

## SAMPLE DEMONSTRATIONS

### Theme Two: Living in Relationship

Key Expectations	Sample Demonstrations/Activities
<ul style="list-style-type: none"> <li>recognize the importance of spending time together as a family on both regular and special occasions (Topic 1)</li> </ul>	<ul style="list-style-type: none"> <li>contribution to class discussion of different kinds of family activities</li> <li>contribution to group work on scenarios involving families spending time together (BLM #10)</li> <li>written answers to questions about regular family activities and special occasions (BLM #11)</li> </ul>
<ul style="list-style-type: none"> <li>recognize and appreciate the signs of love in their families (Topic 2)</li> </ul>	<ul style="list-style-type: none"> <li>contribution to class discussion of the signs of love evident in a story about Tim Casey and of signs of love in their families</li> </ul>
<ul style="list-style-type: none"> <li>identify some of the feelings that children experience as a result of separation and divorce (Topic 3)</li> </ul>	<ul style="list-style-type: none"> <li>contribution to class discussion of changes in the family and the importance of being a good friend to people whose families are having a difficult time</li> </ul>
<ul style="list-style-type: none"> <li>identify different strategies to manage stress in situations in which they have some control and situations over which they have less immediate influence (Topic 3)</li> </ul>	<ul style="list-style-type: none"> <li>completion of BLM #12.1 — Managing Stressful Situations</li> </ul>
<ul style="list-style-type: none"> <li>recognize that family members share responsibilities and each member of the family has a contribution to make (Topic 4)</li> </ul>	<ul style="list-style-type: none"> <li>contribution to class discussion of the meaning of responsibility and the importance of each person's contribution to the family</li> <li>written response to questions about their family responsibilities (BLM #13)</li> </ul>
<ul style="list-style-type: none"> <li>identify and distinguish between effective and ineffective strategies for making friends (Topic 5)</li> </ul>	<ul style="list-style-type: none"> <li>contribution to class discussion of scenarios showing people who are not being good friends</li> <li>a letter of advice to one of the children in the scenarios who is having difficulties being a good friend</li> </ul>