of others. Abraham Lincoln made up his mind to end slavery. Times got dark for them, but they held true. They knew what was right and stuck with it. Outside pressures did not sway them. The struggle in their own minds did not deter them.

You see, if people let situations determine what they will do (i.e. what is right or wrong) they will take the easiest, most emotionally and physically rewarding route. Don't let this happen to you. Decide now what is right, and that you will always do it.

Of course, deciding what is right requires a moral code. The first and easiest code to adhere to are the laws of nature (the law of gravity should keep you from jumping off a bridge). The second is the Law of the Land (Don't kill, don't steal, don't cheat, etc.). Next, it is the law of your home set by your parent(s) or guardian (Clean your room, show respect, don't lie, etc.). Finally, the last moral code is the one written on your heart. If your conscience tells you something is wrong, don't do it. The more you betray your own conscience, the more confused and the less sensitive you will become to what is truly right. The lines become blurred. Have the integrity to stand with your own conscience.



Chapter 18 Humility

Introduction:

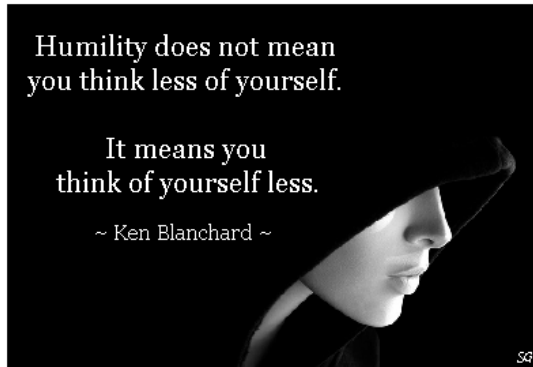
A man throws trash on the ground. “Someone else will pick it up,” he tells himself.

Another man comes along and steps over the trash. “Someone gets paid to pick that up,” he says to himself.

Still another man picks up the trash and throws it away properly without saying a word about it.

Which one showed humility?

It’s easy to see isn’t it? The man who picked up the trash was the humble one, but for more reasons that what is obvious.



The first man – Mr. Self-absorbed:

The first man thought only of himself and cared little about how his actions affected others. We call him Mr. Self-absorbed.

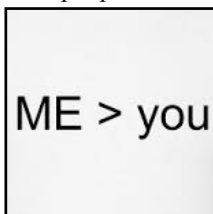
Self-absorbed people only think about their own pleasure, if they think at all. Self-absorbed people play their music loud because *they* like it that way. They use foul language in public because that’s how *they* want to talk. They take the closest parking spot to the store because *they* don’t want to walk far. They will show physical affection publically that is usually reserved for private places. And yes, they throw trash on the ground. Some even change baby diapers and leave the used ones in the parking lot. The list goes on and on, but the image is clear. The self-absorbed person only cares about his/her own little world and shows little respect or consideration for others. The well-being of others is simply none of their concern.

As a leader, Mr. Self-absorbed sees people as nothing more than resources to be used for his success, or as hindrances to be eliminated. As a student, Mr. Self-absorbed sees class time and homework as getting in the way of his personal happiness. And as a child, he thinks only of what he wants, complains about what he doesn’t get, and does not recognize what can be done around the house to help out. He does not even see garbage or clothes on the floor, dishes in the sink, or a full trash can.



The second man – Mr. Too High

The second man only thought of his superiority over those who are paid to do the job. We call him Mr. Too High since he sees himself above doing things beneath his position, power, skill level, intelligence, or income. He leaves picking up trash for lesser people. Such tasks are too menial.



As a leader, Mr. Too High sees people as servants to his success. As a student, he believes no one has the right to tell him what to do. And as a child, he rules the home, does whatever he wants, and resists any type of instruction or discipline. He believes it’s mom’s job to clean and cook. It’s dad’s job to do the yard (or the gardener’s job). He sees nothing as his job, and everything else as the job of everyone else. His job is to be comfortable and happy playing when and what he wants, eating and drinking when and what he wants, and watching when and what he wants. Everything is “mine”: *my* phone, *my* computer, *my* drink.

Champion Woodworks

Character

The third man – Mr. Humble

Mr. Humble not only picked up the trash, but he said nothing about it.

What makes him humble? First of all, he saw the trash. He was aware of his surroundings and cared about the well-being of others. Secondly, he picked up the trash. He was not above doing the job of someone else. Finally, he said nothing about it. He did not complain or seek affirmation. He simply did what was necessary for the moment, and was glad to serve.

Humble people live with the understanding that the wants and desires of other people are to be valued above their own wants and desires. They turn down their loud music because they know their neighbors or people in the car next to them don't want to hear it, or feel their bass. They change their language when around people they don't know because they believe children and women should not hear bad words. Simply put, humble people are aware of and concerned about other people. They don't live in a self-absorbed bubble. They live in a community and seek to promote the well-being of that community. Life is about what others want first, not what they want. They think less about their own happiness and more for the happiness of others.

Moreover, truly humble people are not above any task. They do not think of themselves more highly than they ought to think. They don't falsely bring themselves down, but they do work to lift others up. As leaders they use their resources to help others reach their fullest potential. As students they work diligently to complete their schoolwork, and are helpful to others who are struggling. As children, they look for opportunities to help around the house, see nothing as the job of someone else, and look to relieve other family members of the burden put on them. They will associate with those less than or different than them because the humble do not care what others think about them.

The fourth person - You

So, who are you? Are you Self-absorbed, Too High, or Humble? Ask yourself the following questions and find out. Place a mark next to the statement that best describes what you typically do. Then, add up the totals below.

You are in a public restroom and tissue is on the floor? Do you...	Forget you saw it		Leave it for someone else to pick up		Pick it up	
You are finished using a shopping cart? Do you...	Leave it where you emptied it		Push it out of your way into another parking spot		Return it to the proper place	
Your kitchen is a mess? Do you...	Ignore it		Leave it for someone else to clean		Clean it	
A trusted adult gives you advice? Do you...	Ignore them		Argue with them		Consider what was said	
You get better grades than others? Do you...	Work harder to stay on top		Flaunt it		Help others do better	
Your highest score indicates who you are most like	Self-absorbed		Too High		Humble	

The ultimate question is, "Why?" Why should a person be humble? What does it get them? The question itself flies in the face of the truly humble, because the truly humble do not want to *get* anything out of anyone. They do not insist that others believe what they believe, that others worship the way they worship, or that others follow their moral code. They simply want to serve others. However, it is an important question to consider. Here are seven reasons you might consider pursuing humility:

1. Humble people are more respected.
2. Humble people help others experience a better, more fulfilling life. We all like when people do that for us.
3. Humble people are healthier, because humble people forgive others. When people hold on to hurt, bitterness, and resentment it affects their health. Humble people are not above forgiving others, nor do they insist on conversion or repentance before they will forgive.
4. Humble people are more fulfilled. Giving to others is rewarding. Living for yourself brings emptiness.
5. Humble people learn more from others because they are open to receive instruction.
6. Mutually humble friendships are healthier than self-serving relationships, and their relationships last longer.
7. Humble people live free. Because their concern is primarily for others and they do not see themselves as above anyone, they are free to talk to, be with, and associate with everyone. They do not need to have the right answer for everything. They do not have to protect their reputation. They do not need to feel more important than others.

Humility
A strange thing.
The minute you think
you've got it,
you've lost it.

Chapter 19 Compassion

Introduction:

If you have ever felt the pain someone else was experiencing then you have an idea of what compassion is. The word *compassion* comes from two Latin words, *com* and *passion*. To have passion is to have a strong desire or feeling about something, such as love or hate. The word *com* means to be with, together, or in association with something. It implies concentrated force or being completely engaged. The two together form a very powerful word. To have compassion for someone is not only to feel their pain, but to feel it strongly and in such a way that you join the person in his/her suffering. Compassion is an intense emotion that moves people to action. It causes them to be completely involved in the solution of helping another in need.

Perhaps the greatest example in the 21st century we have of this type of compassion for others is seen in the life of Mother Teresa, a nun in the Catholic Church who gave her life to work with the poorest of the poor in the world, the people in the slums of Calcutta, India. As a young nun she taught behind the walls at Saint Mary's School in Calcutta, but was moved with compassion for the suffering and poverty seen just outside. In time she gave herself completely to ministering to those living in the slums. Her compassion for the poor and hurting moved her to give her life for their betterment, and she never stopped giving, never retired, and never looked for a better life for herself. She felt such a strong desire to join these people in their suffering and poverty that she spent her life doing so. She did it with intensive force and was completely engaged. Now, that was a woman of compassion, and that compassion defined her. What about you? Does compassion define, direct, and decide your life?

Having more compassion:

Though in many ways the ability to have compassion is a gift woven into us, and some seem to be endowed with more compassion than others, we are all capable of being compassionate people. Some just have to work a little harder at it, while others experience it quite naturally. The following are ways to develop a more compassionate nature:

1. Stop living for your own pleasure and happiness. The first step is to stop behaving like you're the center of the world. It's very hard to have compassion for others if all you are concerned about is your own pleasure. Start by denying yourself some of the things that make you happy. Begin with the time wasters. You will never see the needs of others with your face buried in the screen of your television, computer, internet, or video game.

IT'S ALL ABOUT
ME

2. Practice selflessness. Once you have decided to not live for your own personal well-being, do something for the well-being of others, something from which you will receive no benefit. Mother Teresa said it this way, "Stay where you are. Find your own Calcutta. Find the sick, the suffering, and the lonely right there where you are — in your own homes and in your own families, in your workplaces and in your schools. You can find Calcutta all over the world, if you have the eyes to see. Everywhere, wherever you go, you find people who are unwanted, unloved, uncared for, just rejected by society — completely forgotten, completely left alone." In other words, first practice being selfless at home. Don't treat your parents as your servants or your siblings as intruders, but as people worthy of serving. Then, do something to serve them.



3. Practice kindness and good will for others. Kindness is in short supply. As much as our culture tries to promote random acts of kindness, we still fall short of working hard for the good will of others. Look for opportunities to make someone's day better. Sit next to the reject, help carry something for someone, make someone feel welcomed and important, or give sincere compliments to people. Remember the Golden Rule: *Treat others as you would want to be treated.*
4. Practice gentleness. It does not show weakness to be gentle. Gentleness is controlled strength. Gentle people honestly and humbly look at the facts before they respond. This allows their response to be appropriate. It may need to be harsh or tender, but it will be appropriate if gentleness is practiced. In other words, if you are going to practice being gentle, you must seek to understand others. There is more hurt in this world than you know. People are simply great at disguising it. It is true that some hide their pain behind bullying others, but others hide behind pleasant, happy smiles or good grades. It's hard to get to know people if you are insecure about yourself, and it is hard to hear what others have to say if all you do is talk about yourself. You can practice gentleness by asking people questions about their life. Get to know them.

Learn to dig a little deeper into how people feel. That way you will better understand where their hurt, fear, or pain is so that you can honestly and humbly help them

5. Practice mercy. Mercy has many different forms, some of which have already been mentioned above. Certainly, showing kindness is an act of mercy. However, mercy implies providing something to someone who doesn't deserve it. Often forgiveness and mercy are equated. You can practice being merciful by forgiving people who have hurt you, even if they don't deserve it. Mercy also implies pity. Feeling pity for someone is to feel sad for the life they live. Of course, seeking to understand people will help with this, but you can feel pity without knowing the details of someone's life. If someone is mean or rotten, lost or lonely, homeless or abandoned, you don't have to know why. Something bad has happened for them to be the way they are. That alone is enough to feel pity for them. Don't give to mean people what they deserve. Don't return evil for evil. When someone treats you poorly, show a little mercy and return kindness to them.

6. Involve yourself with those in need. Look for those who are in need. In our city alone you can visit homeless shelters, battered women homes, soup kitchens, food closets, and more. Have your parents drive you around the poor parts of town. Some of you don't have to go far to see such difficult situations. Some never see because they live blindly in the comfort of their own homes. Regardless of your situation, you can show compassion. Don't just expect people to show it to you in return. Wherever you are, show kindness, gentleness, and mercy to those around you, in your community and in your city. Get out. See the hurting. Involve yourself in the work others are doing to help those in need.



7. Feel the pain of others. It's one thing to involve yourself with those who are in need. It's something entirely different to feel their pain. Some perfectly healthy, financially stable, selfless people have chosen to live in the slums, the ghettos, the inner cities, and the garbage heaps of the world just to feel the pain of others. There is a man with multiple college degrees who lives in Austin, Texas. He has given his life to help homeless people provide for themselves in a community that grows its own food. Once a year he takes time to live on the streets as a homeless person himself just so he can identify with their pain. He takes no money with him and feels the shame of asking others to provide for his well-being (aka, he begs). Likewise, you too can look for ways to feel the pain of others. You might be surprised just how much it changes you. Just maybe your compassion will move you to be completely engaged in easing the suffering of others.

Being Just

Introduction:

Being just is not a character trait we hear much about today, because being just is about being morally correct or upright. Since we live in a postmodern culture in which morality is self-determined and considered relevant, it's hard to talk about something being morally correct. After all, in our culture people declare, "You can't shove your morals down my throat." The result has become that we don't teach things as being universally right or wrong anymore. That poses a problem. How can someone be morally correct if there are no moral absolutes? And if a moral code has not been set for the human race, how can someone be just in the truest sense of the word? So, instead, today we teach that it is more important to be tolerant and accepting than it is to be just. This is a slippery slope. Moral absolutes are important for the stability of any culture, but so is tolerance. The answer is justice. We need a generation of people who clearly understand what that means to be just in a morally bankrupt culture.

Fair and impartial

A person who is just treats people equally under the law. They seek justice for all people fairly. That is, they desire every person to receive the full benefits and protection of the law. They do not discriminate in their judgment of others, but are impartial. They honor human life equally, regardless of race, religion, gender, age, sexual orientation, or ethnicity. The following people, then, cannot be just because they do not value people equally or treat certain others with dignity, impartiality, or respect:

Racist: Someone who believes his/her race is more superior to another: white over black, black over white, Mexican over Asian, Anglo over Middle Easterner, and so on.

Sexist: Someone who believes his/her gender is more superior to the other and exalts their gender while demeaning the other.

Religious Extremist: Someone who believes his/her religion is more superior to another in such a way that he/she treats people of other religions with contempt.

The judgment of a just person is not always pleasant. In fact, their judgment may be harsh, but it is exactly what the law requires. Don't confuse being just with being kind, or easy, or a push-over. Their judgment is lawfully correct, being harsh or lenient. The punishment or reward may not even seem fair, but it is right according to the law. In other words, being faithful to what the law requires is to be just, that's why a judge is called the Justice of the Peace. He follows the letter of the law to bring about civil order. But being just and pursuing justice are different sides of the same coin. A just person follows the law, but he/she does so much more. A just person does beyond what the law requires.

Morally Correct

Just people are not only fair and impartial in their dealings with the law, but are also moral people. They do what is morally good regardless of the constraints of the law. For example, there is no law that says people must help the poor, but just people do. And when people are mistreated, a just person will work to have them treated with dignity and honor. A just person desires to elevate people and help them reach their fullest potential, protection, and power.

Just people have a set of morals and follow them strictly. They do not waiver. Morality, to the just person, is not relative. It is constant. And, yes, they believe people should follow a universal moral code as much as they believe people should follow the law. This does not mean they are unkind or withhold justice from others. Their moral code prevents them from treating people unfairly, unjustly, or disrespectfully. Their morality demands they treat all people with dignity. Even though their morals might be contrary to the culture in which they live, they remain steadfast in following them.

Someone who is just is not only steadfast in his/her morality, but is determined to fight for the dignity of others, especially those who are incapable of helping themselves. The poor, the unborn, the elderly, the widow, and the orphan all have a special place in the heart of the just.

Reasonable

People with a just character trait are reasonable. They are not argumentative and they do not shove their morality down the throats of others. They believe strongly about obeying the law, helping the helpless, and living a moral life, but they do not use unreasonable means to accomplish their goals. They listen to people who believe differently and treat them with respect. They are not divisive, dismissive, or prone to heated debate.

Unit 5

Living a

Balanced Life



The Balanced Life

Your Physical Life

Your Soul Life

Your Spiritual Life

Your Social Life

Prompts

Answers to prompts must include one reference from the class text and one reference from an internet article (dictionary and encyclopedia resources will not be accepted). Be sure to put quotation marks around your citations, number them, and place footnotes at the bottom of your paper to reference where your citation came from.

Prompt 21: In 150 words, define the term “balanced life” and what it means to you. Be sure to answer whether or not you believe a balanced life is necessary for experiencing a peaceful and fulfilling life.

Prompt 22: In 150 words, define “physical health” and explain ways to keep your physical life in healthy balance. Be sure to include the role of exercise, sleep, play, and diet.

Prompt 23: In 150 words, define “soul health” and explain ways to keep your soul in healthy balance with your physical, social, and spiritual life.

Prompt 24: In 150 words, define “social health” and explain ways to keep your social life in healthy balance. Be sure to include your definition of healthy friendships, healthy family relationships, beneficial entertainment, and the importance of having a healthy community of people who love and support you.

Prompt 25: In 150 words, define “spiritual health” and whether or not it is necessary for a balanced life. Be sure to give reasonable support for your answer and not merely an emotional appeal.

Essay

In a minimum of 500 words, describe the aspects of a balanced life and develop a plan for your life to keep yourself in balance.

The Balanced Life

Introduction:

Healthy things experience vigorous growth, and balance is the key to their vitality. A plant, for instance, must have the correct balance of water, food, good air, and sunlight if it is to develop properly. People are much the same. Life can be lived with peace, vitality, and fulfillment if it is in balance. But people are not plants. We need more than just food and water for proper healthy growth.

When experts speak of health and the balanced life approach, they speak of a person's body, soul, and spirit. In other words, good health means the sum total of physical health, emotional health, social health, and spiritual health. Though people may define each of these differently, it comes as no surprise that those who seek to attain balance in these four areas of life do experience more peace, greater vitality, and longer lasting fulfillment. Of course, these must be sought after in a healthy, proven way. Ways that not only pass the test of modern research, but of historical fortitude as well.

Modern Research:

We know more about human life today than perhaps ever before. We know the vitamins people need, the way the psyche works, and the social habits never quite understood. We know how people should exercise, what they should eat, how they should deal with rogue emotions, and more. People today can sleep better, eat better, exercise better, and interact better all because of the wonders of modern-day science. We must use this knowledge to help us live in proper balance.

Historical Fortitude:

It has been said that the definition of insanity is to do the same thing over and over and each time expect a different result. The knowledge we have gained from modern research about life is good, but it has yet to stand the test of time. We must look back thousands of years and learn from the past to better understand our present. To ignore the past is to ignore wisdom. The stuff that has survived and proven itself beneficial for the wholeness of individuals throughout history must be acknowledged. We must ask, "How have people over the millennia experienced physical health, emotional well-being, social security, and spiritual wholeness?" If it worked for thousands of years, you can trust it to work today. Too often people have ignored the lessons from the past while seeking balance. If it didn't work then, it probably won't work for your wholeness now. Generally speaking...

If it has hindered physical health in the past, it will today.

If it has led to emotional pain in the past, it will today.

If it has brought about social decay and isolation in the past, it will today.

If it has produced spiritual oppression and emptiness in the past, it will today.

For example, we often find people seeking social health today participating in activities known throughout time to produce emptiness and depression (empty sexual encounters, beer is a depressant, and so-on). They do so and expect their life to be full. All the while their life gets emptier and emptier. They repeat the social activities of the past that have ruined lives for thousands of years and expect it to be different for them. That's insane! Every culture that experienced a gluttonous life socially has experienced a collapse of peace and fulfillment. The same will be true today.

Moreover, people looking for spiritual health tend to do the same. They look for a new spiritual wholeness experience by resurrecting some old religion (tribal spiritualism, oppressive Christianity, New Age Hinduism, violent Islam, and more). Though people in the past who practiced such spiritual endeavors lived without peace and fulfillment, today people dress them up with new clothes, call it their own new thing, and expect the outcome to be different. The result is that they are just as miserable, lost, oppressed, and confused as their predecessors. Listen, if it hasn't survived for thousands of years and brought wholeness to those practicing it, it's not worth looking into.

If you are looking into a religion to help bring spiritual health to your life, look to how the religion began. Don't merely look at what it looks like today. None of the major religions look the way they did in the beginning. Some look worse, and some look better. Those that look worse have been corrupted. Those that look better have changed to be more appealing, but something that has to change to gain followers probably isn't founded on truth. You see, some religions began in violence. Some began as a way to control or unite people. Some began as a philosophy which others turned into a religion. Some began with a message that set people free and created a community of faith, hope, and love. The point is this: What something is at its root, is the important thing to look at. Some things are simply worth repeating and others are not. The test of time will show you which. The results will confirm your decision.

As we go into this study, it will be beneficial to understand the terminology.

The Physical Life

The physical life has to do with your body, and physical health comes from the proper care of it. Your body is designed to live with energy, endurance, and strength. If taken care of properly, your body will perform at its maximum potential. Even if you have a disorder, ailment, or a handicap, you can experience physical well-being.

The Soul Life

The soul is that part of us that feels emotions, understands knowledge, and makes choices. Why people feel, understand, and choose differently is unique to each individual. Emotions can control your life, or you can control your emotions, even enjoy them. Emotions are what we feel inside (fear, love, hate, greed, jealousy, lust, compassion, etc.). Emotions are neutral; they have no moral value in of themselves. What you do with them, however, can have tremendous moral implications. Anger, for instance, is not evil, but choosing to hurt someone maliciously is. This power to choose is another function of the soul. Our free will is what separates us from the rest of nature. We are not animals. We decide how we will behave. Therefore, to have a healthy soul we must make wise decisions, and that requires understanding of the world around us. This ability to understand is yet a third function of the soul. So then, soul health is having the ability to control, use, and enjoy your emotions properly, to discipline your will to make wise decisions, and to stimulate your intellect by developing a better understanding of the world around you.

The Spiritual Life

It is hard to ignore the existence of a spiritual world. Those who deny it simply ignore the facts. There is simply too much evidence supporting the existence of a spiritual realm to dismiss it. There is an unseen part of each of us that must be understood and nurtured. Many atheists, though they do not believe in a god, do accept that there is a spiritual part of people, some even believe in an afterlife. Hardcore atheism, the humanistic thought that reality exists only in what can be seen, felt, or studied is a western philosophy, and is not practiced or accepted globally. The rest of the world does not deny the existence of the spiritual world, and that's not simply because they are ignorant, ill-informed, or unevolved. They believe in a spiritual world because they have experienced it so powerfully. The reality of such a world is undeniable. Exactly what it is may be debated, to be sure, but something is there. Something experts in the field of balanced-life study say people must identify and nurture if they are going to experience a balanced life.

The Social Life

People are meant to live in community. We are not independent of one another, nor are we dependent on others. We are interdependent, which means we rely on each other. Every person has something to give to others, and every person needs others to give to them. What we give will determine the social well-being of the community and the individual. For instance, if we devalue people by seeing them as objects useful for our sexual pleasure, financial success, social status, or emotional thrill, it will hurt. However, if we respect and value individuals equally everyone benefits.

An opposing view:

Not everyone believes a balanced life is necessary, and that "to accomplish truly great things, you need to seek an imbalanced life."¹ Such belief comes from the idea that to be successful, there are times when you must live out of balance. The new business owner, for instance, must put in more time to be successful and give less to his social life. It is said,

"people who are spending their time seeking a "balanced" life fall into two categories: a) **People who have not accomplished anything remarkable**, and never will, because they are constantly striving for "balance" (and are thus secretly afraid that doing what it takes to achieve true success in one area will put them out of balance). Or, b) **People who have already achieved amazing things** in one (or many) areas of their lives, and are now attending to the previously ignored aspects. Better term here would be people seeking to "rebalance".²

Three important questions people must answer regarding this view are: "What do you consider a remarkable accomplishment? If doing something remarkable is important to you, why is it important? And, how do you define success?"

Remember, balance is not giving equal time to every important thing in your life, but giving equal care in making sure all areas of your life are nurtured towards health.

1. *The myth of the balanced life-success comes from imbalance not balance*, <http://goaltriangle.com/advanced-goal-setting/the-myth-of-the-balanced-life-success-comes-from-imbalance-not-balance/>

2. *Ibid*

The Physical Life

Introduction:

As we have discussed, the balanced life has to do with keeping your body, your soul, and your spirit in good health. In other words, you must pay close attention to nurturing the physical, emotional, social, and spiritual areas of your life if you are going to experience fulfillment and reach your fullest potential. To live a healthy, vibrant life you must give adequate nurture and care to each.

Your body, that is to say your physical life, is one area in which you must take personal responsibility. You and you alone are the steward of your body. We've all heard this before. Everywhere we go it seems we are told the right way to eat, drink, exercise, and rest. Yet, "the majority of U.S. adults are overweight, nearly one in five are daily smokers, and one in five consumed at least five alcoholic drinks in a day at least once in a year, according to government's national health survey."¹ Not only this, but diabetes and obesity are still on the rise. With all the "health training" we have received, how can this be?

One reason many Americans still live unhealthy lives is because they value pleasure and ease over discipline and effort. In other words, people in our culture want it easy and they want it fun. They would much rather be happy and comfortable now and not let future possibilities dampen their enjoyment. Is that you?

The second reason is because people, especially youth, feel invincible. They see little connection between how they treat their bodies today and their vitality for tomorrow. Being sluggish and dull-minded has come to feel normal to them. Poor health and old age are so far removed from their reality that what they do now seems to have little consequences on their future. Besides, medicine will be able to fix them, right?

With much attention given to living healthy today, we must remember that our physical health is not the only area of life that determines good health. As we learned earlier, life is about being balanced. Taking care of yourself physically is only one part of that balanced life. Don't get consumed with it. Immersing yourself in pursuit of physical strength and wellness will not guarantee your fulfillment. Keep it in balance, and it will put you on the right path. Out of balance and you will be a physically fit miserable person. Give equal, proper care to your body, soul, and spirit, and then you will reach your fullest potential.

When it comes to physical health, there are four things you can do to be healthy: eat well, sleep well, play well, and exercise well.

Eat well

Your body needs fuel, but more importantly it needs the type and amount of fuel. Food and water is fuel for the body. If you do not eat well or drink well, your life will be out of balance. Energy will be low, your emotions will be off, and your brain will not think clearly. To avoid this, consider the following:

1. *Follow the food pyramid:* Your body needs a proper balance of proteins, fats, fiber, vitamins, mineral carbohydrates. By supplying your body with the proper serving amounts shown in the food pyramid, you will do well (on
2. *Drink enough water.* Water cleans the inside of the body by helping it get rid of toxins, plus it aids in the digestive system, maintains the proper body fluids necessary for good health, controls calories, energizes muscles, helps keep skin looking healthy, maintains a normal bowel function, and helps your kidneys. Since lemon is a great source of vitamin C and a natural antioxidant, practice putting a little lemon juice in your water. It's good for you. Also, when you are hungry and want a snack, drink some water first, sometimes that will take away the urge to eat.
3. *Don't drink caffeinated drinks.* Caffeine is found in such things as coffee, tea, and soft drinks. It is a drug, and it has little to no benefits. Caffeine stimulates the central nervous system and releases stress hormones. It also produces adrenaline, which wears out adrenal glands. Water is the best hydrator you have. So, on a hot day, reach for a drink of water not a coke.



¹ America the Unhealthy, http://www.cbsnews.com/2100-204_162-602417.html

4. *Limit sugary foods and junk foods:* As you can see from the food pyramid, junk food and treats should be limited to very small amounts. Not having more than one treat a day is a good rule to live by. Watch out! Sugar is in just about everything you eat. Learn to read food labels.
5. *Limit processed food:* Processed food is any food that has been altered from its original state - either for safety or convenience - and is loaded with unhealthy ingredients. Do away with fast food on a regular basis, maybe once a week. Also, meals that can be cooked in the microwave are a big no-no.
6. *Eat raw whenever possible:* The best rule of thumb is to eat food raw. Whenever it is cooked, it loses necessary value. Of course, be safe about this.
7. *Vitamins:* The important vitamins and minerals we once found in soil and water have been depleted. As strange as it seems, we no longer get what we need even from home-grown food and fresh water. Get on a program of vitamins to make certain you are getting what is necessary. Consult a doctor about this.
8. *Train your taste buds:* The reason why healthy food doesn't taste good to many people is because their taste buds have not been trained to like them. You can train them by eating right.

Sleep well:

The amount of sleep a person needs is uniquely individual. There is no magic number of how much time is too little or too much. There are problems associated with both. "For example, short sleep duration is linked with:

- Increased risk of motor vehicle accidents
- Increase in body mass index – a greater likelihood of obesity due to an increased appetite caused by sleep deprivation
- Increased risk of diabetes and heart problems
- Increased risk for psychiatric conditions including depression and substance abuse
- Decreased ability to pay attention, react to signals, or remember new information"²

Too much sleep, however, is equally non-productive. Adults who sleep more than 9 hours, for example, experience increased risk of illness, depression, accidents, and even death.³ The chart above is a good standard by which the majority of people should live.

How Much Sleep Do You Really Need?	
Age	Sleep Needs
Newborns (0-2 months)	12-18 hours
Infants (3 to 11 months)	14 to 15 hours
Toddlers (1-3 years)	12 to 14 hours
Preschoolers (3-5 years)	11 to 13 hours
School-age children (5-10 years)	10 to 11 hours
Teens (10-17)	8.5-9.25 hours
Adults	7-9 hours

Source: National Sleep Foundation

Play well

Playing well is different than getting good exercise. It has to do with leisure time. We used to say, "Rest well," and while it is still the case that we should learn to relax, so much of how people do that today is spent in front of a screen. So, when you find yourself wanting to enjoy mindless entertainment, follow this rule: No screen time longer than 30 minutes. The American Academy of Pediatrics (AAP) have found that children over 2 years of age should engage in no more than two hours of "screen time" every day, preferably in no more than 30-minute blocks.⁴ And "screen time" means exactly that. It is any time spent in front of a television screen, computer screen, video game screen, or handheld device. It is simply not healthy on many different levels, including eyesight, joint movement, emotional dysfunction, fatigue, synaptic damage, and more.

Exercise well

As a general rule, shoot for 30 minutes a day of physical activity, 10 minutes of which should raise your heart rate (cardiovascular exercise, vigorous aerobic activity). When considering strength training, simply do body weight exercises and lifts, such as push-ups, pull-ups, bridges, and more. Don't do sit-ups without proper training. Done incorrectly, they can be bad for you. You will get all you need to be strong enough for normal life activity simply by lifting your own body weight. Gyms are not necessary. Lifting weights is not necessary. You will be healthier in the long run, especially in your joints and flexibility, if you follow this simple rule.

2. *How much sleep do we really need?* <http://www.sleepfoundation.org/article/how-sleep-works/how-much-sleep-do-we-really-need>

3. Ibid

4. *MOMMY, CAN I USE THE 'LECTRONICS'? Is too much technology leading to over stimulation in kids?* <http://www.buckslocalnews.com/articles/2012/12/26/opinion/doc50db26e1785b3430395605.txtIbid>

The Soul Life

Introduction:

Regardless of whether you approach life from a religious, philosophical, or psychological point of view, the soul is understood to be that part of a person that influences the intellect, the will, and the emotions. To some, these are merely the functions of the brain. To others, it is a spiritual part of who we are. A discussion between the two thoughts is a necessary and important debate worthy of some introductory thoughts.

Is it the soul or the brain?

While the study of the brain may help us conclude *how* one understands, decides, and feels, it cannot tell us *why*. In other words, there is not a particular part of the brain that would explain why one person believes in God and another is an atheist, why one person enjoys ballet and another desires to sky-dive, or why one person feels sad about one thing while another could care less. The brain is complex, and we do not want to understate its role in directing our lives, but we do not want to overstate it either.

The best we can tell, the brain is nothing more than a synaptic¹ computer. It receives, stores, and releases information, but it does not create new information. It simply recalls what it has obtained and processes it. Like a computer, the brain can only function according to its programming. Among many other complex functions, it helps with coordination and movement, perceives stimuli (hot, cold, soft, loud, etc.), processes stored knowledge for reasoning, and controls the pituitary gland to release stimulating hormones. The question becomes, “What motivates the brain to understand, choose, and feel?” In other words, who or what is at the keyboard of this amazing synaptic computer?

Many have called this unseen motivator the *soul*. Some argue that the soul is the *real* you. It is the immaterial spiritual element of who you are that forms your personality and character, your drive and determination, and your capacity to love. It is the *you* that will live forever. It will not decay or grow old. It will always increase in its capacity to learn and feel. It will always mature. It is always expanding intellectually and emotionally. While the body, through its five senses (feel, smell, see, hear, and taste) receives information, which the brain stores for future reference, some say it is the soul that interacts with the information, engages it, and motivates responses to it.

This class is not out to prove the existence of the soul, but to promote the health of that part of you considered by people from every culture, race, religion, and ethnicity to be the soul. What it is, we don’t know, but even if you don’t believe it exists or if you call it something different, you can still seek to be healthy in the three areas of life considered by so many to be the function of the soul, that is the intellect, the will, and the emotions.

Intellectual health

Intellectual wellness has to do with stimulating the brain to think, reason, and evaluate. Healthy people know how to stimulate their brain. It is important for people to exercise the ability of their soul to demand something of their brain. The soul wants to grow in understanding. It wants information stored in its synaptic computer. Here are some ideas.

1. *Learn something new*: Learn a new language, a musical instrument, or a new skill. Remember the days of childhood when you even created your own alphabet or secret code?
2. *Play games that require thought or strategy*. Involve yourself in such games as chess, checkers, riddle solving, crossword puzzles, or Sudoku.
3. *Use your opposite hand*. Occasionally write with the hand you don’t normally write with, or become opposite handed for a day.
4. *Read a book*: Find out what entertains you and read about it.
5. *Write a story*: Anyone can tell a story. Try writing one. Don’t worry about how good it is, just do it.
6. *Be creative*: Build something, paint something, draw something...just be creative.

Volitional Health:

Volition has to do with decision making. It is your will, your preference, your choosing power, and your desires. Clearly, making bad decisions will affect your health and your soul knows it. Having wrongly guided desires can be hurtful to yourself and others. Exercise your soul strength by exercising your will wisely.

Volitional health-tips include:

1. *Exercise self-control:* A Boy Scout troop leader once took his troop backpacking. When they arrived at a cool stream he made the thirsty boys wait 30 minutes before they could drink. Why? He did so to teach them self-control. The physical body is best compared to a spoiled little brat that throws temper tantrums every time it doesn't get what it wants. Your body hungers for things. Learn to tell it, "No," or refuse to give it instant gratification.
2. *Make a decision:* Many people can't even decide what movie they want to watch when asked. Practice answering confidently when asked a question, even if you're not sure or fear you might change your mind later. Learn to make decisions with confidence. Don't fear being wrong or disappointing others. You can learn to deal with those things in a healthy way later.
3. *Face your fears:* Start small and decide to do something that scares you, like climbing a ladder, playing a sport in front of others, or public speaking. Use discretion and seek help if you have a crippling fear.
4. *Get out of your comfort zone:* Let your soul guide you to do things, go places, or be with people outside of where you are comfortable.

Emotional Health:

Emotions are feelings. They can either control you through brain power, or you can control them through soul power, though emotional health is more than just controlling your feelings. Emotional health has to do with how you feel about yourself, the quality of your relationships, and the ability to cope with stress and difficulties. Your soul is alive. It feels and understands and desires. It carries around its synaptic computer constantly working to interact with and engage the world in a healthy, beneficial way. So, emotional health is very important. Here are some tips.

1. *Practice being content:* Contentment, being satisfied with what you have positionally, financially, or materially, is the key to life. Learning to live a simple life will help. Don't clutter your life with bigger and better toys, or with gadgets promised to make life easier.
2. *Laughter is good medicine.* Learn to laugh. Engage yourself in wholesome fun play - the type of play that you don't regret the next day - and laugh (but not at the expense of others).
3. *Build healthy anticipation and excitement.* Childhood excitement that built with the anticipation of a special holiday, birthday, or vacation was healthy. Don't lose that as you get older. Build traditions around seasons and holidays that build wonder.
4. *Learn to deal with stress and how to bounce back:* Stress is still the number one killer in the United States. When stressed, learn to breathe deeply, relax, and let your soul remind you of how you survived before and show you how you will survive again. There is very little that will completely ruin your life.
5. *Believe in something worth dying for:* This doesn't mean you become violent about what you believe. It means that something or someone else is more important than you. Those who have something worth dying for have a reason to live.
6. *Adapt well to change, be flexible:* Don't be too rigid or determined to have things a certain way. When something doesn't go the way you planned, adapt to it, don't pout or complain. Learn how to keep unhealthy traditions from controlling you.
7. *Don't eat foods that play with your emotions:* Certain foods, especially processed foods and drinks, have a negative effect on our emotions.
8. *Build healthy relationships:* Unhealthy relationships play havoc on our emotions. Some friends can be very draining. We will discuss this further in chapter four. For now, if you are in emotionally draining relationships get out, or at least limit your time together.
9. *Build confidence:* Confidence is great for the emotions, and it can be built. Try something you haven't done before. Confidence isn't about the ability to do something well. It's about trying new things assertively.
10. *Play hard and love well:* Learn what energizes you and do it. There are at least seven motivators common among all people. Which of the following most energizes you?
 - a. Perceiving: Knowing what's really going on with people. Figuring out what is right and what is wrong.
 - b. Serving: Being active or doing for others.
 - c. Teaching/researching: Learning new information.
 - d. Encouraging: Helping people feel hopeful, happy, and good.
 - e. Compassion: Feeling the pain of others. Joining people in their difficulties.
 - f. Giving: Sharing what you have with others.
 - g. Leading: Organizing, administrating, or taking the lead.

The Spiritual Life

Introduction:

The topic of the spiritual life brings up a number of different thoughts in people's minds. Some naturally think of God, others think of an unseen, impersonal energy force, while others think about good and bad spirits, even ghosts. Some dismiss the notion of anything spiritual existing whatsoever.

Basically, there are three different groups in which people belong regarding a belief in a spiritual life. One group, the *believers*, is convinced the spiritual world is real, mostly because they have had some unexplainable spiritual experience. Within this group there are a number of different opinions about the spiritual world (i.e. God, gods, demons, angels, spirits, ghosts, forces, etc.). The second group, the *skeptics*, is not convinced, but has an open mind about the subject of a spiritual life. The third group, the *non-believers*, has a strong conviction that there is no such thing as a spiritual realm, and that humans are simply highly evolved animals. Regardless of what you believe, higher education demands you explore the possibilities and make an informed decision.

However, that being said, it is important to remind you that this is not a philosophy or theology class. It is a character building class, and this unit is about living a balanced life. If you are serious about living life in balance, you should study the possibilities or impossibilities of there being a spiritual world and formulate an educated conviction. Then, seek to live in responsible balance with the decision you have made. In others words, live what you believe. Your behavior must align with your beliefs if you are ever going to experience a balanced life. Those who believe one thing and behave contrary to that belief are very frustrated people.

To help you formulate an educated conviction, let's look at two opposing views concerning the existence of a spiritual world. This will get you started, but you will do well to explore these deeper with your parent(s).

There is no spiritual world

This opinion is easily discussed in a class about living a balanced life. If the spiritual world does not exist, then people are the product of needs, urges, passions, hormones, and other such natural drives and functions. People should, therefore, hold nothing back. Like other animals, people should follow their instincts for survival and satisfaction. In this scenario the only thing holding people back would be their willingness to follow the law, their fear of punishment, and/or their desire for reward. That's it. There is nothing to consider, nothing to do, and no advice to follow about the spiritual life because it does not exist.

Those with this opinion believe the trappings of outdated beliefs and the imprisonment of religion hold people back from ultimate fulfillment. Life, to them, is a product of chance. No other world exists but the physical world, and people are in control of their own destiny. Living in balance, then, has only to do with the physical body, the mind, the emotions, and the social life (if one so desires).

There are numerous reasons why people do not believe in the supernatural, too many to list here. However, the most common reason is because they view any such belief as weakness based on fear. They conclude that people believe because they *need* something to exist beyond this life because it gives them a sense of purpose. They understand that people *want* to live without fear and *need* to feel more special than what they actually are. To the non-believer, life can only be lived fully if a person moves beyond those trappings and fears, and accepts this life as the only one they get. Do away with the fear of divine judgment, and you will be free to truly live.

There is a spiritual world

Those who believe in a spiritual world have plenty to discuss about being spiritually healthy because they have so many opinions on the subject. This makes it very difficult to talk definitively about ways to have a healthy spirit. Primarily, this is because the terms "spiritual world" and "spirit" mean different things to different people. So, before you can live a healthy spiritual life, you must first come to some conclusions.

Personal or impersonal

Believers in the supernatural must first decide if the spiritual world around them is personal or impersonal. In other words, they must decide if the spiritual world is personally involved in their life, or if it has no involvement. If it is personally involved in the affairs of the human race, then the spiritual world has intellect, will, emotions, and desires of its own. If it is not involved, then the spiritual world is simply a force or energy with no personality, character, or concern for people. Your spiritual health is determined by how involved you believe the spirit world is in your life. Is it intimately involved or is it not involved at all? Which do you believe?

Your spirit

The next question to consider is about your own spirit. What role does your spirit play in your life? Historically, people have answered this question in four ways. Firstly, believers in the supernatural understand the human spirit to be that part of a person which interacts and communes with the spiritual world. Secondly, the spirit has long been associated with the conscience, self-awareness, or that part of a person that knows something to be universally right or wrong (murder is often classified here). Thirdly, the spirit is thought to be that which provides special insight unattainable by the human mind, often called enlightenment. Finally, the spirit is considered to be that part of a person that motivates (i.e. people with enlightened spirits love people, and darkened spirits hate people). To pursue spiritual health, then, a person must commune with the spiritual world in a healthy way, obey their conscience, seek insight, and follow positive motivations.

The Cosmos

The third question a person must ask is about how and why the cosmos exists. At some point life began. It has not always existed. For those who believe in the supernatural, if there was a beginning, then there was a Beginner, one who started it all. The only question becomes, why? Why would the Creator create the world and everything in it? In other words, does the Creator care about what he created (not that the Creator is actually a male, he would be much bigger than that)? If he does care, then he would set everything in place for its healthy survival. That means the Creator is the one who supplies the means for us to experience a healthy spiritual life. Only through the Creator can people find that life. If he doesn't care, then you are on your own to figure it out.

Absolute Authority

If there is a Creator who is personally involved in the world and who cares about the spiritual health of his creation, then he has absolute authority. He decides what is right and what is wrong. He has absolute authority over the cosmos he created. His authority stands whether we like it or not. He is the Creator. We are the created. He created the world and all that is in it for us, and therefore knows what is best. Spiritual health, then, can only come from the one who created life and living obedient to what he has set in place. When people don't submit to his authority, it has been called sin, reprehensible acts of karma, guilt, immorality, and so forth. What the believers in the supernatural have found is that there is no one who does good, not even one. Everyone has broken the rules of the Creator. Their conscience testifies to that. As a result, people are not at peace in their spirit. They are spiritually unhealthy and constantly seeking for ways to become so. The result has been the development of religion.

Religion

As far back as the human race can be studied, people have always believed in some form of intelligent designer. They understood that whether this Creator was personal or impersonal, spiritual health could only come by being in right relationship with him/it. The question on people's minds was: "How can a person be at peace with God/the gods?" Searching for the answer brought about much spiritual unrest. As a result, the human race created religions.

Simply put, the definition of a religion is an *organized or systematic attempt to reach or appease the Creator*. Religions develop rules, paths of righteousness, moral obligations, pillars of faith, or laws that must be followed in order to satisfy God, find release, or reach enlightenment. By following the particular religious rules or methods, people believe they can connect with the Creator of the cosmos, be blessed, and live forever.

In religion, it is universally understood that spiritual health cannot be achieved unless one has peace with, joy in, faithfulness towards, and love for the Creator. Throughout the ages, religious practices have either fostered spiritual health or destroyed it; that's because the amount of peace, joy, faithfulness, and love you experience will determine how healthy you become. Some religions foster these, some do not.

Spiritual health and religion, then, have not always gone hand-in-hand. Some religions set people free, others enslave them. When people create laws to produce spiritual health, those very laws have a tendency to kill what they were meant to help. That's because laws involve punishment, so when people fail to live by the laws or practices of their religion they feel empty, insecure, and alone. This kind of continual work for spiritual wholeness wears the spirit down. Religions, however, that produced freedom, transformation, and hope, grew spiritually healthy people.

So, the purpose of religion is to help people experience spiritual health by providing a way for them to have a relationship with the spiritual world (i.e. God, Creator, spiritual force) that is peaceful, joyful, faithful, and loving. The question is: What religion, if any, can do that for you?

The Quest for Spiritual Health

Each religion answers the above question differently. Below is a brief synopsis of how the most popular religions of our world today teach their followers what they must do to have spiritual health. There is much more to each of these, but this overview should give you a starting point for exploration.

Buddhism: Spiritual health comes through eliminating cravings and desires

Spiritual health in Buddhism comes from practice, not from any certain belief or teaching about God.

They do not waste energy considering how the world began. Seeking to know that which is impossible to know is a poor waste of time. Life, to the Buddhist, is pain and suffering caused by our desires or cravings.

Spiritual health, then, comes by eliminating desire. Buddhists are concerned with the end of suffering through the enlightened understanding of what is truly real. Therefore, freedom from suffering and the pursuit of wisdom and compassion are their lifelong pursuit. Desire can be eliminated if one practices generosity and charity, morality, tolerance, wisdom, discipline, and meditation. Buddhists do not pursue a relationship with God, since God cannot end their suffering. Only the teachings of Buddha can bring spiritual health.



Christianity: Spiritual health comes from the forgiveness of sins and the work of God's Spirit

Christians believe that every person has a spirit, and that that spirit is uniquely theirs. People are as much a spirit as they are a body or a soul. Because sin separates people from God, they can only have a relationship with him if they are forgiven of their sins. That forgiveness only comes through Jesus Christ because of the death he died on the cross and his resurrection from the dead. Because Jesus was blamed for the sins of everyone in the world, putting faith in him for forgiveness provides the way to have a relationship with the Creator. Spiritual health, then, comes by trusting Jesus and living in relationship with him. Different Christian religions have added rules that must be followed, but Jesus taught spiritual wholeness only comes by faith.



Hinduism: Spiritual health comes from being one with Brahma

Though Hinduism is polytheistic, having up to 330 million gods, it does believe in one supreme god named Brahma. This entity, however, is impersonal and unknowable, and exists in everything, even people. Therefore, Hindus believe all people are divine (gods). Spiritual health, then, can only come by being one with Brahma. This path of enlightenment is reached through four practices. The first is Charya, which is the practice of virtue and selfless service. The second is Kriya, or worshipful devotion. Thirdly, yoga, the meditation under a guru's guidance helps people to reach the final stage, Jnana, which is the wisdom state of the realized soul. Until self-realization is achieved, people are reincarnated as determined by karma (good or bad deeds).



Islam: Spiritual health comes by doing good

Muslims believe that Allah, the name of God, gives each person a spirit, which is shaped by his/her deeds in life. Good deeds help the spirit develop as Allah intended (spiritual health), and bad deeds hurt the spirit's growth. Allah is merciful to all who genuinely repent of their sins. Allah is to be obeyed and worshipped. Life is to be lived in such a way that pleases him so that paradise may be gained. Spiritual health, then, occurs when people do good deeds in accordance with the teachings of Islam.



Judaism: Spiritual health comes by loving God and doing good to others

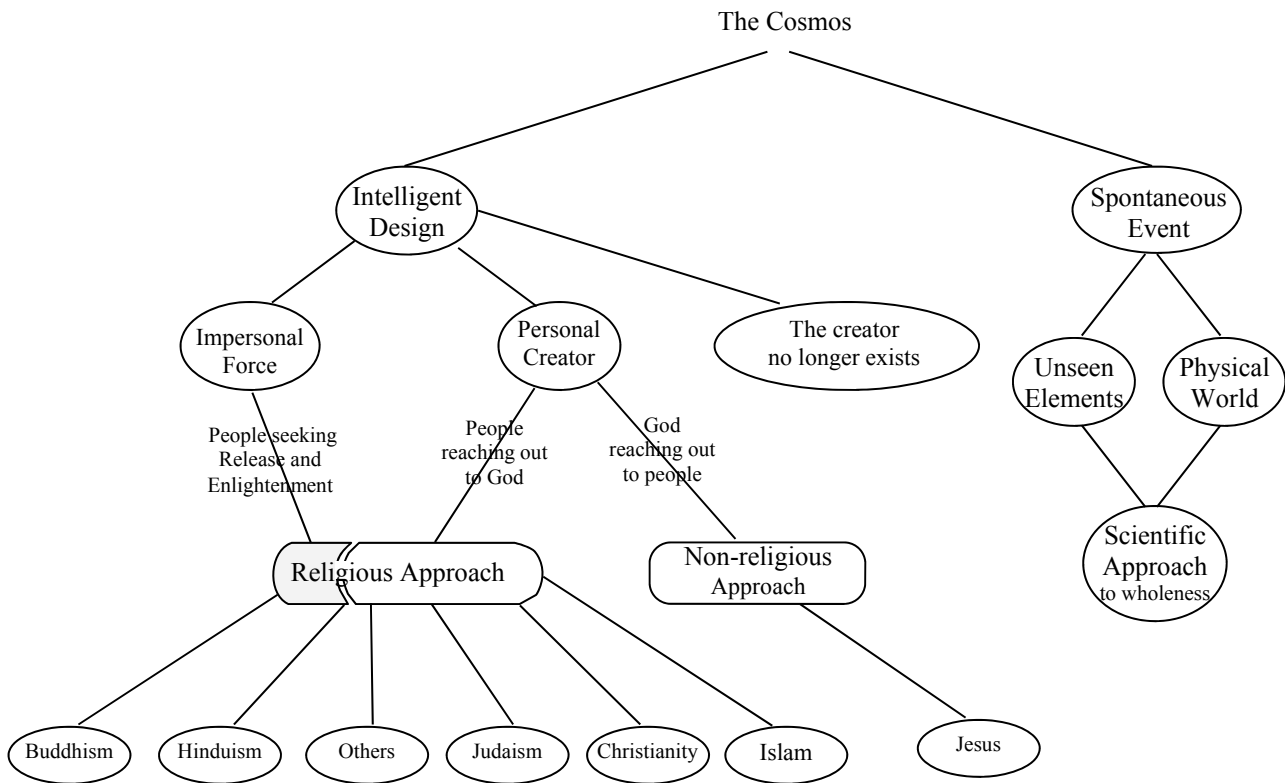
The Jewish people believe in a personal God who made all people in his image. Our spirit is the breath of God in us. In Judaism, spiritual health comes from fulfilling one's duties to God and his fellow man. The religion is deeply concerned with the well-being of humanity. The teachings of the Torah (the writings of Moses, the first five books of the Bible), the Talmud (writings of the prophets, history, and poetry), and the Mishnah (the oral teachings) teach how to have spiritual health. Jews understand that humans can give nothing to God, but that God has given all that is necessary to them. Therefore, spiritual health comes from loving God with all of one's soul.



Being spiritually healthy

On your quest for spiritual health, it is important to examine these religions carefully. It is irresponsible and unethical for anyone besides a family member to tell you which religion is the right one. The common religious belief is this: Your spiritual health will only come by doing good and living in relationship with the one who gave you life, the Creator.

The following chart maps out the different approaches for spiritual health and wholeness.



People pursuing God:

Religion is the attempt to reach or appease God, the gods, or find an ultimate spiritual existence. The founders or heads of these religions taught that spiritual wholeness comes through following rules, laws, or steps.

God pursuing people:

Jesus did not teach any rules or laws for people to follow to reach God, but that God is pursuing them. Jesus did not start a religion, but taught that a relationship with God is possible by putting confidence (faith) in his sacrifice for sins, believing in his resurrection from the dead, and relying upon him for personal transformation. God makes us whole through grace by faith, not through religious rules or practices.

Chapter 25 The Social Life

Introduction:

Much of who we are is determined by our social life. That is to say, who we interact with shapes and molds who we are, how we behave, and what we believe. Your social life is comprised of interpersonal relationships, both long term relations and momentary engagements. It is the life you share with others. It occurs at home, school, work, hang-out spots, and even stores. When you interact with another person, you are being social. Since much of our time is spent with people, it stands to reason that in order to have a healthy social life you must be as intentional as you are with your physical, emotional, and spiritual health.

What do socially healthy people look like?



They are:

- Confident
- Comfortable around others, even strangers
- Pleasant
- Secure
- Cooperative, as opposed to rebellious
- Respectful
- Positive
- Good communicators
- Involved with others
- Free
- Disciplined (they know their personal boundaries)
- Emotionally stable

If you want to experience social health, here are some tips to consider:

Foster health in your family:

Your social health is mostly shaped by your family life. The home is where you spend most of your time, and your family is your greatest influence. It stands to reason, then, that to be socially healthy the social health of your family is important. As much as you are able, foster social health in your family. That is accomplished by speaking kindly to your family members, respecting them, and serving them. Don't simply go to your room, turn on some form of entertainment, and hide away from your family. Interact with them. Talk with them. Be involved with them. Find ways to be entertained that involves another family member. Yes, that means a younger brother or sister. The social dynamics of your family is the training ground for healthy interaction with society.

Have good friends:

Good friends are a must! An ancient proverb says, "Bad company corrupts good morals." In other words, you will become like those you hang around with, even if their behavior is bad. Bad behavior leads to regret, and regret leads to poor social health (not to mention poor health spiritually, emotionally, and physically as well). Choose your friends wisely and intentionally. Don't just join up with those who give you attention. Observe them first. If they behave in a way you approve – a way that will lead you toward good - then join them. If not, stay away. Your friends should always want something better for your life. By choosing friends with attitudes and behaviors you want to emulate, you will be well on your way to good social health. Find friends who treat you with respect, equality, and fairness, and who are supportive, trustworthy, and honest (even if that honesty hurts).



Words can either build you up or tear you down. They can make you better or make you bitter. Be around friends that talk nice to one another and nice about others. Don't be around friends that pick on or tease others. They

usually do so because they are insecure, and need to pick on the weaker person to feel good about themselves. Like a pack of dogs, the weaker dog is picked on the most. While this is beneficial in the animal kingdom for making the weaker dog stronger, this “weak dog” syndrome among friends destroys the self-worth of others. Obviously, this does not make for good social health. Look for friends that build you up, not tear you down.

Be a good friend:

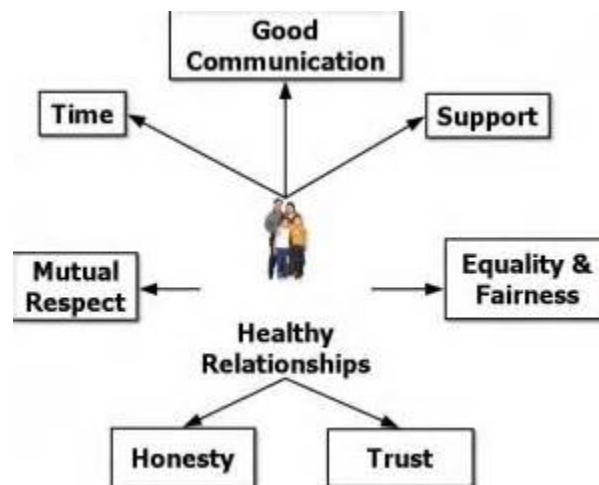
If you are going to experience good social health, you must also learn to be a good friend. Do so by treating people fairly and equally, while valuing the unique gifts of those in your circle. Don't gossip, slander, or otherwise talk badly about others. When you do, you will always wonder if they are doing the same about you. Healthy relationships are built on trust. Don't do anything to lesson your friend's trust in you. Serve them. Don't insist on doing things your way, and be decisive when asked what you want to do. Moreover, don't try to be the center of attention. People who do so drain relationships of their life. If you are a complainer, grumbler, griper, and downer, you will have a hard time having healthy relationships.

Be careful with the dating scene:

Dating is a discussion you should have with your parent(s)/guardian(s). I strongly recommend teenagers not date, and let me tell you why. Firstly, teenagers often date because they are insecure and need someone to validate them (make them feel important, special, or valued). They are hungry for affection and attention. Relationships built on need are not healthy. Secondly, most teenage relationships hinder a person's social health because of the demands of the relationship. Having your life revolve around one person takes a lot of maturity. Healthy dating relationships are built on service; putting the other person first. While this is a good characteristic to develop, it is better developed among friends during the teenage years.

Frequent healthy places:

Don't hang out in places where bad influences are found or where negative people are. These places and people zap social health. If you know of a household, store, shopping center, market place, or mall that fosters an environment of unhealthy people, stay away. In other words, if you are in an environment where the people want something from you that demeans your special personhood, or who talk bad about others it's probably not a good place to be. Frequent places where the people want what is good for you, and who don't want to take from you for their own selfish desires.



Unit 6

Nurturing Healthy Relationships



Healthy Family Relationships

Healthy Friendships

Healthy Dating Relationships

Healthy Relationships with those in Authority

Being a Good Citizen

Champion Woodworks

Prompts

Answers to prompts must include one reference from the class text and one reference from an internet article (dictionary and encyclopedia resources will not be accepted). Be sure to put quotation marks around your citations, number them, and place footnotes at the bottom of your paper to reference where your citation came from.

Prompt 26: In 150 words, describe what a healthy family looks like to you, and explain three things you can do to help nurture healthy relationships with your family members.

Prompt 27: In 150 words, describe the characteristics of a healthy friendship. Be sure to evaluate yourself and your friendships according to these characteristics. What can you do to have healthier friendships?

Prompt 28: In 150 words, explain ways in which a boyfriend/girlfriend relationship can be healthy and unhealthy. What makes for a healthy dating relationship? What makes for an unhealthy dating relationship?

Prompt 29: In 150 words, describe ways to have healthy relationships with those who have authority over you outside the home (i.e. law enforcement, teachers, bosses, etc.). What can you do to relate in a healthier way to those in authority over you?

Prompt 30: In 150 words, describe a citizen of the United States who has a healthy relationship with his/her community. What does it mean to be a good citizen? What can you do to be a better citizen of the United States of America?

Essay

In a minimum of 500 words, choose one of the relationships studied in this chapter that you want to work at making healthier. Explain why you want it to be healthier, what's getting in the way of it being healthy, and at least three things you can do to improve it.

Healthy Family Relationships

Introduction:

Relationships consume every part of our lives. We have relationships with family members, friends, those in authority, those in our community, and those with whom we work side-by-side. Some relationships are deep and personal, while others are superficial and shallow. Sometimes they thrive, and sometimes they end bitterly. We fight, we argue, we love, we serve, and we experience disappointment. Struggle is a part of every association, but relationships can endure if they are built on mutual respect and a willingness to sacrifice.

With so much of our time and energy involved in building relationships, it is important that we learn how to nurture them in a healthy way. They can thrive. They don't need to move from one crisis, argument, or fight to another. Listen, the most enjoyable experiences of your life can be the moments you share with others, but it will take work, mutual respect, and a desire to sacrifice for it to happen. With the tools to do so, you can develop healthy relationships and keep them healthy, and you can learn how to remove yourself from those that are not. With this in mind, let's begin by discussing how to nurture healthy relationships with those in your family.

Family

The idea of *family* produces a lot of different thoughts and emotions for people. For some, the idea is filled with very happy memories and feelings of stability and security. For others, the mere mention of the word produces sadness, fear, and anxiety. While some come from very healthy families, others do not. There are simply no guarantees. In our culture, families look and act very differently from one another. Some experience health and others do not, but one thing remains true for us all: None of us chose the family we were born into. The family we have is the family we have, but we all can have hope for something better and more fulfilling if we are willing to do our part.

Since the time you spend with family will dominate more of your life than any other relationships you experience, the more you can do to help it be healthy the better. It is important to note, however, that for the most part you as the child can do little to help your family *become* healthy. Your parents or guardians as adults must take the lead in creating a healthy atmosphere by establishing boundaries and expectations for conduct that promote mutual respect and selfless sacrifice. That is a burden that must fall on their shoulders, not yours. You are the child, and as such your role is to maintain the health your parents or guardians promote, not carry the weight of trying to create it. They set the rules, not you. How you promote that health will depend upon how well you relate with the members of your household.

In this chapter we will look at six practices healthy families have in common and the role you play in each. Simply put, healthy families spend time together. They communicate deeply. They trust each other. They work to help fulfill the needs of one another. They accomplish family goals together. And, each person has a proper, healthy understanding of the role they play in their family.

Time Together:

Families who laugh together spontaneously, work together respectfully, and serve one another willingly experience health, all of which require spending time together. Time together is essential. In a culture where every room has its own form of entertainment (television, computer, video games, hand held devices, etc.), family members retreat into their rooms away from the others far more than they should. It is not hard to see why families are not healthy today. They spend too much time apart. The bonds they would normally form by being together are not there. The family meal, for instance, used to be a fundamental building block for family health. Around the table people talked about their days, laughed about stories of the past and present, and discussed future plans. This mealtime experience is a standard in most healthy homes. It is not necessary, but it is helpful. The important thing is that the same "meal time" dynamics happen in some way and with as much frequency as eating.

Your part in all of this is to not retreat to your room. Don't make it the first place you go when you get home. Hang out with your family instead, even if that means just listening. Ideally, it would be best if you developed a hobby or a shared interest with each member of your family and spent time doing that with them, but that is not always possible. You can still spend time together. Don't shut people out. Spend time with them. Yes, it is a sacrifice, but healthy relationships are built on sacrifice.

Communication

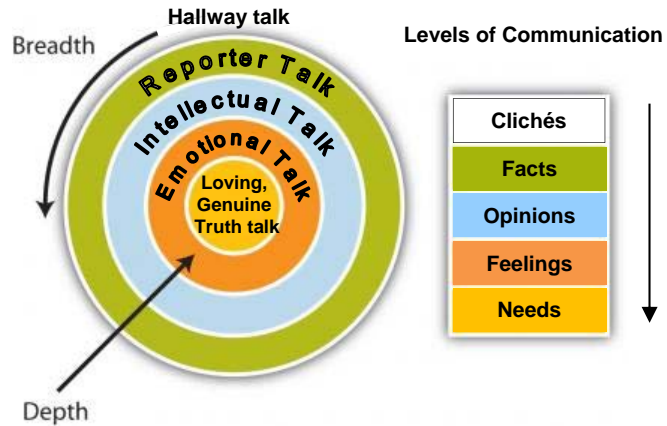
Communication is the key to healthy relationships. It is one thing to spend time together. It is another thing altogether for family members to communicate in a healthy way. Yes, that means talking.

Eye contact is an important part of good communication. By looking at people when you talk with them, you communicate that they are important to you and that you are listening. Answering in complete sentences is also important. Learn to give a little more detail than simply, “Good,” “Fine,” and “Yep.”

While spending time together talking is good, the best type of communication has depth. There

are five different levels of communication you should consider. They are Hallway Talk (clichés), Reporter Talk (basic sharing of facts), Intellectual Talk (sharing opinions), Emotional Talk (sharing feelings, goals, experiences), and Loving, Genuine Truth talk (sharing of needs). Determine how you can best move to deeper levels of communication with those in your family. Most conflict can be avoided or resolved if members of the family can respectfully and safely communicate with each other at deeper levels. Push yourself to move beyond simply sharing facts, arguing opinions, or dumping emotions. Rather, engage family members in loving talk that genuinely attempts to discover their needs and ways you can help. Respectful, safe communication shows that you value them.

Your role in all of this is to share at a deeper level with your family. When asked a question, don’t simply give them a cliché (I’m fine), or a fact (it was good), or an opinion (Joe was a jerk today), but share how you felt about it (I was sad when it happened) and your genuine need (I need to know that what I did was appreciated). It is hard to do sometimes, but the vulnerability is worth it.



Trust

Trust is earned, it is not given, and having it between family members is extremely important. People who trust each other feel safe, confident, and valued. Trust between two people is earned when they honor promises, sacrifice for the good of the other, keep vulnerable information between them, and speak positively about each other. Trust is born out of genuine and sincere relationships. Don’t lose your parent’s trust. It is hard to get back.

Your role in all of this is to be real with your parents. Do what you say you will do. Do what they tell you to do without a negative attitude. Live to benefit others instead of yourself; let what benefits you or what makes you happy be less important. Give your family good, constant reasons to trust you. To a parent that means being responsible and not being lazy, and to a brother or sister that means being polite, kind, and sensitive to their needs.

Fulfilling Needs

People have *felt needs* and they have *real needs*. Felt needs are what they believe they need to be fulfilled and happy. Real needs are what people must have to survive, and that which will truly provide fulfillment. Every person in your family has both felt needs and real needs, even your parents. In fact, five driving needs consume us. We all need to feel like we belong, to feel secure, to be free, to feel significant, and to find meaning. When each family member considers how to fulfill these needs for the other members of the family, the result is health, even if those needs are not fully met. The fact that family members try to meet one another’s needs is huge.



Your role in fulfilling the needs of others is to consider how you treat your family. Do you treat your mother like the honored mom or the subservient maid? Do you treat your father with respect or do you rebel against his leadership? Do you treat your siblings with value or like an annoying pest? Do you compete with them or compliment them? If you want your needs fulfilled, you must ask yourself how you are doing at filling the needs of others. It takes sacrifice for sure, but when all members of the family do so it is a beautiful thing.

Family Goals

Family projects are healthy things. There's nothing like a group of people working together to complete a common goal, and by common goal I mean every person has a vested interest and valued input into it. Your family project can be as small as decorating the house together for a holiday or decorating your room. Or, it can be as big as remodeling the house or landscaping the yard. When a family works together from the planning stage to the finishing touches, it does wonders to promote health. Family mission trips, service projects, and convalescent visits are also invaluable ways to build a strong family and fulfill a goal.

Family Roles

Regardless of the configuration of your family, the proper fulfilling of the roles each member plays is important to its overall health. The family is a team, and each member has his/her role to play for the success of that team. There are leaders and followers. There are coaches and students. There are providers and supporters.

The adult leaders of the home work as partners, and when that partnership is in healthy, respectful balance the potential for health increases. This partnership works for the well-being of every child. Together the parents or guardians provide boundaries, discipline, fun, and security. They carry the burden for the family's finances, emotional stability, security, and support. They let their children be children, and they develop a grace based environment where each child feels valued and loved unconditionally. They set clear boundaries of how the family is to behave towards one another with respect and selflessness so that each child knows how to behave as a useful and beneficial part of society when they grow into adulthood.

The children in the family have a role to play as well, and that is one of honor and submission. They are not the masters of the home. They do not dictate what should be done for them, how they should eat, and what they should be allowed to do. If children do not fulfill these basic roles with obedience, honor, and respect family health is hindered. So, you see, your role in making a healthy family is very important.

Conclusion:

You can experience greater health in your family by paying close attention to these six principles. You can either work with your parents to nurture the health they promote, or you can be selfish and demand your own way and ruin the health for everyone. Don't be the one who damages the health. Even if you feel things are unfair, do your part in spending time with your family, going deeper in your communication with them, helping fulfill their needs, working with them on family goals, and fulfilling the role you are supposed to play as a child.



Healthy Friendships

Introduction:

Healthy friendships are essential to your present wellbeing and future growth. Choose friends poorly, and the entire course of your life could be set on a path of ruin and regret, but choose wisely and you will become a better person full of rich, rewarding life-experiences.

Deciding to surround yourself with good friends - and then working to keep those friendships healthy - is one of the most important decisions of your life. It will form the person you become. Bad friends will make you worse. Good friends will make you better. Yes, it is a big decision. Take it seriously.

The type of friends you have now will determine the type of adult you will be in the future. It is not overstating it to say that the whole course of your life is greatly influenced by the friends you choose, so choose wisely. This choice is the first big decision of your life, and with so much at stake you don't want to mess it up. Don't go at it alone. Your parents should have a say about who you choose so involve them in the process. They know you, your strengths, your weaknesses, and your vulnerabilities. They can spot danger long before you.

Choosing friends is your first real "grown up" decision. Handle it with care. With this one decision, you will give people the power to shape and direct your life. This chapter is designed to help you in the process, and to make you aware of what healthy friendships look like.

As you examine the material, keep in mind that people also choose you to be their friend. You should not only consider what you are looking for in a friend, but the type of friend you are as well.



Finding Friends

Finding good friends doesn't just happen on its own. It takes effort. You must be willing to do the work necessary to choose well. Keep in mind that a true friend is not someone who simply checks the right box on your social media. True friendships are developed face-to-face. Only by putting in the time to choose wisely and work sacrificially are you going to experience the rewards of a healthy friendship.

First impressions

Every relationship starts with a first, usually unplanned, meeting. It may be at school, church, work, an athletic event, or any regular gathering place. When together with people, you will be drawn to some and not drawn to others. Some will reach out to you, and some you will have to reach out to. Who knows, the person who is quiet and shy could become your best friend. Whatever the case, there are two things to look for in a potential friend that will stand out rather quickly: Laughter and Morals.

We are all drawn to people who enjoy doing the same things we do. Laughter brings people together, and it is the first indicator of a potential friendship, even if that laughter is nothing more than quiet smile. If you have good, innocent fun with someone, then you have found someone worth investing in. Keep hanging out. Keep laughing. Keep enjoying doing what you do. Laughter is a good beginning. It doesn't mean the person will be a good friend, but it's a start.



To be good friends with someone, it also takes being like-minded in issues of morality. As you spend time with someone, ask yourself if the morals they have are the same morals you want for yourself. Their morals *will* affect you. If they have bad morals, yours will become less. If you want to become better, find someone with morals you respect. In other words, choose someone who is going in the same moral direction as you. Look for people who will be a positive influence in your life. If they will help you become a better person, spend time together - and that doesn't mean texting, instant messaging, or whatever other new fad is out there. By spending time together, you will develop closer bonds and a deeper friendship.

Lasting foundations:

Once a true friendship has begun, it is important to keep it healthy. Healthy relationships thrive. They grow in depth and in rewarding experiences. Below are six characteristics common to healthy relationships. As you look over this list don't forget that these apply to you as well. Sure, you should not spend much time with someone who doesn't have these characteristics, but they should also spend less time with you if you don't as well. With that in mind, let's look at what makes a good F.R.I.E.N.D..

BE A
GOOD
FRIEND

F . R . I . E . N . D .

FIND A
GOOD
FRIEND

Faithful Respectful Insightful Encouraging Not Selfish Devoted

A good friend is:

1. **Faithful:** Good friends stand by your side. They are unconditional. You do not have to do anything to keep them as your friend. Even when you fail them, they remain your friend. They are reliable and do what they say. They invite you places and include you in what they are doing. They have always got your back.
2. **Respectful:** Good friends allow you to be yourself without shame, embarrassment, or the pressure to be like them. They respect what you believe. They respect your family, and the rules of your parents. They treat you kindly. They are courteous and polite. Yes, they say please and they do not demand that you do things for them.
3. **Insightful:** Good friends are aware of what you are feeling. They are not so caught up in their own world that they do not notice yours. They are good listeners and good counselors. They know your fears and your capabilities. They know how you think, how much to expect from you, what you hate, and what you like. They are not on social media when they are with you. They are focused on you.
4. **Encouraging:** Good friends believe in you, and they tell you so. They give you confidence to do things. They challenge you to be better. They help you believe in better days ahead. The words they say make you feel good about yourself. They do not put you down, tease you, or belittle you.
5. **Not selfish:** Good friends are not needy. They do not demand your attention. They are comfortable with who they are. They are not insecure when you are with other people. They do not insist on doing what they want to do or going where they want to go. It's not all about them. They consider your plans. They will sacrifice what they want for you.
6. **Devoted:** Good friends are committed to your wellbeing. They can be trusted not to hurt you or talk bad about you to others. They dare to be honest with you and will say things about your shortcomings that you won't like. They want something better for you. They are committed to see you become the best possible you.

Here's a challenge

In the table below, write the names of people you consider friends or potential friends. Then, rate them according to the characteristics of a good friend. Put a 0 if they rarely show the attribute, a 1 if they sometimes do, and a 2 if they regularly do. The more honest you can be the better. When you are finished, ask yourself what the outcomes tell you about your friendships.

Name	Faithful	Respectable	Insightful	Encouraging	Not selfish	Devoted

Next, write the names again, only this time rate yourself and the type of friend you are to them. When you are finished, ask yourself what the outcomes tell you about the type of friend you are to others and how you can improve.

Name	Faithful	Respectable	Insightful	Encouraging	Not selfish	Devoted

Do you need to make new friends? Do you need to be a better friend? These are hard life-changes to make, but they are not only important. They are vital. No matter how difficult it is to make these changes, you must do so. Your life depends upon it.

Appendix



- Parent Essay Assessment**
- Consent to Use Power Tools**
- Peer Evaluation**
- Project Evaluation**
- Safety Manual**

Champion Woodworks

Consent to Use Power Tools

As a means of impressing upon your child the importance of woodshop safety, we request that you review the shop safety manual with your child (beginning on page 83 in the VOCS online *Champion Woodworks* textbook) and sign below. Your signature authorizes your child to use the woodshop equipment, power tools, and woodworking machinery after he/she has been certified to do so. No student will at any time be forced to use the power equipment. However, no student will be permitted to use power equipment unless this form is properly signed and filed in the Valley Oaks Charter School (VOCS) office.

Agreement

With my signature below, I hereby agree that my child, _____ may receive instruction and training in the VOCS woodshop to use the shop equipment, power tools, and woodworking machines provided in the shop. I further agree to allow my child to use the shop equipment, power tools, and woodworking machines after he/she has been certified to do so. In the event of an accident occurring because my child or another student did not follow the safety rules, instructions, or guidelines, I shall not hold VOCS or the instructor responsible. I shall urge my child to cooperate fully with the safety guidelines set forth by the VOCS woodshop department and to follow the Valley Oaks S.H.O.P. C.O.D.E. of conduct.

Parent/Guardian Signature: _____ Date: _____

S.H.O.P. C.O.D.E. of conduct

Safety: I will follow the shop safety rules and make safety my highest priority.

Honesty: I will work with integrity. I will do my own work and take responsibility for my actions.

Openness: I will be humble and remain open to learn. I will listen and be alert.

Productivity: I will take initiative. I will be a self-starter and work efficiently to complete my work.

Consideration: I will respect people, tools, and material. I will clean the shop at the end of class.

Orderliness: I will remain patient and not rush my work. I will be well organized. I will not leave a mess.

Diligence: I will work hard, stay focused, and pay attention to details.

Excellence: I will strive to do everything with excellence.

Champion Woodworks

Parent Essay Assessment Form

Dear parent/guardian,

As partners in your child's education, please assess his/her essay using the following guidelines. Simply answer the question for each category by circling *yes* or *no*, and then rate your child's work on a scale from 1 to 10. Failure to follow these guidelines may change your child's final score. Your score will be combined with the teacher's score. The average of the two scores will determine your child's grade for this paper. Please attach this assessment to your child's essay.

Thank you.

Student name: _____ Submission title: _____

Assessment of Essay

0-10 points possible for each category

_____ **CRITERION**...*Did your child write the prompt at the top of the page and answer it fully in the essay?* Yes No
If, *NO*, be sure to subtract points for "criterion."

_____ **KNOWLEDGE**.....*Does your child's essay communicate what she/he learned from the unit?* Yes No
If, *NO*, be sure to subtract points for "knowledge."

_____ **COMPREHENSION**.....*Does your child's essay interpret and summarize information from the unit?* Yes No
If, *NO*, be sure to subtract points for "comprehension."

_____ **APPLICATION**...*Does your child's essay explain how the information can be applied to his/her life?* Yes No
If, *NO*, be sure to subtract points for "application."

_____ **SYNTHESIS**...*Does your child's essay combine information from the unit with what he/she believes?* Yes No
If, *NO*, be sure to subtract points for "synthesis."

_____ **EVALUATION**.....*Does your child's essay critique and evaluate the information from the class?* Yes No
If, *NO*, be sure to subtract points for "evaluation."

_____ **LOGIC**.....*Is your child's essay written in a coherent, understandable way?* Yes No
If, *NO*, be sure to subtract points for "logic."

_____ **LEVEL OF ACADEMIC RIGOR**.....*Did your child write to his/her fullest potential?* Yes No
If, *NO*, be sure to subtract points for "level of academic rigor."

_____ **USE OF OUTSIDE MATERIALS**.....*Did your child quote any material from the text or research?* Yes No
If, *NO*, be sure to subtract points for "use of outside materials."

_____ **DICTION, GRAMMAR, SPELLING, STYLE, and PROFECIENCY**
Did your child follow rules of grammar and spelling? Yes No
If, *NO*, be sure to subtract points for "use of outside materials."

_____ **TOTAL POINTS** (Please add the above categories and insert the total here)

Parent Signature

Date

REMARKS: *Please include one remark about the essay here*

Champion Woodworks

Peer Evaluation

Rate each of your fellow students as well as yourself according to the following descriptors:

0 = Distracting and hindering:

- Teamwork and involvement:** The team member was distracting and hindered the team's ability to complete the project. He/she prevented the team from functioning efficiently. Team member was playful, not serious, determined to be the center of attention, overbearing, dominate, etc.
- Safety:** The team member was not safe to work with or put self and others in danger.
- Tool Usage:** Team member did not show competence in the required machinery.
- Work Ethic:** Team member demonstrated little to no work ethic, was not serious, did not work hard, did nothing to help the team.

1 = Uninvolved and silent:

- Teamwork and involvement:** The team member was uninvolved in the construction process and did nothing to help complete the project. He/she was not a team player and appeared to be very unconcerned about the outcome of the project. Team member was aloof, alone, unknowledgeable, uncaring, often absent or tardy, etc.
- Safety:** The team member appeared fearful of the machines or timid to the point of using them unsafely. Did not know how to use the machines safely.
- Tool Usage:** The team member demonstrated reluctance to work on the required machinery and was content to let others do the work. The team member did not appear to know how to use the required machinery. The team member showed no confidence in using the required machinery.
- Work Ethic:** Team member did not work diligently to complete tasks in an appropriate amount of time. Worked slowly and put forth little effort to help.

2 = Apprehensive and quiet:

- Teamwork and involvement:** The team member was involved in the construction process but offered little input useful for completing the project. He/she was part of the team but appeared content to let others do the thinking and/or the working. Team member was reserved, unconfident, unsure, ill-prepared, insecure, shy, showed little self-initiative, etc.
- Safety:** The team member did not demonstrate a complete understanding of shop and machine safety.
- Tool Usage:** The team member was apprehensive about working on the required machinery and did not have a full grasp on how to use the tools. Team member showed little competence in the required machinery.
- Work Ethic:** The team member did not appear confident and therefore was slow to engage the work or show initiative.

3 = Involved and helpful:

- Teamwork and involvement:** The team member was involved in the construction process and provided some helpful information useful for completing the project. He/she was a team player, but was content to let others get things started. Team member was involved, inquisitive, a follower, fairly knowledgeable of the material, inclusive of others, etc.
- Safety:** The team member demonstrated full understanding of shop and machinery safety
- Tool Usage:** The team member demonstrated full understanding of proper machinery use and practice.
- Work Ethic:** The team member is a good, solid worker with the ability to accomplish what he/she is instructed to do.

4 = Concerned and valuable:

- Teamwork and involvement:** The team member was a valuable part of the team and helped greatly in completing the project. He/she worked as a team player and drew from the corporate knowledge of every team member. Team member was inclusive of everyone, encouraging, affirming, knowledgeable, insightful, organized, etc.
- Safety:** The team member is conscience of personal safety as well as for the safety of others. Completely understands and follows all shop and machinery safety practices.
- Tool Usage:** The team member completely understands how to use shop machinery and demonstrates skill in the craft of woodworking.
- Work Ethic:** The team member is a model of a good work ethic and would be a great benefit to any organization because he/she is diligent, pursues excellence, and walk with integrity.

Name	Teamwork	Safety	Tool Usage	Work Ethic	Total

Champion Woodworks

Progress Check Form

Woodshop Student Evaluation		Points Possible	Progress Check 1	Progress Check 2	Progress Check Final
Grading Scale: 1=Unmotivated 2=Undeveloped 3=Emerging 4=Capable 5=Excellent			Project	Project	Project
Safety					
Safety Guidelines: Follows shop rules. Is proactive, consciences, and alert.		5			
Tool usage: Skillful, efficient, and safe use of tools. Shows growth in applying new tool applications and methods		5			
Honesty					
Integrity: Does own work, takes responsibility, on time to class		5			
Openness					
Humility: Listens, follows instructions, open to learn, is humble		5			
Productivity					
Initiative: Self-starter, resourceful, and creative.		5			
Progress of work: Construction progresses at an acceptable rate		5			
Consideration					
Respect: Respects others, the equipment, and the material		5			
Cleanliness: Does share of cleaning, picks up after self, helpful		5			
Orderliness					
Patience: Does not rush work, pays attention to details		5			
Measuring: Understands measuring methods. Does not guess		5			
Plan Reading: Understands plans, material list, cutting schedule		5			
Layout: Transfers information from plans to lumber correctly		5			
Lumber Knowledge: Can identify used lumber size, name, type.		5			
Diligence					
Work Ethic: Works hard, pushes for advancement, stays focused		5			
Project Difficulty Level 1 = Few woodworking skills required 2 = Project below student's skill level 3 = Project matches student's skill level 4 = Project expands student's skill level 5 = Project requires new skills		5			
Excellence					
Cutting skills: Lumber waste, correct size, mill marks, burns		5			
Joinery skills: Gluing skills. Attempts new joinery. Joints are strong, clean, and smooth. Proper growth ring usage. Assembly is square and symmetrical		5			
Surfacing skills: Attention to surface preparation and sanding		5			
Finishing skills: Stain applied evenly, top coat is smooth, no visible glue marks		5			
Pursuit of Excellence Overall project appearance and functionality 1=Poorly done 2=Needs Work 3=Good 4=Well Done 5=Excellent		5			
Subtotal		100			

Champion Woodworks

Team Performance Evaluation Form

Project: _____ Date: _____

Grading Scale: 1= Unmotivated 2= Undeveloped 3= Emerging 4= Capable 5= Excellent

Construction

A. Assembly

- 1. Creative Expression _____
- 2. Attention to Details _____
- 3. Dimensions and construction match plans _____
- 4. Construction is square _____
- 5. Joinery is strong, clean, and smooth _____

Total: _____ x4 = _____

Finish

A. Surface preparation

- 1. No visible dents, scratches, mill marks, etc. _____
- 2. Sanding (smooth, edges softened, etc.) _____
- 3. No visible glue marks. Proper use of filler/plugs/caps. _____

B. Finishing

- 1. Stain _____
- 2. Finish top coats _____

Total: _____ x4 = _____

Quality and Volume of Product

Score

- A. Deadline was met _____
- B. Quantity was met _____
- C. Quality of finished product _____
- D. Packaging of product _____
- E. Budget (material waste, extra expenses, kept in budget) _____

Total: _____ x4 = _____

Corporate Work Ethic

Score

- A. Shared responsibility _____
- B. Effective use of time _____
- C. Mutual respect of team members _____
- D. Cleanliness _____
- E. Diligent work habits _____

Total: _____ x4 = _____

Champion Woodworks

Oral Presentation Evaluation Form

Introduction

	4	3	2	1
Clarity in introducing the prompt criteria				
Clarity of thesis				
Use of teaching aides (handouts, power point, photos)				

Body

	4	3	2	1
Accurate solving of the prompt				
Creative solving of the prompt				
Evidence of research				
Content of information				

Conclusion

	4	3	2	1
Precision and clarity of conclusion				
Invitation of audience response				

Speech Components

	4	3	2	1
Delivery component: Demeanor, eye contact, volume, rate, enthusiasm, posture, transitions				
Organization component: progression, flow, clarity				
Interaction component: valued audience, respectful, engaging, listening skills				
Competency component: Fluid answers, insightful responses, expansion of information				

Individual Descriptors

4 = Sophisticated

Individual was powerful, eloquent, informative, precise, insightful, and/or effective.

3 = Capable

Individual was consistent, thoughtful, prepared, conscientious, organized, and/or clear.

2 = Emerging

Individual was inconsistent, scattered, disorganized, unclear, ineffective, and/or unrehearsed

1 = Undeveloped

Individual was not deliberate, unpracticed, uninformed, superficial, distracting, and/or not serious

$$\boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

Score:

Woodshop Manual

Woodshop

Safety



General Shop Safety

Hand Tools and Power Tools

Tool Certification

Virtues of Woodworking

Champion Woodworks

Extra Credit Prompts

Answers to prompts must include one reference from the class text and one reference from an internet article (dictionary and encyclopedia resources will not be accepted). Be sure to put quotation marks around your citations, number them, and place footnotes at the bottom of your paper to reference where your citation came from.

Prompt A: In 150 words, explain the number one cause of accidents in the woodshop and why it occurs. How can you avoid it happening to you?

Prompt B: In 150 words, explain how impatience and hurrying to finish a task can be your worst enemy. Explain how the virtues of patience, peace, and self-control will help you?

Prompt C: In 150 words, explain three ways people put themselves and others in danger (not only in woodshop, but anywhere). What virtues will help you avoid being such a person?

Prompt D: In 150 words, explain the differences between a selfless worker and a selfish worker and how they relate to safety, character, and relationships.

Prompt E: Write the definition for the following woodworking terms:

<i>Rip Cut</i>	<i>Cross Cut</i>	<i>Board Face</i>	<i>Board Edge</i>	<i>Board End</i>
<i>Fence</i>	<i>Grain</i>	<i>Grit</i>	<i>Kerf</i>	<i>Warp</i>
<i>Clamp</i>	<i>Square</i>	<i>Paint thinner</i>	<i>Joint/joinery</i>	<i>Countersink</i>
<i>Kick-back</i>	<i>With the grain/Across the grain.</i>			

Essay

In a minimum of 500 words, develop your own safety plan for working in a woodshop. Be sure to explain the key elements you believe necessary for someone to be safe in a woodshop environment, using machines, and working with hand tools? Also, be certain to include your goal for personal growth in the area of safety.

Chapter 1

General Shop Safety

Introduction:

The following shop safety rules have been put in place for student safety while working in the Valley Oaks Charter School (VOCS) woodshop. All safety rules must be followed COMPLETELY by ALL students. Those students who do not follow the safety rules will be dropped from the class and not allowed to re-enter.

After completing the General Safety Exams with 100% accuracy, the student shall be considered *Shop Safety Certified* and given the privilege of working in the VOCS woodshop. He or she must at that time receive parental permission authorizing him/her to use power machinery (see CONSENT TO USE POWER TOOLS in the appendix). Though no student will at any time be forced to use power tools, neither will he or she be permitted to use power tools unless the CONSENT TO USE POWER TOOLS form is properly signed and on file with VOCS. Once the form has been filed, the student will receive instruction regarding woodshop machinery. Only after a student has become tool certified on a given piece of machinery will he/she be allowed to work on that machine. This is accomplished only after the teacher has shown the student the proper and safe way to use a piece of equipment and the student passes the *Tool Certification Test* for that machine with 100% accuracy. Still, every time a student wishes to use a machine, he/she must get permission from the instructor.

“Always Think Safety”

All accidents can be prevented with common sense and attention to the safety rules.

The number one cause of accidents in the woodshop is NOT PAYING ATTENTION. If your mind is not on your work or if you are not thinking about safety, you are in danger of being hurt. Keep your mind on your work, pay attention, and follow the following safety principles.

A. Proper Personal Protective Equipment

1. Required safety gear
 - a. Safety glasses: Students must wear safety glasses at all times while in the woodshop area to prevent flying particles or corrosive substances (stain, lacquer, oils, etc) from entering their eyes.
2. Required safety dress code:
 - a. Nothing loose. Tie up, roll up, fasten, or remove any loose clothing, long sleeves, scarves, jewelry, and hair. Such items are easily caught in moving parts and can cause serious injury.
 - b. Do not wear rings, watches, sweaters, loose long sleeve shirts, etc., as this will increase chances for an accident as such items could get caught in the equipment
 - c. Flat no-slip shoes that cover the top of your feet and toes must be worn. Such shoes prevent slipping and help avoid toe injuries.
 - d. Recommended personal protective equipment: It is recommended that students wear ear plugs/muffs and a dust mask. It is also recommended students wear goggles and a face shield for those operations that throw a lot of wood chips.
 - e. DO NOT WEAR GLOVES when operating rotating or reciprocating machines. Gloves hinder the ability to effectively use your hands and may get caught in moving machinery.



Safety Glasses



Face Shield



Dust Mask



Ear Muffs

B. Proper Preparation

1. Project planning:

- a. Plan the work and work the plan. Come to the woodshop prepared and have a clear plan of what you will be doing. Doing so helps you keep your mind on what you're doing.
- b. Think it through. Know what operations you will perform, the order in which you will do the work, and how you will make your cuts. Know what you are going to do, and how you are going to do it, BEFORE you begin. If you have to think about these things while cutting your wood, then your mind is not on your work, and that is not safe. If you are not certain how to do something, ask for help before you start. Rehearse cuts before cutting. Measure twice, cut once.
- c. Tool Certification: You must be certified to use a piece of machinery before using it. A written and oral safety test must be passed with a 100% accuracy for every machine before being certified.

2. Attitude:

- a. Come with an attitude to work and to work safely. The number one cause of accidents is "not paying attention." Keep your mind on your work.
- b. You **MUST NOT PLAY, CLOWN AROUND, or RUN** in the shop area. Do not tamper or play with tools. What I mean is no horseplay or you will be dropped from the class.
- c. Always keep your mind on your work and do not talk to others while operating equipment. Talking with others can result in an accident. If your mind is on someone else, it is not on your work.
- d. Be patient, kind, and courteous. Do not rush your work or the work of the person using the machine for which you are waiting. Do not crowd or hurry a person at a machine. A distracted worker is an accident waiting to happen.
- e. Think safe, feel safe: You are under no obligation to use power tools or machinery. If you do not feel safe using a certain tool, do not use that tool. Similarly, if you are in any doubt about how to use a piece of machinery or the cut you plan to make, inform the instructor.
- f. Never talk to or distract a student using a machine. Such distractions can cause serious injury. You must stand outside the yellow lines when the area is occupied by a user.
- g. Never allow yourself to be distracted while using a machine. If someone talks to you, ignore them, finish your cut, turn off the machine, wait for the blade to stop, and then address them. Never turn on a machine when someone else is inside the yellow lines with you.
- h. If you feel ill or are on any medication that could impair your ability to work safely, inform the instructor. Moreover, if your mind is "elsewhere" (problems at home, relational issues, worry, stress, etc.), do not work on machinery. Rather, perform work that is not dangerous, such as drafting, organizing, sanding, staining, or cleaning.
- i. Report any injury to the teacher immediately, no matter how small the injury is.
- j. We are here to work hard and efficiently. Do not sit on workbenches or machinery.

3. Wood selection:

- a. Only material furnished or approved by the instructor is to be used.
- b. All material is to be inspected for knots and nails before using. These may fly off during cutting and cause bodily injury or damage the machine.
- c. Do not use green lumber in any milling process. Green lumber is wood that has not been thoroughly dried. It is wet on the inside and contains tree sap. This type of wood will change over time (warp, bow, twist, etc.) as well as grow mold.

C. Proper work environment

1. Cleanliness

- a. It is every student's responsibility to clean the shop at the end of class.
- b. Keep the floor clean and free of scrap material, sawdust, oil, wax, and grease. Such messes cause slips, trips, and falls. If you see it, it is up to you to clean it! No "step-overs."
- c. Keep work areas clean, and clean machines after every use. Messy work areas are unsafe areas. Always use a hand brush to clean up scrap material, wood shavings, and sawdust. Never use your hand.
- d. Always wait for moving parts (blades, drill bits, sanding discs, etc.) to come to a complete stop before removing scrap material or saw dust. Moving parts, no matter how slow, are still a danger.
- e. Put away leftover wood immediately. Do not leave scrap material behind for someone else to move out of their way. Put away your own material.
- f. Place electrical cords and vacuums out of the path of travel. To avoid tripping accidents, make certain electrical cords are flat on the floor and not suspended in the air.
- g. Clean paint brushes immediately after using. Put used rags in the proper container.
- h. Keep your behavior clean: Absolutely no vulgar, crude, or rude behavior will be tolerated. That means no cussing (including the misuse of religious names of God, prophets, or priests), no coarse joking, and no inappropriate touching or show of affection. It means to respect one another, and for guys to HONOR THE GIRLS with admirable actions.
- i. Report all breakage or damage to tools or machinery to the instructor immediately. Moreover, if a machine is running poorly, making an unusual sound, or is out of adjustment, the student shall turn it off immediately, unplug it so that others don't use it, and inform the instructor directly. If conditions of the shop are such that a hazard is beyond the control of the teacher then it will be reported to the principal.

2. Eliminating distractions

- a. The use of cell phones, i-pods, i-pads, or any such devices is prohibited while in the woodshop.
- b. Music will not be played while the shop is in use.
- c. Yellow lines are painted on the floor around machinery. Only one person may be inside the yellow lines at a time. Talking with someone while they are in the yellow lines is not allowed.

3. Carrying, moving, storing

- a. When lifting, keep your back straight and lift with your legs. Do not strain yourself.
- b. If something is too heavy, ask for help or use a hand-truck, a lever, dolly, jack, wheels, or rollers. If you must strain to lift or carry something then it is too heavy for you.
- c. Always carry long objects with the front end high enough to avoid hitting someone. If the front end is low, it may not only hit someone, but also strike the ground and put a sudden stop to your movement causing injury to someone following you.
- d. Any left-over wood should be returned to the proper area immediately, do not leave it behind for someone else. Small specialty wood (oak, maple, walnut, etc.) goes in marked bins. Long specialty wood should be returned to their marked shelves. Other "common woods" shall be placed in the upright bins. Plywood is stored in plywood racks.



Fire prevention

1. When using power tools it is the responsibility of the student to be aware of a tool getting hot. If this happens immediately turn it off, unplug it, and report it to the teacher.
2. If a tool emits a “burning smell” turn it off, unplug it, and inform the instructor immediately.
3. Any finishing materials should not be used near an open flame. This would also include thinners and paints.
4. Rags that have absorbed any amount of linseed oil, solvents, stains, paints, or any other finishing products must be disposed in an approved covered metal container as a precaution against spontaneous combustion.
5. Report to the instructor any odor of gas. Gas can not only cause a fire or an explosion, it can also make people ill.
6. When unplugging an electrical cord, always do so by the plug itself and not by the cord. This causes damage to the wires and can eventually be the cause of a fire.



D. Fire extinguishing

1. Leave firefighting to the professionals. Call 911 immediately. In the event of a small fire (nothing larger than your hand), put it out quickly before it has time to grow, but know the following:
 - a. Know the location of all fire extinguishers - including hoses - and how to use them.
 - b. Do not hang anything on fire extinguishers. The area around fire extinguishers should be kept clear so that they may be reached without delay.
 - c. Flammable liquid fires should be put out by smothering with non-flammable material. Spraying such fires spreads the fire.
 - d. CO2 extinguishers should be used on gasoline fires and most chemical and electrical fires. Use water, not CO2 extinguishers, on wood or wood product fires.
 - e. Extinguish fires quickly, while they are small. Do not attempt to put out large fires. Nothing we own is worth injuring yourself or losing your life.
 - f. In the event of a fire, do not panic. If it is small (i.e. the size of your hand), put it out immediately. Don't give it time to get large and out of control. If it is a large fire, inform the instructor immediately and calmly follow his/her instructions. Walk calmly to the nearest exit.
 - g. Smoke inhalation and heat can kill you as easily as fire. Stay away.

Chapter 2

Hand tools and Power tools

Introduction:

Hand tools are non-powered instruments used for construction. Unlike power tools, they are not driven by electrical, fuel, or pneumatic (air) power. They are driven by muscle and controlled by the hand. Proper use of these tools will help prevent accidents.

Hand Tools

A. Hand tool preparation

1. Make sure tool handles are not split and are tightly fastened. Many injuries occur when the handles of tools come off (hammer head flies off, file tang punctures, saw handle separates).
2. To prevent slipping, make sure your hands are dry and not oily when using tools.
3. Put tools back in their proper place. Do not leave hand tools in the work area or sticking out from workbenches. Otherwise, students may be injured by brushing against the teeth or sharp edges.

B. Hand tool selection

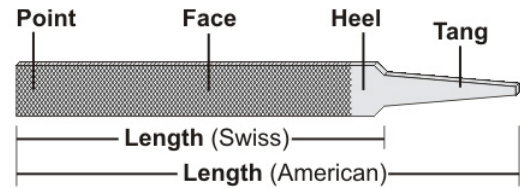
1. Use the proper size screwdriver to fit the screw. Improperly sized tools slip out of the screw and may puncture you or your material.
2. Only use a tool for what it is made for. Wrenches are not for hammering, chisels are not for prying, screwdrivers are not for chiseling, files are not for hitting or prying, and so on.

C. Hand tool use

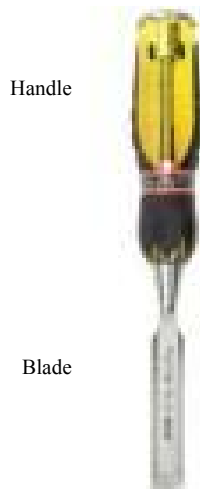
1. Most accidents with hand tools will be to the non-dominant hand (the hand not holding the tool), so be aware of hand positioning.
 - a. Screwdrivers: Never hold work in the palm of your hand while using a screwdriver. As a result of doing so you may slip off and inflict a puncture wound. If the work is unstable, secure it in a vise, clamp, or workbench.
 - b. Chisels: Keep your hands clear of the blade. The wood should be secure enough for you to not have to hold it. Use a clamp or vice if necessary. Chisels require two hands to use safely (even if one hand is striking with a mallet).
 - c. Chisels: Chisel strokes should always go away from the body. Place your dominant hand on the handle. With the other hand guide/stabilize the blade. Hold the tool firmly to prevent slipping.
 - d. Hand saws: Start a hand saw cut with the dominant hand on the saw handle and position the saw blade against the thumb onto the mark. Steadily draw the blade backwards. When the teeth bite, push the saw downward (or upstroke depending on the blade) to complete the first cut. Then, release pressure, pull backward, and push downward again for the next cut. Continue this process until the wood is completely cut.
 - e. Hand planers: Work is to be securely fastened in a clamp or vice before planing. Always plane away from you and never put your non-dominant hand on the work being planed.
2. When pounding or cutting, be sure that the chips fly away from you and others.
3. Never throw tools to or at other students.
4. Never hammer on a vise or vise jaws.
5. When handling sharp tools, always point the sharp end down. Do not carry sharp tools in your pocket, do not let sharp tools hang off the workbench, and when handing a sharp tool to someone else always give them the handle first. When cutting with a sharp tool, cut away from your body.
6. When using clamps or vises make sure they are tight before starting work on a project.



Hand Planer



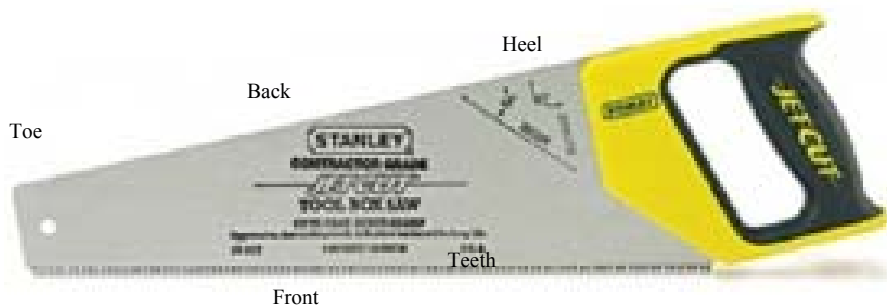
File (without a handle)



Chisel



Hammer



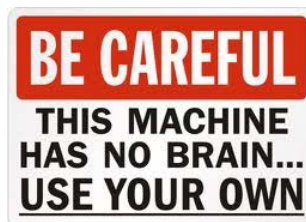
Kerf = width of blade

Hand Saw

Power Tools

As stated in the last chapter, “whether a tool is safe or not will depend upon you.” If you will learn the general safety guidelines to using power equipment, you will be well on your way to a safe and enjoyable woodworking experience. Here are some keys to remember:

- A. Always wear eye protection
- B. You must be certified on a tool before operating it.
- C. Never operate equipment while the teacher is out of the shop area.
- D. Make sure equipment safety guards are on and working correctly before using any machine.
- E. Avoid wearing loose clothing and tie back long hair while using equipment.
- F. Keep rags away from equipment.
- G. Use a brush to clean chips or shavings off of equipment. Never use your hand.
- H. Never adjust equipment while it is running.
- I. Turn the machine off when you are done and never walk away from it while it is running. Always wait for a blade, bit, cutter, or sander to come to a complete stop before leaving. Never leave it running or unattended. Machines are quieter than you think, and others may not know it is running. Blades are often felt before they are heard.
- J. Do not force wood through the machines as this could result in kick back.
- K. Hold wood firmly when running it through equipment.
- L. Check all wood for knots, splits, nails, etc. to make it safe to cut. Inspect for and remove all nails from lumber before cutting. Try to do layout cuts between knots.
- M. Position yourself properly when using equipment. Maintain a well-balanced solid stance. Know the flow zone and stand away from it. Never walk in the fly zone of another user.
- N. Keep area clear to prevent injury.
- O. Don't talk to anyone and keep your mind on your work while using equipment.
- P. Always make certain the power switch is in the off position before plugging in a machine. Often times you will have to lean over the machine to plug it in. If it suddenly comes on, you risk being injured. Other times material may be touching the blade and it will be sent flying when you plug it in.
- Q. Always unplug a machine when you are changing a blade or cutter.
- R. Make certain all adjustments and changes to blades, bits, and cutters are tightened properly before turning on a machine. After new cutters are installed, turn on the machine briefly, turn it off, and check the cutter again.
- S. Always allow a tool to reach full operating speed before starting your cut. Feed the wood or cutter carefully and only as fast as the machine can cut easily. Learn to listen for “bog down” (the sound of a slowing blade), and smell for “wood burn” (the smell produced when you are moving too slow or the cutter is dull).
- T. If a tool is not performing properly (or even sounds odd), it may be out of adjustment. Shut it off, unplug it, and tell the teacher immediately.
- U. **BE IN CONTROL, REMAIN IN CONTROL:** Turn on and turn off your own machine. You, as the user, must remain in control and aware at all times.



The Ten Commandments of Machine Safety

1. **PAY ATTENTION:** Not paying attention is the number one cause of accidents. Think. Think. Think. Keep your mind on your work. Give your work your undivided attention. Do not look around, talk to others, or use a machine without rehearsing the cut in your mind first.
2. **KEEP MACHINE GUARDS IN PLACE** at all times. Guards are there to protect you. If a guard has been removed tell the teacher so that he/she may put it back on before you begin.
3. **DO NOT OVER REACH:** Never reach across or over a moving blade.
4. **KNOW THE FLY ZONE:** Know where the wood is going to go, kick back, or fly if you lose control of it, and do not stand in that area. For example: A drill press will spin the wood clockwise, so the long side of the material should be to the left. A table saw will throw the wood backward, so stand to the side.
5. **PROPER TOOL USE:** Only use a tool for what it is made for. Understand grain direction, rip-cuts, cross-cuts, blade direction, and proper blade installation. Turn off a tool when you are finished and wait for it to come to a complete stop before leaving. Blades are often felt before they are heard.
6. **PROPER WOOD SIZE:** Many accidents occur simply because a person attempts to cut a piece of wood that is too small or too big. Smaller pieces of lumber are easily grabbed by the blade and the hand holding the wood quickly follows. Because lumber that is too large must be forced into the blade, the extra force required can cause slipping, thrusting, or sudden release. Body parts then lunge forward into the blade. Oversized lumber is under control of the blade, not your hands.
7. **SPECIAL SET-UP APPROVAL:** A special cut requires guards to be removed, and if not done correctly will cause serious injury. Always inform the teacher of any special set-up you are thinking on attempting.
8. **PROPER HAND PLACEMENT:** Always hold the wood firmly. Never cross your arms. Do not push wood hard towards the blade. Do not force wood. You may slip and fall into the blade.
9. **KEEP FINGERS CLEAR:** Keep your fingers clear of blades, rotating parts, pinch points, and electrical plugs by maintaining a clearance of 2 to 4 inches. To assure your safety and the safety of others, only cut wood that is a minimum of 12" long and 3" wide (the 12/3 rule). You must inform the instructor before cutting any piece smaller than the 12/3 rule.
10. **KEEP WORK AGAINST THE FENCE AND ON THE TABLE:** Wood should be firmly against the fence and the table before cutting. The blades and cutters are designed to drive/throw/press the wood against the fence and table. In other words, if you don't have wood there, the blade will put it there for you, along with your hand.

And two safety tid-bits

1. **SHARP TOOLS ARE SAFER THAN DULL TOOLS:** Use sharp tools! Dull tools require excess pressure to push, thus increasing the risk of slipping into a blade. Dull tools are also hard to control. Sharp tools do what they're designed to do.
2. **USE YOUR SENSES:** Woodworking requires all of the senses: seeing, smelling, hearing, feeling, and even tasting (believe me you can taste burning wood). Improve your craft: engage your senses. Ensure your safety: engage your senses.

Work Zones.
Pay  Attention
or pay the price.

Chapter 3

Safety Certification

Introduction:

Though the greatest cause of accidents in the woodshop can be summed up as happening because someone was “not paying attention,” or “didn’t have their mind on their work,” there are many factors that lead to injury. Here are a few⁵:

- | | | |
|--------------------------|--------------------------|--|
| 1. Ignorance | 7. Carelessness | 13. Lack of judgment |
| 2. Rushing a job | 8. Overconfidence | 14. Making too heavy a cut |
| 3. Talking while working | 9. Using a dull tool | 15. Using an improperly set or adjusted tool |
| 4. Fatigue | 10. Using wrong material | 16. Improper body positioning |
| 5. Absent-mindedness | 11. Improper clothing | 17. A disorderly or messy woodshop |
| 6. Using unsafe material | 12. Eyestrain | 18. Inadequately guarded machinery |

So, with your mind on your work, let’s begin...

Whether tools are harmful or safe depends on you.

It is important that you fully understand how to properly operate each piece of machinery before using it. That means certification. Before using any equipment in the woodshop, you must be certified by the instructor. Each machine comes with its own set of warnings. Failure to use caution may result in serious injury, even death. Be safe and get certified!

When you fail to practice safety, you put yourself and others in danger. Remember, the greatest virtue you have is patience, and your most valued skill is the ability to stay focused. Don’t get hurt, and don’t hurt others by:

- Talking while working
- Causing loud, sudden noises unrelated to the woodshop (yelling, sneezing obnoxiously, slamming, etc.)
- Cutting while someone is in your fly zone
- Leaving behind a mess
- Leaving unused wood laying around
- Leaving tools out
- Not replacing dull or overused equipment
- Leaving stuff on the floor that can trip people up (cords, boards, tools, etc.)
- Not clamping work appropriately
- Swinging tools wildly
- Using tools in an unsafe manner
- Getting too comfortable with a machine
- Being a know-it-all about a machine
- Holding wood for a person while they are cutting it on a machine
- Crowding someone on a machine
- Hurrying someone while they are on a machine
- Distracting people by drawing unnecessary attention to yourself
- Using a tool you have not be certified to use
- Ignoring, forgetting, or otherwise not thinking about the safety requirements of the machinery
- Taking advice from someone other than the instructor

In order to be safe, you must know the dangers that come with each piece of equipment. You should know exactly what a machine is used for and what it is not used for. You should know the warnings that come with the tool. And, you should know the major cause of accidents that occur while using the machine. The following pages are an overview of the commonly used tools in the VOCS woodshop and the tips to keep in mind while using them. You will need to know this information in order to be certified.

⁵ Woodworking Manufacturing Technologies Department, Cerritos College; *Woodworking Safety Manual and Test* (Norwalk, CA, 2008). p. 2

Miter Saw

Purpose: A miter saw, also known as a *chop saw*, is used to make an accurate [crosscut](#) in a workpiece.

Warning: Most accidents occur with this tool.

Major cause of accidents: Not paying attention, cutting too small of a piece, rip cutting, and working too fast.



Operating and safety instructions:

- Always wear eye protection. Ear protection, though not mandatory, is recommended.
- Be sure blade is sharp, runs freely and is free of vibration.
- Allow the motor to come up to full speed before starting cut. Make sure blade is not contacting work piece before switch is turned on. Engage power switch with miter saw in fully raised position. The motor has a high torque and it will jump in your hand. Never lock the switch in the ON position.
- Keep motor air slots clean and free of chips.
- Always make sure rotating table is tight before cutting, even if the table is positioned in one of the positive stops.
- Be sure blade and flanges are clean and that the arbor screw is tightened security.
- Always keep the blade guard in place and operating properly.
- After completing a cut, keep the handle down, then release the power switch and wait for coasting blade to stop before returning saw to raised position.
- Do not remove jammed or cut off pieces until blade has stopped.
- Never cut ferrous metals or masonry with wood cutting blades.
- Always clamp your work. Never re-cut small pieces. Follow the 12/3 rule (12" long and 3" wide). If it can't be clamped, it is too small.
- Danger zone: Never have your hand on the miter saw rotating table. Know and follow this boundary.
- Make certain the workpiece is firmly pressed against the fence and the table at the same time. If it is not, the blade will grab it and drive it until it hits something, often times taking your hand with it.
- Provide adequate support to the sides of the saw table for long work pieces.
- Clean it before leaving it. Never leave a machine or the area around it dirty or cluttered with scraps.
- All adjustments shall be made to the miter saw prior to starting
- Never cross your hands when operating the miter saw.

Drill Press

Purpose: Drilling holes into the workpiece.

Warning: Workpiece must be safely secured before drilling.

Major cause of accidents: Loss of control of workpiece, failure to remove chuck key



Operating and safety instructions:

- Wear safety glasses at all times.
- Do not wear gloves, neckties, or loose clothing.
- Clamp all materials to the table.
- Do not drill material too small to be securely clamped to the table.
- Make sure the depth stop is set correctly before drilling. If not set correctly,
 - you may not drill the correct depth in or through your stock
 - you might drill into the drill press table which could damage the bit and the table.
- Always place a piece of scrap wood under the work piece so you don't drill into the table and to avoid wood splintering on the exit hole.
- Use the correct bit for the job being performed.
- Make sure the chuck key is removed from the chuck and put away before starting the drill press. Otherwise it will fly out and may hit you when the machine is turned on.
- Round or irregular stock should be placed in a v-block before drilling. This will keep the wood from rolling or moving.
- Always keep hands out of the path of a drill bit.
- Never turn on your drill press before clearing the table of all objects (tools, scraps of wood, etc.).
- Let the spindle reach full speed before starting to drill. If the drill press makes an unfamiliar noise or if it vibrates excessively, stop immediately, turn it off, unplug it, and inform your teacher immediately.
- Make sure the spindle has come to a complete stop before touching the work piece.
- For safety and control, your hands and fingers should be as far away from the drill bit as is practical, with a minimum of 3".
- When drilling a long piece of stock, place the excess stock to the left of you. By doing so, if you lose control the long end will rotate and hit the drill press stand and not you.
- When drilling a deep hole, raise the bit often so that chips can escape the hole and give the bit a chance to cool.
- When drilling begins to break through the underneath side of the stock, you should ease up on the feed pressure slightly. Do not punch the bit through the other side. If the workpiece is going to get caught and spin out of control it will most likely happen on your exit.
- Never wear gloves when drilling wood.

Disc/Belt Combination Sander

Purpose: Also known as the *combo sander* or *table sander*, this machine is used for the fine sanding or removal of material on both the face and edge surfaces of a workpiece.

Warning: Both the disc and the belt move at the same time.

Major cause of accidents: Not paying attention, slipping into the sander, losing control of workpiece, removal of stop.



Operating and safety instructions:

- Always wear eye protection.
- Make sure the sanding belt is tracking correctly in order for it not to run off the pulleys.
- Make sure the sanding belt or disc is not torn or loose, such pieces cause malfunctions and loss of workpiece control, not to mention the damage it can cause to your wood.
- When sanding with the belt sander, hold the workpiece firmly on the top edges and support it against the backstop. Never let it go. It will fly.
- When sanding on the disc, always hold the workpiece firmly on the table. Never let it go. It will fly off.
- When sanding on the disc, always sand on the downward stroke of the disc. Sanding on the upward side can cause the workpiece to lift up off the table and cause an injury.
- Make certain the table and backstop are properly set. Always maintain a minimum clearance of 1/16" or less between the table or backstop and the sanding belt or disc.
- Turn on the machine briefly to make certain it is tracking correctly. Make certain the table and backstop are properly set.
- Never wear gloves or hold the work with a rag when sanding. Such items can result in loss of control.
- Sand with the grain of the wood: Face and edge grain with the belt. End grain sanded on the disc. Not following this rule will cause damage to your wood, scratch marks sometimes not seen until you stain.
- Do not sand pieces of material that are too small to be safely supported and controlled.
- Avoid awkward hand positions where a sudden slip could cause a hand to move into the sanding belt or disc. Never cross your hands.
- When sanding a large workpiece provide additional support at table height or use a hand sander instead.
- Whenever possible, attach a vacuum to the sander and run it while sanding is in process. When sanding for long periods of time, you should wear a dust mask or air respirator
- Always remove scrap pieces and other objects from the sander before turning the machine ON
- Never layout, assemble, or set up work on the table while the sander is operating (moving).
- Always turn the machine OFF and disconnect the cord from the power source before installing or removing accessories.
- Never leave a machine with the power left ON or before the machine has come to a complete stop.
- When sanding on the belt sander, you should start the sander first, then make careful contact with the workpiece to the moving belt or disc.

Scroll Saw

Purpose: A scroll saw is for cutting intricate curves.

Warning: Your fingers a close to this blade.

Major cause of accidents: Not paying attention, safety guard is removed, fingers slip into the blade.



Operating and safety instructions:

- Always wear eye protection.
- Before turning on power:
 - make sure the instructor has checked your set up.
 - make sure everyone is a safe distance away before you start, outside yellow lines.
 - be sure teeth are pointing down and that the blade is sharp. Blades that are dull or that have missing teeth can require excessive force in feeding which may damage the blade.
- Firmly support stock against downward thrust of the saw. Do not lift wood from the table while cutting.
- If the blade breaks during operation, immediately shut off power, stand clear of the saw and notify instructor.
- Clean it before leaving it. Never leave a machine or the area around it dirty or cluttered with scraps.
- To make an internal cut, first drill an appropriate size hole to insert the blade into, set the blade, and then begin cutting.
- Maintain a 2” margin of safety. When possible, push by moving only your fingers, not your hands.
- Do not remove the safety guard/pressure foot.
- Do not clear scraps from the table until the saw comes to a complete stop.
- The pressure foot is designed to hold the workpiece securely down on the table. If you hear knocking as a result of your wood slapping up and down, your pressure foot is not set correctly.
- All adjustments to the scroll saw shall be made prior to starting.
- When cutting with the scroll saw, your hands should hold the workpiece firmly.
- If a small piece of wood gets caught in the throat against the saw blade, you should turn off the machine and clear it.
- When backing out of a long cut, you should turn off the machine to avoid breaking the blade
- To help keep a blade from binding when cutting an arc, use a series of cuts vertical to the arc, called “relief cuts.”

Chapter 4

Virtues of Woodworking

Introduction:

A virtue is a positive quality of your personality and character that benefits yourself and others. A virtuous person, then, is said to be someone whose behavior is highly respected. For your safety and the safety of others, we in the Valley Oaks woodworking department expect students to be virtuous woodworkers. Below is a list of virtues we expect students to practice.

- Patience:** Patient people do not rush or hurry needlessly and carelessly. This virtue is perhaps the most beneficial for the safety of the woodworker. When you are impatient, mistakes happen, sometimes painful ones. Don't let this happen to you. Be patient!
- Diligence:** Diligence is the ability to stay focused, work hard, and be attentive. When you come to the Valley Oaks woodshop, you come to work. Be self-motivated and take initiative, don't just stand around. If you don't know how to do something, ask.
- Creativity:** Being creative means you use the resources provided to come up with your own ideas, plans, and special touch. Look for ways to add that little extra to your work. Creativity is always accepted. In fact, it is encouraged. Don't worry about making mistakes. In woodworking we like to think that we never make mistakes; we just create opportunities to be creative.
- Cooperation:** Working well with others is a valuable asset. Don't rush people. Be kind, gentle, and considerate of the time, beliefs, and abilities of others.
- Sobriety:** Being sober simply means that you think clearly. Come to class with a clear head. Use common sense when working in the shop. Take time to clear your head and consider what you are doing.
- Critical thinking:** While in the woodshop, you will be expected to think for yourself. The woodshop is designed to build self-confidence. If you rely on others for answers, you'll never develop the confidence necessary in life. Be creative and think through solutions before asking others.
- Honesty:** It is expected that students be honest in everything they do. They do not copy other people's work, cheat on tests, or turn in projects they did not do. Do not let others cut wood for you. If you are scared, be honest and inform the instructor so that appropriate steps can be taken to help you. Moreover, if you break something, tell the teacher. The bottom line is to take responsibility for yourself and own up to your mistakes.
- Respect:** Students are to respect the instructor, each other, and the property of Valley Oaks Charter School. Treat people better than you want to be treated, and treat property better than you treat your own property. Participating in the woodshop is a privilege not a right, so be respectful in all you do.

*Virtues
Shape
Character*



Chapter 5

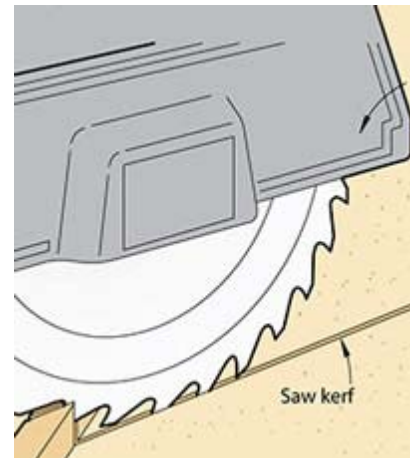
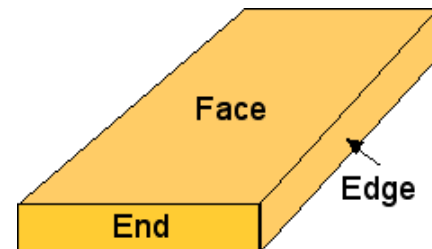
Woodworking Terminology

Introduction:

Believe it or not, a part of safety is fully grasping the right terminology. It is important that you understand the terms being used in the woodshop so that you don't get confused and do something wrong. As always, "Ask if you are ever unsure about what has been said." Study the words and phrases below for your safety and the safety of others. Confusion only gets people hurt.

Woodworking Terminology

1. Board Face: The widest part of the board where wood grain lines run end to end.
2. Board Edge: The side of the board where wood grain lines run end-to-end.
3. Board End: The end of the board where the grain fibers end.
4. Fence: The part of woodworking machinery perpendicular from the table surface.
5. Grain: Formed from the growth rings of a tree as a result of the fibers in wood that carry water from the roots through the trunk. The part of lumber lines/patterns that alternate between darker and lighter colors.
6. Grit: Abrasive material, such as sand, used for removing wood. When sand is glued to paper it is called "sandpaper." Grit refers to the degree of roughness. Grit may be coarse (very rough) to fine (smooth), and is defined by the size and amount of sand granules in a square inch.
7. Kerf: The width of the cut left behind from a blade, typically 1/8". The amount of wood the blade removes when cutting.
8. Warp: The distortion of lumber from its original shape. Generally speaking, it is a twisting or bending in the lumber away from straight.
9. Clamp: A device used to hold lumber tightly to a work surface or to other boards for gluing.
10. Square: A tool used to determine if an angle is 90°. A term used to describe a joint or corner when it is a perfect 90°.
11. Paint thinner: A liquid cleaner used for cleaning or thinning oil based paints and stains.
12. Joint/joinery: Joint is a term used to describe the method two pieces of wood are connected/adjoined together. Joinery is the term used to describe the process of joining joints



13. Countersink: The process of drilling a larger hole over the top of a smaller hole, called a pilot hole, so that the head of a screw recesses into the wood when it is screwed in.
14. Kick-back: When a piece of lumber is forced or thrown backwards by the blade in the direction of the machine operator.
15. With the grain/across the grain: With the grain means parallel to the grain lines. Across the grain means perpendicular to the grain lines.
16. Rip Cut: Cutting with the grain of a piece of lumber, parallel to the grain lines.
17. Cross Cut: Cutting across the grain of a piece of lumber, perpendicular to the grain lines.

