

A bRight Idea

The future is hopeful. I can become a stable, secure adult who can express and share moral values and ethical principles.
(Bolin, (1990, VII)

Guiding Question One:

What outward signs would show evidence that an adult is stable and secure?

Using the adult graphic on the handout, write words within the [outside boundary](#) that describe outward signs of security and stability. (Handout 3A)

Possibilities:

1. Caring behaviors
2. Education
3. Finances/Controlled debt
4. Good housing
5. Has insurance
6. Honest
7. Invests time and money on good values
8. Makes sacrifices
9. Money for extras
10. Moves beyond setbacks
11. Obeys the laws
12. Pays bills on time
13. Personal discipline
14. Plans for the future
15. Ranks priorities
16. Receives respectful responses from others
17. Respectful of others
18. Rewarding relationships
19. Sense of humor
20. Service
21. Sets goals
22. Stable job
23. Stays out of jail
24. Trustworthy

Guiding Question Two:

What feelings and thoughts do you predict would be held by an adult who is stable and secure?

Using the adult graphic on the handout, (Handout 3A) write words in the [inner](#) shirt space that describe thoughts and feelings that might accompany stability and security.

Possibilities:

1. "I am comfortable with my values"
2. "I am hopeful"

3. "I am willing to forgive"
4. "I think about the needs and rights of others as a guide for my behavior"
5. "I believe in myself"
6. "I can achieve"
7. "I can control my life"
8. "I deserve good things to come my way"
9. "I feel proud of my efforts"
10. "I am a good example"
11. "I feel that people care about me"
12. "I give people the benefit of the doubt"
13. "I make a difference in the life of someone else"
14. "I respect the rights of others"
15. "I take responsibility for my choices"
16. "Stress forces me to grow"
17. "I don't dwell on the past"
18. "I plan ahead"
19. "There are many times that I need to be willing to make a sacrifice"

Guiding Question Three:

What obstacles would block a teenager's ability to become a stable, secure adult who lives a moral and ethical life?

Write ideas in the "river" which divides the adult and teen graphics.
(Handout 3A)

Possibilities:

Apathy	Lack of money
Attitudes	Lack of moral progress
Bad habits	Lack of motivation
Destructive self-talk	Lack of positive role models
Family circumstances	Lack of support
Gender limitations	Lack of vision
Lack of discipline	Mental limitations
Lack of education	Past choices
Lack of knowledge and insight	Physical limitation

(Bolin, et. al, 1990, 34)

Guiding Question Four:

Who could help me overcome obstacles? How could I help someone else?
(Bolin, 1990, 18, 28-29)

Write ideas on two colored hand cutouts. (Handout 3B)
(Bolin, et. al, 1990, 34)

1. Accept the obstacles in your life that you cannot change.
2. Accept the responsibility to take charge of areas over which you do have control.

3. Accept that you are the most important person who is responsible for **you**. Don't wait for someone else to own your happiness, your progress, or your future.
 4. Act upon good values. The more you apply them, the more they become part of you. Your "Your behavior is a reflection of who you are. It's always there. It's always right. Please choose carefully."
(AUP PowerPoint, Slide 43)
 5. Set goals. Enjoy the benefits--internal and external--that come from personal achievement.
 - a. Make the goals realistic
 - b. Make them specific
 - c. Make them measurable
 - d. Reward yourself for levels of successful progress
- ❖ What behavioral goal would be appropriate in response to your use of technology at Highland?
- ❖ Once you prove yourself to be a good goal-setter, what other goals would you dare to hope for?
6. Be thoughtful and careful about your decisions.
 7. Seek out resources that exist to help you.
- ❖ Glue the hands on the graphic figures so that they touch across the divide.
(Handout 3A)

Summary

Your life now connects to the life you will live as an adult. Your progress in defining who you are through the values that you hold, the goals that you set, and the decisions that you make can give you a solid push toward the image of adulthood that is good for you--and good for those around you.

Preview for future sessions:

How do my values influence the decisions that I make—including the behaviors that I choose?

Do my ethics impact my employment opportunities?

RESOURCES

Bolin, Frances Schoonmaker. *Growing Up Caring*. Peoria: Glencoe, 1990.

Bolin, Frances Schoonmaker, et. al. *Growing Up Caring: Exploring Values and Decision Making. Teacher's Resource Binder*. Peoria: Glencoe, 1990.