Seventh-day Adventist
Secondary Curriculum

First Edition November 1990

Personal Development

Institute for
Christian
Teaching

EDUCATION DEPARTMENT
12501 Old Columbia Pike
Silver Spring, MD 20904, U.S.A.

ACKNOWLEDGEMENTS

The South Pacific Division Curriculum Unit has enlisted the help of a number of people in preparing this document. We would like to thank all who have contributed time, ideas, materials and support in many tangible and intangible ways. In particular, the following people have helped most directly in the writing and editing of this document:

Keith Allen	Nunawading Adventist High School
Allan Butler	Sydney Adventist High School
Adrian Ellison	Sydney Adventist High School
Allan Hedges	Curriculum Unit South Pacific Division
Lynette Howell	Pine Rivers Adventist High School
Pam Oliver	Avondale High School
Harley Stanton	Health Department South Pacific Division
Nemani Tausere	Education Department South.Pacific.Division.

It is our wish that teachers will use this document to improve their teaching and so better attain the key objectives of Seventh-day Adventist education.

Sincerely

Barry Hill

Dr Barry Hill
Director Secondary Curriculum Unit

South Pacific Division
Seventh-day Adventist Church
Department of Education
148 Fox Valley Road
WAHROONGA NSW 2076

November 1990
First Edition

CONTENTS

ACKNOWLEDGEMENTS	1
CONTENTS	2
SUGGESTIONS FOR USING THE FRAMEWORK	3
WHAT IS A FRAMEWORK?	4
WHO IS THE FRAMEWORK FOR?	4
FRAMEWORK OVERVIEW	5
DEFINITION AND DESCRIPTION	6
PHILOSOPHY	7
RATIONALE	8
OBJECTIVES	9
VALUES	10
VALUES LISTED ALPHABETICALLY	12
SUGGESTED METHODS FOR TEACHING CHRISTIAN PERSONAL DEVELOPMENT	13
OVERVIEW OF CONTENT AREAS	14
FACING LIFE WITH CONFIDENCE	15
HEALTHY LIFESTYLE	16
INTERPERSONAL RELATIONSHIPS	19
RISK TAKING / RESPONSIBILITY / SAFETY	23
STEWARDSHIP	25
THINKING	27
VALUING	29
VOCATION	30

SUGGESTIONS FOR USING THE FRAMEWORK

There are many wasy to use the framework to help you plan a course, units of work, or topics. The aim is to provide a basic checklist for planning. For topics or units, try the following steps, summarizing your plan on a page or two.

Read the subject definition, framework overview, philosophy, rationale, and objectives on pages 7-9 to gain a picture of the key emphasis of your subject.

Check through the list of values on pagess 10-12. An example is 'creativity'. Select those that need most emphasis, and write them down.

Read the suggestions on how to teach values on page 13. An example is analysing hypothetical case studies. Now add some ideas on teaching methods to your summary.

Preview the list of possible course topics on page 14. Then you will find a list of topic outlines and suggested accompanying issues which can be used to introduce values on pages 15-31.

Select the parts of the topic that you wish to use, and also jot down issues that could help to introduce some of your values. As you can see, you are required to thoughtfully bring together a number of strands in the planning process. By this stage, the topic or unit is certain to be taking on a values-oriented Adventist Christian perspective.

WHAT IS A FRAMEWORK?

In the Adventist school context, a 'framework' is a statement of values and principles which guide curriculum development. These values and principles are derived from Adventist educational philosophy which states important ideas about what is real, true and good. The objective of the framework is to show how Adventist Christian values and faith can be integrated with academic learning, and it provides some examples of how this can be done. The framework is organized as a resource of ideas for subject planning, so it is intended to be useful rather than exhaustive.

In attempting to present an Adventist perspective, it is clearly understood that some aspects of a course may be taught in similar fashion no matter where it is taught. However at a superficial level the objectives and content of other topics taught in Adventist schools will seem little different from state syllabi merely because the content appears relatively neutral in philosophical terms. With thoughtful teaching there will in fact be differences in content emphasis and approach for these topics, while there will be more noticeable differences in other topics and curriculum processes. These differences of varying degree will stem from the underlying philosophy of the framework.

This personal development framework contains: a philosophy; a rationale; objectives; a list of values; suggestions for teaching values; and lists of content areas and issues.

In the framework there is acceptance of the requirement to teach the basic skills, topics and thematic links outlined in the various state syllabi. The document sets out some of these in checklists and gives practical suggestions which will be used in the preparation of course outlines, programs, units and lessons. It therefore becomes a basic reference point for teachers. No attempt has been made to replace an individual teacher's personal programs, but rather to guide the development of these programs. Overall, the framework mainly attempts to show how good practice can be placed in a value perspective which is Christian. It is a tool teachers can use to help them either reinterpret state curriculum documents from an Adventist perspective, or to simply teach from that perspective if the subject is an elective one.

WHO IS THE FRAMEWORK FOR?

The framework is primarily designed for all personal development teachers in Adventist secondary schools. It also provides a reference point for curriculum planning for principals and administrators in the Adventist educational system. Further, it attempts to show government authorities that there is an Adventist curriculum emphasis which provides some justification for the existence of an Adventist school system. The document is to be used in establishing the direction for any curriculum planning, whether it involve creating courses from scratch, adding to state syllabi, or evaluating units and resources.

FRAMEWORK OVERVIEW

This personal studies framework attempts to explain what personal development is, as viewed from an Adventist perspective:

Personal development is an area of learning concerned with personal fulfilment and wellbeing in everyday life. It crosses a number of present subject boundaries. A broad definition of personal development is found on the following page.

THE RATIONALE CONTAINS REASONS FOR THE TEACHING OF THE SUBJECT SUCH AS:

- Add quality to our lifestyle
- Cope with life more adequately
- Develop in a balanced way
- Understand ourselves better

PERSONAL DVELOPEMENT EMPHASIZES VALUES SUCH AS:

- Creativity
- Fairness
- Integrity
- Love

IT IS DEVELOPED THROUGH STUDYING CONTENT AREAS SUCH AS THE FOLLOWING:

- Health
- Social relationships
- Stewardship
- Thinking

IN THE CONTENT AREAS MANY ISSUES ARE RAISED AS A WAY TO VALUE AND DEVELOP. FOR EXAMPLE:

- Adventists' role in politics
- Marriage versus de facto relationships
- Rights and responsibilities of consumers
- The use of safe and unsafe drugs

DEFINITION AND DESCRIPTION

Personal development is a broad area of learning concerned with personal fulfilment and wellbeing in everyday life. It aims to help students cope with life and take responsibility for their behaviour. Coping with life involves elements of learning such as the development of healthy self-understanding and self-esteem, communication ability, emotional and social well-being, valuing, decision making, and relating to others. Its content focuses particularly on making decisions and translating them into actions to enhance the quality of life. Therefore its scope tends to cross the boundaries of a number of the 'regular' subject areas. These include moral and religious education, health education, physical education and sport, clothing and textiles, home economics, and safety. Such content areas all contribute knowledge, values and skills to personal development.

In Seventh-day Adventist Schools personal development is seen from the perspective of the Christian world view. Its focus is on the balanced development of the person, taking into account the spiritual, mental, physical, emotional and social aspects of life. Such development involves the preparation of the student for responsible citizenship in this life, and takes into account a future eternal life. It also seeks to help students understand their personal worth as individuals created in the image of God. They should also acquire effective personal decision-making skills based on freedom within law, and understand the necessity for an acceptance of responsibility for their actions. This development in turn will lead them to be be both competent and confident in interaction with others, and to have a satisfying and healthy lifestyle.

PHILOSOPHY

Seventh-day Adventist education is based upon a world view derived from the Christian faith. This view begins with an eternal, loving and personal God who has always existed, is all-powerful and is the source of all life, truth, beauty and Christian values.

All truth finds its centre and unity in God. God communicates truth to man in a general way through nature and His providential acts, and more specifically, through Jesus Christ and His inspired revelation which is contained in the Bible. It is therefore possible to comprehend truth through observation and reason, but these avenues to understanding require faith and the direction of the Holy Spirit, the third being of the Godhead. Since all truth is God's truth there is no dichotomy between the sacred and the secular. Rather, Christian faith pervades all of life and every activity has spiritual significance.

God, through Christ the Son, created this world perfect as part of His perfect universe. Furthermore, He sustains His creation by His power and through the natural laws He instituted. Humans also were originally created perfect and in God's image: a unity of body mind and spirit, endowed with intellect, emotion, and the power of choice. By the exercise of choice and separating themselves from God, humans became sinful. This state of sin has led to God's image in humans being impaired and a consequent deterioration in quality of both life and the environment. An inevitable result is a world that is out of harmony with the rest of creation. However God has instituted plans to restore this world to its original perfection.

The message of the Gospel is that in spite of sin God still places value on humans and their environment and it is His plan that all may be restored to the original perfection. This takes place for humans through a personal response to God's initiatives through Jesus Christ and the work of the Holy Spirit. Life's meaning, therefore, is found not within the self but in the development of a relationship to the Creator.

God, through His moral laws, has outlined standards of ethical behaviour based on His own character of love. When adopted by man these laws develop a commitment to selfless service and a personal and loving concern for all.

Humans' appreciation of beauty and their innate creativity, although marred by sin, still reflect God's image. Without the direction of the Holy Spirit these capacities may be used for evil instead of good. Appreciation of beauty and creativity extend to all man's cultural activities and involve relationships with God, other people, and the environment.

Christian Education sees these beliefs as the organizing framework of all learning experiences.

RATIONALE

Personal development is a valuable component of general education. The values and assumptions undergirding Adventist educational philosophy clearly indicate the worth of this subject in the curriculum.

Part of the need for personal development is derived from Adventist belief about the essential nature of humans. God has created humans in His own image, and though they have become sinful, God still loves them and places immense value on them. Because individuals are so valuable, they are worthy of all the personal development society can offer them.

Humans are not only of great value, but they have immense potential to be developed. It is God's will that individuals find purpose in their existence, enjoy life and reach their full potential of being human. In Biblical Scripture God offers the power for mankind to fulfil this potential.

As individuals are developed, they gain a satisfying concept of self-worth. This concept comes partly from healthy interaction with significant others at school. A loving family, well structured learning experiences and caring friends provide the ideal environment for the development of a healthy self-image.

The classroom environment is also a the desirable place for students to learn confidence in making decisions, flexibility in dealing with change, and skills in coping with the challenges of life. These life skills of personal development are ideally developed in a caring environment which is filled with significant others.

People are developed through learning how to serve the community. So through the objectives of personal development students learn that satisfaction and happiness in life come from having a sense of life mission that involves service for others.

In summary, personal development is justified in the curriculum because it is a medium for providing balanced education, and for developing self-worth, confidence and flexibility, and the skills to cope with a life which then assumes more quality.

OBJECTIVES

Personal development attempts to enable students to:

1. Communicate effectively in varied life situations.
2. Develop skills that provide flexibility to handle change.
3. Recognize, accept and benefit from life's challenges.
4. Develop a sense of self-worth built upon the recognition of their value as children of God.
5. Set and pursue realistic and worthwhile goals.
6. Form and sustain healthy working relationships with others.
7. Plan and use time wisely.
8. Make responsible ethical choices, judgments and decisions.
9. Value personal, social and environmental health.
10. Show sensitivity and empathy for the needs the needs and feelings of others.
11. Understand, clarify, direct and control their emotions.
12. Manage personal resources effectively.
13. Understand and manage male and female roles and functions, with sensitivity.
14. Present themselves attractively and courteously.
15. Be ready for the responsibilities of marriage and parenting.
16. Recognize and challenge materialism and greed in their experience.
17. Understand and accept the demands of the whole-of-life cycle.
18. Make informed decisions about careers.

VALUES

Values can be considered from many differing perspectives. The arrangement below demonstrates the philosophical position of a Christian. Over and above all is a belief in God who is revealed in Scripture and nature. This belief leads to the disposition to value the quality and existence of life itself. The search for truth about God and life leads the Christian to value the remaining desirable qualities. Creativity, fairness, integrity, love and responsibility are important values linking groups of related values which are listed with them.

REVELATION OF GOD ☞ VALUE AND QUALITY OF LIFE

Creativity:

- Choice
- Curiosity
- Freedom
- Independent action
- Independent thinking
- Individuality
- Initiative
- Self-expression

Fairness:

- Consistency
- Cooperation
- Courtesy
- Dignity
- Equality
- Equity
- Honesty
- Justice

Integrity:

- Balance
- Belief in God
- Communication
- Conservation
- Consistency
- Contentment
- Empathy
- Loyalty
- Open mindedness
- Perception
- Realism
- Sympathy
- Tolerance
- Truth
- Wholeness

Love:

- Acceptance
- Altruism
- Cheerfulness
- Communication
- Courtesy
- Friendship
- Graciousness
- Integration
- Openness
- Positive outlook
- Sensitivity
- Service to others
- Tolerance
- Unselfishness
- Valuing self and others

Responsibility:

- Accountability
- Commitment to cause
- Dependability
- Diligence
- Economy
- Free will
- Independent thinking
- Interdependence
- Participation
- Punctuality
- Purposefulness
- Self-control
- Sense of community
- Stewardship
- Unselfishness

VALUES LISTED ALPHABETICALLY

The values listed below are taken from the lists on the previous two pages of this document.

- Acceptance
- Accountability
- Altruism
- Balance
- Belief in God
- Cheerfulness
- Choice
- Commitment to cause
- Communication
- Conservation
- Consistency
- Contentment
- Cooperation
- Courtesy
- Creativity
- Curiosity
- Dependability
- Dignity
- Diligence
- Economy
- Empathy
- Equality
- Equity
- Fairness
- Free will
- Freedom
- Friendship
- Graciousness
- Honesty
- Independent action
- Independent thinking
- Individuality
- Initiative
- Integration
- Integrity
- Interdependence
- Justice
- Love
- Loyalty
- Open mindedness
- Openness
- Participation
- Perception
- Positive outlook
- Punctuality
- Purposefulness
- Realism
- Responsibility
- Self-control
- Self-expression
- Sense of community
- Sensitivity
- Service to others
- Stewardship
- Sympathy
- Tolerance
- Truth
- Unselfishness
- Valuing self and others
- Wholeness

SUGGESTED METHODS FOR TEACHING CHRISTIAN PERSONAL DEVELOPMENT

There are numerous ways to teach personal development creatively. The range of approaches is as varied as teacher imagination. Listed below are examples of activities that teachers could use to teach the subject.

1. Involve students in discussion of the many aspects of numerous life issues. They must be given opportunity to explore issues thoughtfully.

2. Encourage students to feel for the participants in life's drama. Role playing is one activity which permits the experience of empathy.

3. Engage students in various aspects of the valuing process. The section on valuing and feeling in this framework contains some suggestions.

4. Involve students in practical experiences which require them to be of service to the community in various ways. First aid is one activity which can involve them in a beneficial way.

5. Provide opportunities for students to analyse hypothetical case studies which illustrate issues.

6. Present information dynamically in lectures, some of which can be delivered by guest speakers.

7. Make use of videos and clips from films and television. Have students analyse the visual media through well structured tasks.

8. Use surveys of various kinds to involve students in community experience. Ecological and other community surveys are examples of surveys which you can plan.

9. Create work sheets with varied formats, and which draw on a range of learning and thinking styles and levels.

10. Use a range of creative assessment activities which give scope for students to display attitudes and grasp of issues. Oral assessment could be used more often.

11. Take care to avoid jargon in teaching. Denominational jargon is one example which can lead to student cynicism.

OVERVIEW OF CONTENT AREAS

Facing life with confidence (Self Understanding)

Self awareness, Adolescent Pressure, Handling Difficulties, Mental Health

Health

Development, Growth, Lifestyle, Nutrition, Consumerism, Drugs

Interpersonal Relationships

Family, Marriage, Parenting, Peers, Networks, Communication Skills, Cultural Issues

Risk taking / Responsibility / Safety

Drugs, Sex, Social, Physical, Responsibility in Risk Taking

Stewardship

Time, Materialism, Money, Consumer Issues, Environment

Thinking

Study Skills, Problem Solving

Valuing

Attitudes, Decision-making, Emotions, Valuing

Vocation

Choice, Quality of Work Life, Unemployment

COURSE CONTENT AREAS

FACING LIFE WITH CONFIDENCE

How do I feel about myself?

- Do I like or dislike myself?
- What I like or do not like?
- What I am good at or not good at?
- How did I come to this conclusion?
- What are the results of good or poor self-concepts?

How did this come about?

- Scripting, tapes, messages from significant others — belief of them
- View of God
- Quality of relationships
- Social comparisons — financial physical intellectual, status, deviation from norm
- Effects of puberty
- Adolescent pressures

Who am I really?

- Unique
- Child of God
- Strengths, talents
- Not perfect and that's OK
- Able to make changes
- Right to make my own choices
- Possess positive and negative emotions

What do I want – or need?

- Popularity and self-respect
- Expectations – realistic or unrealistic?
- Friendship
- To be treated fairly
- To be allowed to state opinions and make decisions.
- To feel in control
- Accept setbacks without looking for excuses
- Cope with my sexuality
- Develop my strengths
- Accept responsibility for myself
- Less introspection, more concern for others

How do I get there?

- Learn to use a variety of resources
- Build and dwell on positives
- Accept, handle, and/or change negatives
- Set and achieve realistic goals
- Express feelings constructively
- Believe the gospel

Issues

- Acceptability to God
- Accepting limitations and failure
- Accepting personal differences
- Change is possible
- Distancing self from trauma
- Handling taboos eg sexual discussion
- Importance of my ideas
- Inconsistent models and mixed messages
- Parental expectations
- Perceptions of God
- Put down from significant others
- Restraints verses freedoms
- Separating moral, cultural and neutral issues
- Sibling rivalry
- Social comparisons
- Unfair treatment

HEALTHY LIFESTYLE

Basic needs:

- Balanced diet
- Controlled stress
- Exercise
- Fresh air
- Positive relationships
- Relaxation
- Rest/sleep
- Task achievement
- Work satisfaction

Individual needs and interests:

- Altruism
- Fitness, recreation and leisure
- Healthy goal oriented, motivation and commitment
- Maintains healthy self-concept
- Positive attitudes
- Travel
- Variety

Sound health practices:

- Ergonomics
- Exercise
- Moderation and abstinence
- Personal hygiene
- Posture
- Radiation and skin care eg sun protection and avoidance of over-exposure to x-ray
- Safe sex
- Safety at home, work and in community

Disease patterns:

- Attribution of risk
- Environmental risks
- Genetic factors
- Lifestyle diseases
- Major risk factors of sickness and death eg alcohol, tobacco, drug use, depression, homosexuality

Management strategies:

- Access to health and medical care
- Accessing community resources
- Health assessment
- Managing disabilities
- Stress management

Issues

- Alternative and traditional medicine
- Alternative lifestyles
- Country verses city living
- Environmental risks to health-crop dusting
- Extremism in fitness
- Humanitarian food productions eg battery hens
- Quest for ideal body form
- Reality and ethics of media
- Relating to AIDS issue

NUTRITION

Dietary Guidelines:

- Balanced nutrient intake
- Complementary protein balance
- Food and food groups
- Food preparation, processing and storage
- Health inducing food target
- Nutrient sources
- Supplements, additives and labelling
- Vegetarian food
- Weight control

Factors influencing food selection:

- Advertising
- Body requirement
- Cultural influences
- Economics
- Food faddism and quackery
- Food through your life-cycle - especially when alone
- Guidelines for diets eg pregnancy, diabetics
- Meal time atmosphere
- Personal group identity
- Religious perspectives
- Self-image
- Social factors
- Time preparation and convenience

Nutrition and disease:

- Breast feeding and lactation
- Malnutrition
- Over-nutrition eg excess salt, sugar, fat, alcohol
- Self-sufficiency and food
- Specific diseases eg diabetes, bulimia, anorexia, bolemia, heart disease, alcoholism, diet related cancers

Issues

- Availability of good food
- Consistency between ideals and practice
- Food faddism and extremism
- Health verses profit with health products
- School tuck shops
- Vegan verses lacto-ovo

DRUG USE

Patterns of use:

- Abstinence and prohibition
- Availability and access
- Definitions
- Reasons why
- Types of drugs

Consequences of use:

- Physical, social, emotional and spiritual effects on self and others

Factors influencing use:

- Age
- Attitudes eg rebellion
- Culture
- Economics
- Experimentation
- Illness
- Peer pressure
- Performance
- Religion
- Self-concept
- Short- and long-term goals

Skills for responsible drug use:

- Access to community services
- Analysis of advertising
- Assertiveness and resistance skills
- Communication
- Contracting
- Critical thinking and low risk choices
- Education
- Party guidelines

Skills for responsibile drug use (cont'd):

- Self-improvement
- Self-esteem and decision-making
- Stress reduction
- Values clarification

Issues

- Alternatives to drug use
- Definition
- Drug Testing
- Drugs and AIDS
- Drugs and pregnancy
- Drugs and sport
- Experimental users in school and church
- Legalisation and decriminalisation issues
- Medical and non-medical use
- Safe and non safe drugs.
- Self-medication
- The law

INTERPERSONAL RELATIONSHIPS

FAMILY RELATIONSHIPS

Family Structures:

- Family types:
    - Church family
    - Nuclear and extended
    - Single by choice
    - Single parent and de facto relationships
    - Village family
- Roles and responsibilities
- Sibling relationships
- Parent/child relationships
- Family problems
    - Alcoholic dependence
    - Child abuse
    - Divorce and remarriage
    - Domestic violence
    - Incest
    - Sickness
    - The handicapped
    - Unemployment

Social and Legal Implications:

- Domestic values
- Effects on family members
- Single parent, de facto, marriage, divorce

Needs Of Family Members:

- Community support agencies
- Identifying and dealing with conflict
- Love, commitment and sharing
- Marriage:
    - Acceptance
    - Identity
    - Preparation for marriage
    - Responsibility of spouses
- Non-violent relationships
- Parenting
- Problem solving and decision-making
- Retaining individuality within the family

Responsible Code of Sexual Behaviour:

- Abstinence
- Contraception
- Family planning
- Responsible code of sexual behaviour
- Valuing own identity

Influences on the Group and Relationships:

- Church
- Each other
- Media
- Parents
- Positive and negative influence
- School

Group Dynamics:

- Acceptance
- Adolescence:
    - Adolescent/parent conflict
    - Peer pressure versus family values
- Conformity
- Friendship
- Individualism versus conformity
- Peer group values versus adult roles
- Peer pressure
- Roles and responsibilities
- Teamwork
- Types of groups and relationships

Child Protection:

- Abuse of power in relationships
- Protecting oneself
- Support networks

    - Ageing
    - Child protection
    - Economic
    - Marriage and family guidance

Work:

- Cultural adjustment to work in a secular environment
- Developing new friendship networks at support groups
- Employer/employee relationships
- Relationships with fellow workers
- Transition stress (home to wide world)
- Work ethics and deportment in the work place

Issues

- Attitude of children to irresponsible parents
- Attitudes of parents to 'rebel' children
- Child abuse
- Children's rights — religious preference
- Conflict over resource use (car, pocket money)
- Conflict resolution
- Define a family – avoiding stereotypes
- Divorce in the church
- Domestic violence
- Gender roles
- Handicapped siblings
- Influence of extended family
- Interfaith marriages
- Marriage verses de facto relationships
- Parent control/child freedom
- Position in the family
- Premarital sex
- Relationship to authority figures
- The adopted child
- Trust – parents and children

COMMUNITY AND SOCIAL RELATIONSHIPS

Self Awareness:

- Expectations
- Feelings
- Personality
- Self-concept
- Self-confidence
- Self-esteem
- Self-image
- Strengths
- Thoughts

Self Awareness (cont'd):

- Uniqueness and individuality
- Weaknesses

Communication:

- Active listening
- Conflict resolution
- Interview techniques
- Negotiation
- Problem solving
- Public and group communication
- Understanding of body language
- Writing job resumés
- Communicating to:
    - Amongst the sexes
    - Different care groups
    - Different ethnic and cultural groups
    - Different social class groups

Adolescent pressures:

- Coping mechanisms
- Managing pressure eg accessing agencies
- Types of pressure eg bereavement, employment, relationships, family, school etc

Relationships:

- Dynamics eg love compromise, sharing
- Friendships
- Prejudice and tolerance
- Recognising differences

Decision-making:

- Influences on decision-making
- Process of decision-making
- Types of decisions

Issues

- Achieving reconciliation
- Adventist's role in politics – Should SDA's be politically involved?
- Adventists and clubs, Unions, non-Adventist employer, service organizations the forces, police, fire departments, medical and para-medical, emergency services
- Exclusive friends
- Forming and maintaining friendships
- Handling crises within friendships
- Identifying friendship traits
- Presents within friendships
- Sexual propriety
- Social responsibility and Sabbath work
- Terminating friendships

MULTICULTURAL ISSUES

Beliefs and values of another culture
Attitudes, acceptance, tolerance, understanding.
Codes of conduct:

- Codes of Dress
- Death / Birth
- Greetings
- Importance of Gesticulation
- Non-verbal Communication – eyebrows
- Perceptions of Social Space
- Public Display of Affection
- The Place of Touching

Interrelationships:

- Between employer and employee
- In mixed marriages in the community
- With peer group
- Within the family / extended family

Recognizing:

- Cultural differences and similarities:
    - Areas of difficulty
    - Conflicting viewpoints

Integration :

- Exposure to other cultures through various avenues.

Issues

- Cultural Perception
- Discrimination
- Ethnocentricism
- Foreign language schools
- Immigration
- Integration verses segregation
- Mixed marriage
- Prejudice
- Public display of religious practices

RISK TAKING / RESPONSIBILITY / SAFETY

RISK TAKING / SAFETY

Drugs:

- Available
- Expense, ill health
- Inaccurate decision under the influence of
- Inexperience/ignorance

Drugs (cont'd):

- Peer pressure
- Performance lowered perceptions, coordination

Sex:

- AIDS, hepatitis B
- Contraception - how safe?
- Homosexuality, inferior lifestyle
- Unwanted pregnancy equals unwanted person

Social risks:

- Child safety

Physical:

- Dangerous sports in water, air, physical contact
- Driving vehicle irresponsibly
- Steroids

Responsibility:

- Can we cause others to take risks by our actions?
- Group action effect especially under mind altering substances
- Impunity — you can't blame me if it happens
- Many causes, who's to blame?
- Natural mishaps
- Unexpected and unwanted results of an action eg vehicle accidents

Evaluation of Risks:

- Commercial:
    - Gambling
    - Loans
    - Lotteries
    - Stock exchange
- Occupational:
    - Armed forces
    - Asbestos
    - Carcinogenic chemicals
    - Missionaries
- Radiation:
    - Electro magnetic from devices
    - Low intensity
    - Radio active residues

- Individual limitations:
    - Comparison of dread versus knowledge
    - Emotions
    - Experience versus feeling
    - Fantasy of invulnerability in youth

Good Risk Taking:

- Unavoidable in daily life:
    - Altruism
    - Dead hero
    - Defence of country etc
    - Friendship

Coping With Risks:

- Community safety (neighbourhood watch, safe houses)
- First-aid knowledge
- Occupational safeguards
- Self-defence
- Water safety

Issues

This unit of the course is basically stated as issues

STEWARDSHIP

Stewardship of time:

- Balance in using time
- Coming to terms with shortness of time
- How to budget time
- How to organize time
- Making the most of available time
- Value of time

Material Possessions:

- Purposes of possessions
- Values relating to possessions:
    - Accountability
    - Cooperation
    - Efficiency
    - Foresight
    - Honesty
    - Security

Budgeting:

- Avoiding debt
- Church stewardship

Budgeting (cont'd):

- Credit card use
- Determining priorities
- Using foresight

Conflict Management:

- Conflict involved in poor stewardship
- How to relate to conflict and misfortune

Unemployment:

- Agencies for financial help
- How to manage on less

Consumer Issues:

- Rights and responsibilities of consumers:
    - Contracts
    - Investment security
    - Standards of goods
    - Warranties
- Assertiveness skills
- Consumer protection agencies
- Factors influencing consumers:
    - Advertising
    - Cultural background
    - Family
    - Peer group
    - Self-concept

Issues

- Attitude to brand name
- Attitude to debt
- Consumerism – throw away society
- Credit card use
- Extravagant consumption
- Levels of giving

THE ENVIRONMENT

Environment and Its Effect on People:

- Appreciating the complexity and quality of different environments
- Environmental factors affecting wellbeing
- Living in harmony with our environments
- Understanding the impact of the physical, biological and socio-political environments on people

People and Their Effect on the Environment:

- Appropriate use of energy resources
- Exercising responsibility towards conservation

People and Their Effect on the Environment (cont'd):

- Managing the human impact on the physical and biological environments
- Minimising pollution as a health hazard
- Regulations concerning the physical and social environments
- Transport, society and the environment
- Valuing physical and social environments

Technological Change:

- Appreciating and incorporating old and new design and technology
- Appropriate use of technology in health care, the home and out-of-doors
- Dealing with the information explosion
- Managing the effects of technological change on lifestyle
- Positive and negative effects of man-made environments on wellbeing
- Producing and using goods and services in everyday life
- The human factor in dealing with change

Issues

- Attitude to greenie movement
- Church attitudes to the environment
- Degree of personal involvement in issues (letters to MPs newspapers)
- End of world versus conservation
- Exploitation of resources in other countries to supply us
- Habitual conservation of resources
- Impact of personal choice (aerosols)
- Littering
- Recycling

THINKING

General Skills:

- Focussing:
    - Defining problems
    - Setting goals
- Information gathering:
    - Observing
    - Formulating
- Remembering:
    - Encoding
    - Recalling
- Organizing:
    - Comparing
    - Classifying
    - Ordering
    - Representing

- Analysing:
    - Identifying attribution and components
    - Identifying relationships and patterns
    - Identifying main ideas
    - Identifying errors
- Generating:
    - Informing
    - Predicting
    - Elaborating
- Integrating:
    - Summarizing
    - Restructuring
- Evaluating:
    - Establishing criteria
    - Verifying

Creative Thinking Skills:

- Immersion
- Exploration
- Evaluation
- Perspective
- Processing

Study Skills:

- Practical
- Organizing
- Interpreting
- Application

Issues

- The place of the senses in thinking
- The place of reason in the thinking of Christians
- The relation of thinking to God's revelation
- The effect of literacy translations on thinking
- The place of thinking in the process of spiritual redemption

MAKING VALUE JUDGEMENTS AND EXPRESSING EMOTIONS

VALUING

Developing and Applying Christian Values:

- Identifying
- Clarifying
- Explaining the Adventist position

Analysing:

- Conflicts
- Consequences
- Supplying evidence

Judging:

- Making independent judgments
- Developing criteria for evaluating
- Evaluating authorities

Making decisions

Translating decisions into actions:

- Withstanding peer pressure
- Dealing with gratification
- Practising values affirmed
- Traits of humility, courage, integrity, justice

Making commitment to Adventist lifestyle

Experiencing with others:

- Awareness of feelings
- Sympathy
- Respect and concern
- Making others' interests one's own

Issues

- Coming to terms with inconsistency in personal Christian models
- Deferring judgment on behaviour when its motivation is unclear
- Making decisions when good values are in conflict
- Methods of withstanding peer pressure
- The difficulty of establishing criteria for ethical behaviour which is not mentioned in Scripture
- The relationship between authority and reason in religious faith

DEVELOPING EMOTIONAL FEELINGS

Faith:

- Identifying the emotions in faith
- Justifying emotions in faith
- Relating emotions to faith

Thinking:

- Clarifying emotions
- Directing emotions
- Discovering emotions
- Distinguishing emotional truth from other truth
- Refining emotional feeling

Feeling:

- Accepting responsibility for emotions
- Appropriately for the occasion
- With depth and intensity
- With range and diversity of feelings

Action:

- Controlling emotions
- Directing emotions to action
- Expressing emotions appropriately
- Living with conflict
- Transforming wishes into actions

Issues

- Defining the relationship between intuitive feelings
- Determining appropriate ways to express emotion
- Passivity versus action in emotional expression
- The emotional content of religious music
- The need to control and direct emotions in the adolescent years
- The place of emotional feeling in religious conversion and commitment

VOCATION

Making Intelligent Choices:

- Applying for a job
- Attitude to authority
- Attitude to unions
- Important facts about my job
    - Education / training required
    - Job description
    - Job opportunities
    - Personal qualities

Making Intelligent Choices (cont'd):

- Kinds of work
- Matching yourself to a job
- Qualities of a satisfying job
- Understanding your personality, interests and abilities
- Why work?

What resources are available to help us make an intelligent decision?

Issues

- Change of employment
- Maintaining self-esteem in change of employment
- Self-employment verses being employed
- Status of employment
- Using leisure time to generate job opportunities
- Working in less desirable jobs as a means to an end