

# Chapter One

## Accepting Me, Accepting You

### Note To The Teacher

In this lesson, students will learn the importance of accepting the positive characteristics in themselves and others. They will learn that everyone is unique, and everyone owns the right to be respected as a human being regardless of their external inherent differences.

Many teenagers worry about things they cannot change. They worry about their external characteristics, the way their bodies look, their height, whether their ears or nose are too small or too large, or whether their skin is too dark or too light. Instead, students will learn to focus on the internal characteristics in themselves and others. They will learn to accept the superficial differences in others. They will begin to look beyond the surface for the positive, moral attributes that help make each person unique. Additionally, students will understand why it is important to shift their focus to the things they can control within their lives. By achieving this awareness, they will avoid feelings of depression and lack of self-worth and, instead, attain satisfaction and success in their lives based upon positive moral character.

# Lesson Plan

## Accepting Me, Accepting You

### PURPOSE/OBJECTIVE

Students will learn what it means to accept themselves and others, and the importance of accepting the positive moral characteristics in themselves and others.

### MATERIALS

- R Cassette player
- R *Teacher's Manual Audio Lessons* cassette
- R Students' handbooks

### PROCEDURE

1. Review the previous unit on "**Character**" by asking the following questions:
  - a. What is meant by the term character? (An individual's pattern of behavior and moral strength.)
  - b. What are some positive moral character traits? (Honesty, reliability, dependability and courage are all positive moral character traits.)
  - c. Why is positive moral character important? (Positive moral character will affect every decision you make; it will also bring you peace of mind. You will not have to suffer the consequences that immoral character bring such as guilt, fear, low self-worth, not being trusted and being unreliable.)
  - d. What is meant by the term moral value? (A moral value is like a line that divides wrong behavior from right behavior.)
  
2. Explain to students that in this new unit called, "**Acceptance**," they will explore the value of individuality, tolerance, positive interactions as well as positive goals that motivate and encourage. Tell students they will learn what it means to accept themselves and others. Have students turn

to **page 3** and read the **“Introduction.”** Explain that accepting who we are means understanding that we all have aspects in our lives that are beyond our control. For example, many of our physical traits are genetically determined. Ask students for examples of traits that are genetic. (*Answers will include eye color, which hand we use to write with, whether we are musically inclined or even our love for certain foods and colors.*) Stress that these physical traits, likes and dislikes make us all unique individuals.

3. Have students turn in their handbooks to **page 4** and read the section entitled, **“The Positive Side Of Me.”** Ask students to share with the class some of their positive traits and abilities. Take a few answers. Allow students time to list some of their positive traits and abilities and also some of the things they do well.

Continue reading in the handbook the section, **“Don’t Let It Get You Down,”** on **pages 5-8** and complete the chart on **page 7**. Have them list what they do and do not have control over. Allow a few volunteers to share with the class what they wrote.

4. Tell students that accepting who they are also means learning to be satisfied with their age. Guide class feedback by asking students some of the things they are allowed to do that a younger sibling is not allowed to. What are some things that an older sibling can do that they cannot? Stress that as they grow they will have limitations and privileges that are age appropriate. Have students read and discuss the section entitled, **“Hey! You’re Not Finished Growing Yet!”** found on **page 9** in their handbooks.

Explain that although there are circumstances beyond their control, they can control their attitude and outlook on life. Stress that how they interpret and perceive their circumstances can cause dissatisfaction and resentment. Explain that adolescence is a time of rapid physical and mental change. Many young adults feel uncomfortable with these changes. They may begin to devalue themselves and may suffer bouts of depression. Stress that focusing on what they can control and accepting themselves as unique individuals will enable them to develop their potential. Have students read the sections entitled, **“The Cold Hard Facts”** and **“Knowledge Is Power”** found on **pages 10-11**. Remind students that by learning *The Peaceful Solution Character Education Program* they can gain knowledge to help them develop their full potential.

5. Explain that by focusing on what cannot be controlled, we forfeit the opportunity to change and improve the things that can be controlled. Ask students to name a few things that they do have control over in their lives. Have students read the section entitled, **“When Life Hands You**

**Lemons...**” found on page 12 in their handbooks. Guide class discussion by asking students to share a difficult experience and how they handled it. Encourage students to focus on what they can change and be determined to always practice behaviors that they learn from *The Peaceful Solution Character Education Program*.

6. Tell students that just as they must be willing to accept what makes them unique, they must also be willing to accept the uniqueness of others. Ask students how would they feel if someone were to tease or taunt them because of their facial features, size or even the way they dress. (*Answers may vary but should include: upset, hurt, embarrassed or humiliated.*) Discuss the words empathy and consideration in the section entitled, **“Accepting Others”** found on page 13 in their handbooks. Explain that accepting others for who they are means accepting them regardless of their physical characteristics or circumstances. Have students turn to pages 14-15 of their handbooks, read the scenarios and answer the questions that follow.

7. **Activity #1—Poem: Please Accept Me For Who I Am:** Play the poem entitled **“Please Accept Me For Who I am”** found on the *Teacher’s Manual Audio Cassette* while students follow along in their handbooks on page 16. Discuss the poem. Guide class feedback by asking the following questions:

- a. How would your life improve if you were more accepting of yourself?
- b. How would the atmosphere of your school change if all students were more accepting of each other?

Emphasize that accepting others allows opportunities to get to know and appreciate what makes them upright, moral individuals.

8. Conclude the lesson by encouraging students to accept the positive moral characteristics in themselves and others, to focus on what they can control to avoid feeling dissatisfied with their lives, and strive to achieve satisfaction and success. Allow them to turn to page 17 of their handbooks and read the section entitled, **“What I Have Learned.”**

# Note To The Student

## A Is For Acceptance

**J**ust what does it mean to accept yourself and others? The answer to this question is both simple and complex. Needless to say, everyone has aspects of his personality, character and physical characteristics that he would like to improve in some way, shape or form. In other words, no one is perfect. Even though there are things we may want to change about ourselves, we must be willing to identify the things about our character, personality and physical traits that are positive and worthwhile. Here is the problem. If you are unable to appreciate who you are as a unique person and you focus only on the things you don't like about yourself, your surroundings or your circumstances, you could miss out on the opportunity to improve yourself. You could also miss out on many of the joys that life has to offer. By focusing only on the negative you will eventually rob yourself of the opportunity to live up to your full potential.



### The Cans And Cannots Of Life

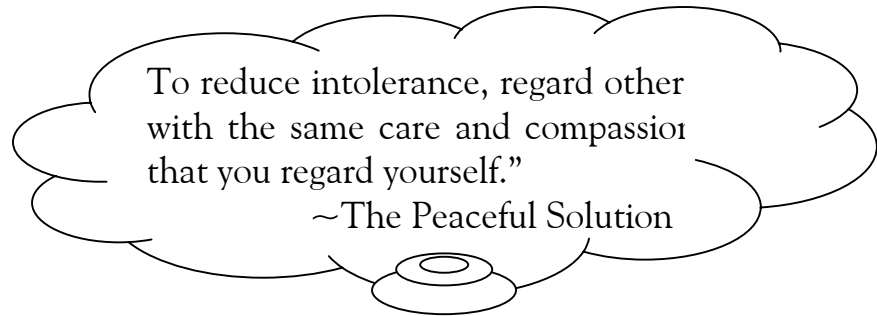


Here is the bottom line. There will be things in your life that you will not be able to change and there will be things that you can. When you are able to make a distinction between the two and focus on what you can change, you will demonstrate acceptance of who you are as a unique person. For example, let's say you are really short for your age and the likelihood of you being a tall person is very slim, because most people in your family are short. Not accepting yourself means focusing only on how short you are and failing to see all the great things you can accomplish. For instance, you could be kind, a great student, artistic and so on, but because you focus only on your height, you are unable to see anything else.

Now for the million dollar question. Can you change how tall or short you are? Of course, the answer is no, so why worry about it? Why should we put all of our energy on what we cannot change when there are so many ways we can improve ourselves. Think about it. Our character, attitude, intellect and the way in which we interact with others are all things we can change and improve. In fact, not only can we improve these things about ourselves, but we should.

## Others Count Too

Here is something else to consider. Each person is just as important as you are. This means that as you learn to accept your life as worthwhile, remember that so are the lives of others. This is called tolerance and it is an important part of acceptance. Did you know that you can convey an attitude of acceptance to others by the way in which you communicate and interact with them? Did you know that poor communication causes conflicts? The best way to insure that others know that you accept them as individuals is through positive, moral interaction, which is respectful, caring and compassionate. So, as you learn about acceptance, keep in mind that it pertains to you and others and that an attitude of acceptance requires positive moral character. Keep an open and alert mind as you read and study this book. Within its pages are lessons you can use for life.



# Chapter One

## Accepting Me, Accepting You

### Introduction

**A** **cc**ceptance, as presented in this unit of *The Peaceful Solution Character Education Program*, means to willingly acknowledge the positive characteristics about yourself and others. Acceptance means understanding that there are aspects of your life that you can and cannot change. In other words, some things you have control over and some you don't. For example, we are all predisposed genetically towards certain physical characteristics. Our skin and hair color are all predetermined by our family ancestry. Other things we have no control over are: where we were born, who our parents are, and even when we were born. In other words, we have to accept whatever age we are.

Accepting yourself means realizing that you are a unique human being. Your ability to make a difference in your life and the lives of others depends only on the amount of time and effort you put forth into your studies.

# The Positive Side Of Me

Accepting who you are as an individual with moral potential begins with evaluating how you think about yourself and your abilities. Although at your age you have not reached your full moral potential, you can accept the type of person you are growing into and determine some of the things that are important to you. Developing a positive moral character should definitely be the main priority in your life.

It is ironic, however, that society puts so much emphasis on how we develop physically, but often neglects the importance of moral and ethical development. With so much emphasis placed upon physical beauty, clothes, shoes, jewelry and even what kind of house you live in, it can be easy to overlook the most important thing of all... the kind of moral character you are developing.

Use the boxes below to list some of your positive traits and abilities.

Positive Character Traits	Positive Personality Traits
<i>Example: Respectful, patient</i>	<i>Example: Friendly, caring</i>

## Some Of The Things I Do Well Are:


Keep this list of positive character and personality traits and abilities in mind as you learn more about accepting yourself and others. An important aspect of acceptance is learning how to improve yourself without forgetting to value the positive things that make you the unique person you are.

The stature gained by achieving positive moral character far exceeds that of feet and inches, glamour or magnetism.

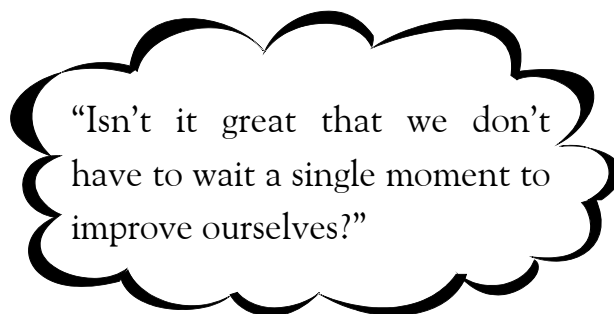


# Don't Let It Get You Down

At times, it appears that every time you look in the mirror you see a different person. Your facial features are beginning to change, as well as your body. Adolescence is a time of rapid physical, mental and emotional changes. During adolescence you may experience many insecurities concerning your physical appearance. There can be many insecurities and it could be easy to forget the special and unique person you are. Believe it or not, feeling insecure at times is common and is a normal part of growing up.

The problem for many teens, however, is when they become so focused on their outward appearance; they neglect to build their moral character. Many young people between the ages of eleven to fifteen suffer from what is commonly called an identity crisis. Faced with society's views based on beauty and attractiveness, teens find themselves constantly trying to measure up to what is considered "sexy" and appealing. Society's standards are misleading and can lead to feelings of self-consciousness and self-criticism. Physical traits, such as freckles or a wide mouth on someone who is self-conscious, can cause that individual to spend a great deal of time focusing on a perceived physical flaw. One becomes self-critical when he or she begins to dislike their overall appearance because of the one physical trait that is perceived as a problem.

**Read the following  
excerpt from a teen's diary:**



*That's it! I am not going to smile anymore. I feel like the whole world can notice this gap in my teeth. Every time I talk, laugh or smile especially, it's like everyone is looking right at my mouth. They're probably wondering why my parents can't afford to buy me braces.*

The following was adapted from an article found on a popular teen site:

Did your nose grow overnight? It's always been a honker. But today it's all over your face. Makeup, you decide, is the solution, so you spend another 45 minutes after your shower experimenting with nose slimming techniques and blush. Perhaps there's something you can do with your hair to camouflage your nose...

Teens Health, [www.kidshealth.org](http://www.kidshealth.org)

The above excerpts may seem comical at first, but they are clear indications of the turmoil that countless teens, both male and female, go through every day. Although it is commonly thought that girls tend to focus more on their physical appearance, boys are also concerned about their looks. They also worry about whether they are too tall or too thin or handsome.

Don't get the idea that as young men and women you should not be concerned about your physical appearance. Everyone should want to look his or her very best, but it would be wise to understand there are some things about your appearance you may not be able to change. It is important, though, to keep in mind that being beautiful or handsome are not all that matters.

So, if you have some physical characteristics that you cannot change, for example, the shape of your nose, your height or the sound of your voice, you can still make the best of who you are. You are more than just your physical appearance. Accepting yourself means understanding that as an adolescent you will experience some physical changes that may be uncomfortable, such as acne or a nose that seems to grow overnight, but this is all part of growing up. What really counts more than your appearance, as you will learn, is what you become within your mind, your character and what you choose to be.

In the meantime, be diligent to continue to work

on the inside just as diligently as you work on improving your outward appearance. It is who you are inside that really affects how people see you on the outside. Make choices that will continue to build your positive



moral character because if you focus only on the physical traits that you cannot change, it can cloud your ability to see and appreciate all the great things about yourself. This could result in depression and could seriously interfere with your ability to interact in meaningful ways with those around you. In other words, you can become a social recluse, or introvert and shy away from activities that you would ordinarily take part in.

In addition, at this stage in your development, many of the physical changes that you are experiencing are not within your power to control. That is, you cannot change the size of your feet, but there are many things that you can change and you do have control over. For example, you may not be able to control your height, but you can control the choices you make.

Fill in the chart below. On the left side, write a list of some of the things you can control, and on the right side, a list of some of the things you cannot control.

<b>These Are Things I <u>Can</u> Control</b>	<b>These Are Things I <u>Cannot</u> Control</b>
<i>Example: My attitude, manners</i>	Example: My height, eye color

Keep in mind that just because something is not within your control at this point in your life doesn't mean it will always be that way. Focus on the things you can control, like your attitude and grades, instead of worrying about the things you have no control over. Developing the moral character traits of patience and thankfulness can really help you at this stage of your

life. Keep in mind that you will not be a teenager forever. Focus on educating yourself in moral development to achieve your highest potential. The awkward stages will pass, so be patient with yourself. In addition to this, don't forget to be thankful for all your many positive attributes. In case you have forgotten what they are, refer to **page 4**. Read this list often to remind yourself of your positive moral traits and add new ones as you advance in *The Peaceful Solution Character Education Program*.

Last, but not least, remember you are not the first adolescent in the world to go through this stage in life and you will not be the last. Don't let it get you down. This can be a wonderful time in your life that you will be able to look back on and remember the joy of learning to build your character.

## Chew On This

"Depression can cloud everything, making even small problems seem overwhelming. People who are depressed can't foresee a bright future and feel powerless to change things for the better."

"Next time you look in the mirror, find the things you like about your reflection... Then look a little deeper and find the things you like about your character."



**Hey!**  
**You're Not**  
**Finished**

"So you don't like your age? Just wait a while. That's the nice thing about a person's age...it never stays the same!"

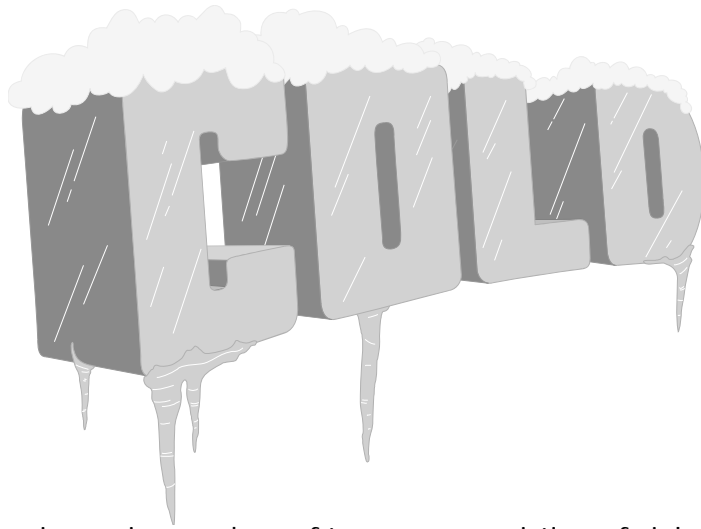
# ***Growing Yet!***

**A**ccepting yourself means accepting the age you are and the limitations that go with it. Because you are not yet an adult, you are limited in the choices you are allowed to make. For your own safety, as well as your physical and intellectual growth, your parents, teachers and other authority figures instruct, guide and monitor how you are influenced, the decisions you make, and how you conduct yourself. Remember, it is their responsibility to help you grow into the best person you can be. So even though you may be instructed on what time you should come home, who you should be friends with, what time you should go to sleep and even what you should eat, keep in mind that it really is for your benefit.

A humble, thankful attitude leaves no cause for conflict. Without a humble attitude, being instructed on what you should and should not do, can seem frustrating. Many teens have a difficult time maintaining positive relationships with those in authority because they have opposing views of what is fair. Here's the bottom line, even though you may not like a decision your parents or other authority figures have made for your benefit that you think is unfair, you must still be respectful and obey. If you have ever instructed a younger sibling to do something for his/her benefit and he/she refused, then you know how parents or other authority figures feel when they are disobeyed. Keep in mind that some day you may be a parent. How would you want to be treated when you are trying to do your best to protect, guide, feed and train your child?

The moral character trait of humility will help you accept instructions and guidance with a positive, respectful attitude, instead of arguing, becoming angry or refusing to obey. A humble person is willing to learn, be taught and follow directions. So when you are asked to have a humble attitude, in essence you are being encouraged to be willing and open to improve yourself. Always know that your actions can be better and your thought processes can be improved. The process of learning moral conduct never ends. There is always room for improvement, even if you reach 100 years.

*The*



## *Hard Facts*

1. Every year, increasing numbers of teenagers are victims of violent crimes. There is not one city in the United States with a population of over a thousand that has not experienced these violent crimes. So, think for a minute, if someone in your family or a friend were in danger of being a victim of a violent crime, would you not be worried? Don't be upset with your parents for wanting to know where you are at all times and giving you a curfew. They are trying to keep you safe.
2. Health studies show that the human body, especially the brain, will not develop properly unless it receives proper nourishment and plenty of rest. So, unless you desire to always be inadequate in your body and mind, respect curfew.
3. Being with, or around, the wrong people at the wrong time can wreck your entire life. Following the crowd can lead to making bad choices you could regret for the rest your life! This is why those in authority over you want to know who your friends are and what you are doing at all times.
4. There are many ways to wreck your health and ruin your opportunity for a great life.
  - Alcohol abuse:**
    - Damages liver
    - Slows reflexes
    - Clouds thinking
  - Nicotine:**
    - Very addictive
    - Affects lungs, brain and liver
    - Shortens life span

If an adult you know keeps giving you the "lecture" about the dangers of alcoholism and nicotine, not to mention drugs like cocaine or ecstasy, don't get upset. Just be glad they care.

# Knowledge Is Power!

Taking your education seriously is another way you can demonstrate that you are a unique individual with moral potential. You have a responsibility to continuously pursue positive moral ways to improve yourself. Getting a sound education is one way in which you can do this. In addition to your basic subjects, English, Social Studies, Mathematics and Science, a sound moral education will assist you in being aware of what is going on in your community, nation and world. Well-informed people are knowledgeable about the world around them. They pay attention to influences around them. They gather all the facts, then test and prove what is correct before making a decision.

Ironically, many teens report that youths who are smart are picked on. They are often called “nerds” or “geeks.” Hey, as hurtful as those names might be, what is even worse is neglecting your education. Be smart, studious and aware of what is going on around you. People who are informed and determined to maintain a positive moral character will not jeopardize their safety, health or future.



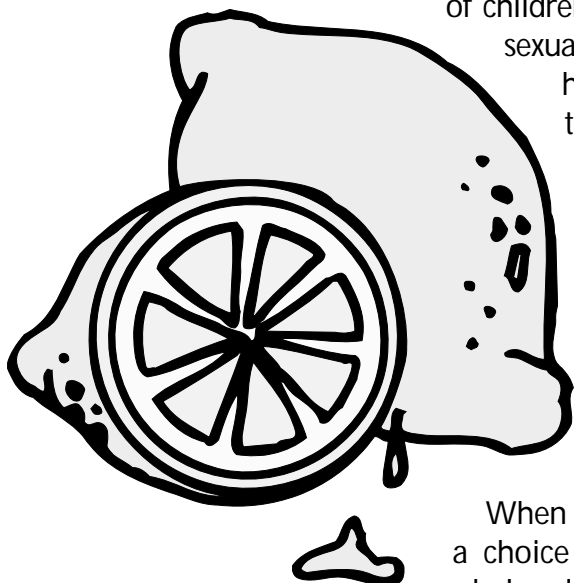
**“Your mind is  
precious,  
don’t waste it.”**

*~ The Peaceful Solution*



## When Life Hands You Lemons...

People are faced with challenges, setbacks and disappointments every day. These adversities can come from a variety of sources. For example, thousands of children every year are subjected to physical, emotional or sexual abuse. Others are born with birth defects and some have learning disabilities because they were exposed to drugs and alcohol before they were born. There are those who are faced with sudden and catastrophic illnesses or accidents. These are just a few of the problems people face within our society. Even if you never have experienced these major upheavals, you will certainly be disappointed in one way or another from time to time. Even the daily grind can wear you down unless you are constantly keeping a positive outlook on life.



When things go wrong, as they sometimes will, you have a choice in the way you handle them. You can become overwhelmed and give up. This leads to a negative attitude, depression and feelings of helplessness. Or you can accept that the problem exists, and look at it in perspective. Looking at a problem in perspective means to be realistic about the problem in relation to the rest of your life. Have you ever met someone who acted as if every disappointment was the end of the world? He becomes so absorbed in his problems that he forgets that life goes on. Where there is life and determination to do the right thing, there is hope.

Using the positive character trait of optimism, which is the ability to look on the bright side of any situation, as well as determination and courage, will enable you to rise above and move beyond any hardships or difficulties you may face. When you deal with the disappointments that life sometimes hands you in a positive manner and learn from them, you can build and strengthen your moral character. Accept responsibility for making a difference in your life and the lives of others. With determination, along with the information you can learn in *The Peaceful Solution Character Education Program*, you can find a way to take the lemons life hands you and make lemonade. Do not allow life's challenges to get you down or cause you to lose hope, instead let them motivate you to succeed in reaching your full moral potential.

## Accepting Others



Can you imagine being teased about something that you feel very sensitive about, something that is beyond your control at this time in your life? Can you imagine what a typical day at school would be like if you felt that you were not accepted by your peers? For many young adults this is a reality. They must deal with a lack of acceptance on a daily basis. Everyday, teens just like you are teased and humiliated because others have not learned the moral principle of treating others with care and concern.

Accepting others means deciding to treat them the way you would like to be treated. It means putting yourself in their shoes, and asking yourself, "How would I feel if someone treated me this way or made fun of me?" The ability to put yourself in someone else's shoes is called empathy. Having empathy is an important part of accepting and having consideration for others.

Accepting others means understanding that they too, have circumstances that are beyond their control, as well as positive traits and abilities. It means accepting them regardless of their nationality (*where they are from*), or ethnicity (*their culture and religion*). Accepting others does not mean condoning actions and attitudes that are negative, disrespectful or immoral. Nor does it mean agreeing with someone who is wrong, even if he is your friend. Accepting others simply means treating them with the same respect, empathy, and consideration that you would want to be treated with.

*Consideration*  
*To be thoughtful*  
*of others.*

**Empathy:**  
*To understand*  
*how others feel*



Read the following scenarios and answer the questions that follow.

1. A new student came to school who was twice the size of everyone in the class, yet he was the same age as everyone else. What should you do to show an attitude of acceptance?

- a. Ignore him.
- b. Point at him and begin laughing.
- c. Treat him like everybody else.
- d. Call him names.

2. Your cousin's friend is from Puerto Rico and has a strong accent. For him to be accepted he should:

- a. Lose the accent and speak like an American.
- b. Stop talking altogether and learn sign language.
- c. Just continue to be himself and stop worrying about what others may say or do.
- d. None of the above.



3. Sally is unable to afford the latest fashions. To be accepted she should not have to:

- a. Steal
- b. Borrow outfits from her friends.
- c. Stay home, after all she shouldn't be seen without brand name clothes.
- d. All of the above.

4. Pete has really big ears and so many freckles that his face is covered with them. To be accepted by his classmates, he should:

- a. Wear a paper bag over his head.
- b. Consider plastic surgery.
- c. Just be himself, knowing it's what is on the inside that really counts.
- d. Quit school.

5. Jim is really small for his age. Even though he tries hard he just can't play basketball.



What could Jim do to be accepted by the other boys in his gym class?

- a. Keep trying his best.
- b. Get extra coaching after school.
- c. Be patient, he is continuing to grow and develop.
- d. All of the above.

6. Because of an illness, Regina is very overweight and does not participate in sports. What should the other students in the class do to show acceptance of her condition?

- a. Pick on her and call her names.
- b. Allow her the opportunity to be valued for her strengths.
- c. Avoid interactions with her completely.
- d. Tease her about her weight.

7. Sam is confined to a wheelchair and can have difficulty moving around school. Other students could show acceptance of his circumstances by:

- a. Opening the door for him.
- b. Clearing pathways when he needs to get through.
- c. Treating him like everyone else.
- d. All of the above.



Listen to the following poem then discuss it.



# Please Accept Me For Who I Am

My hair may not be in the latest style,  
But if you needed help, I'd go the extra mile.  
Please accept me for who I am.

My shoes aren't always the latest trend,  
But if you would try me, I'd be a great friend.  
Please accept me for who I am.

My clothes may not always be up to date,  
But if you needed me, I wouldn't hesitate.  
Please accept me for who I am.

Maybe I'm too short, too tall, or not the right build,  
But if you shared great news with me, I would be thrilled.  
Please accept me for who I am.

Maybe I have an accent and don't talk the way you do,  
But if you were having tough times, I would help you through.  
Please accept me for who I am.

I don't play sports, I'm not athletic, or strong,  
But if you need a shoulder,  
mine is here for you to lean on.  
Please accept me for who I am.

You see... you and I are a lot alike,  
We want to be loved,  
and do what's right.  
We both get up each morning to  
start a new day,  
We should accept one another; this is  
the right way.  
Please accept me for who I am.

## What I Have Learned



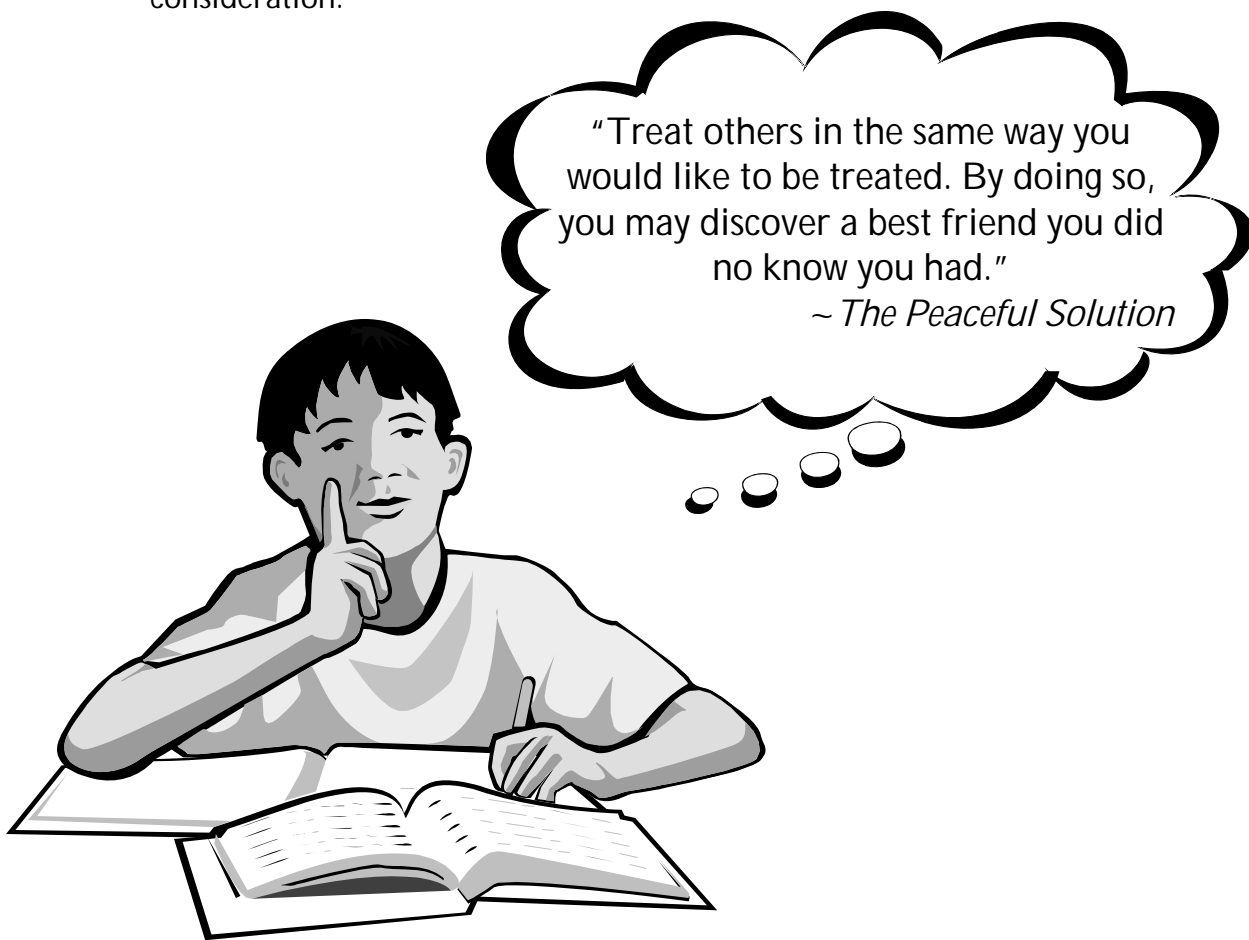
Although there are some things in my life that are beyond my control, I do have control over my attitude and outlook on life.

The way I perceive and handle the various circumstances in my life can help me to achieve success if I have a positive attitude and practice what I learn from *The Peaceful Solution Character Education Program*.

I have an obligation and a responsibility to myself to pursue a sound education and to be knowledgeable about the world around me.

Empathy and consideration are two very important character traits that will enable me to treat others the way I would want to be treated.

Accepting others does not mean agreeing with their negative or immoral behaviors. Rather, it is a willingness to interact with respect, empathy and consideration.



## Enrichment Activities

1. Draw a self-portrait and write at least ten positive things about yourself.
2. Write a research paper about someone who, despite a lack of acceptance by others, was able to achieve great success.
3. Watch or listen to a motivational speaker. Then discuss the positive and negative thoughts brought forth.
4. Do the “**Just For Fun**” activities on pages 19-21.



# Just For Fun

## Activity #1



Unscramble each word and write it on the line.

1. sednerfetic \_\_\_\_\_

6. tsaftsaed \_\_\_\_\_

2. reep ersusrep \_\_\_\_\_

7. ytomirfcon \_\_\_\_\_

3. euniqu \_\_\_\_\_

8. gfititn ni \_\_\_\_\_

4. coltfnic \_\_\_\_\_

acceptance	conformity	fitting in	steadfast
conflict	differences	peer pressure	unique



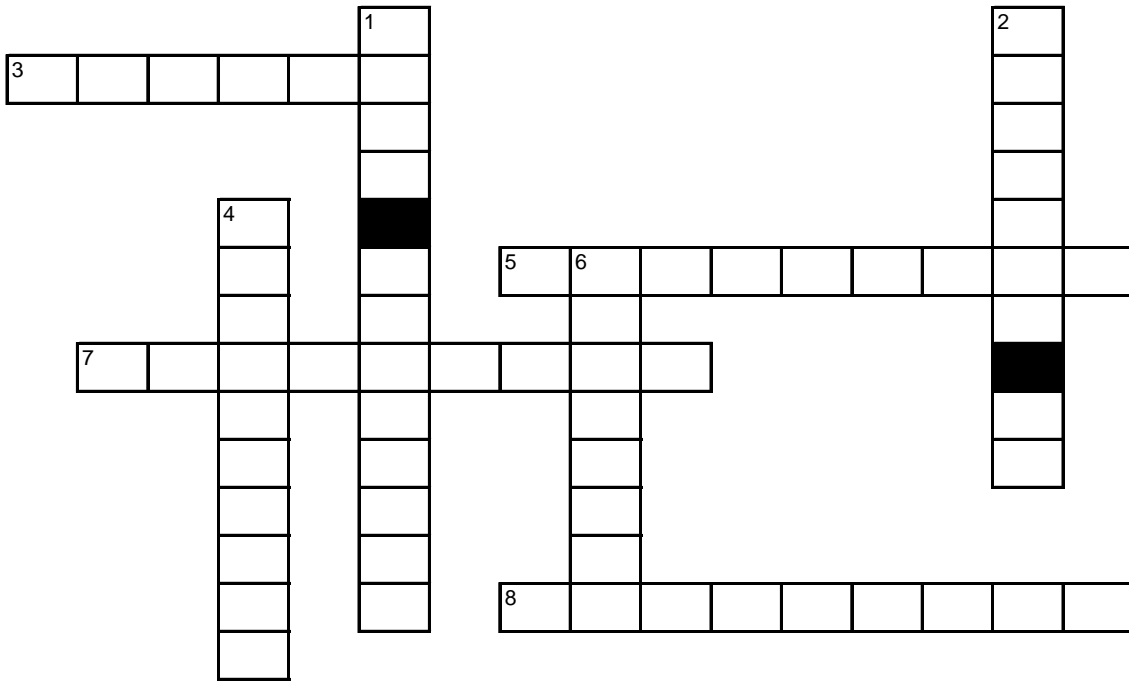
# Just For Fun



## Activity #2



Use the clues to complete the puzzle.



### *across*

- 3. being one of a kind
- 5. to agree with
- 7. not the same
- 8. to stand strong for a belief

### **DOWN**

- 1. to be influenced to do something in order to be accepted
- 2. the act of trying to become alike in form or character
- 4. likeness in form or character
- 6. a problem or disagreement



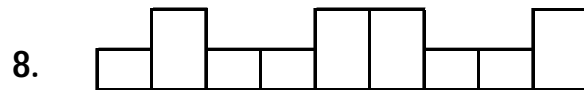
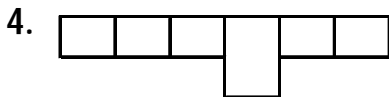
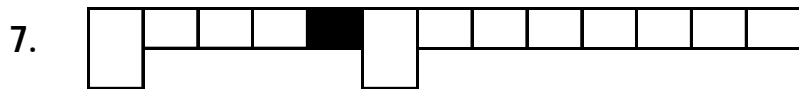
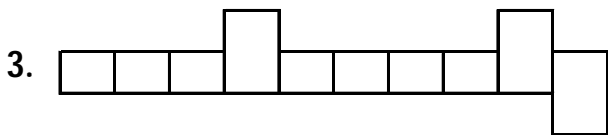
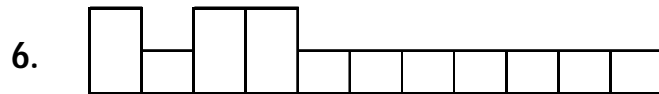
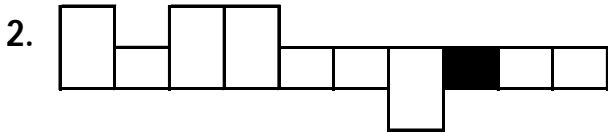
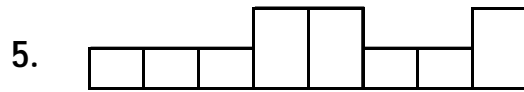
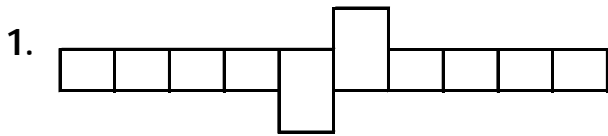


# Just For Fun

## Activity #3



Using the words below, match the words to their appropriate boxes.



acceptance  
conflict

conformity  
differences

fitting in  
peer pressure

steadfast  
unique

# Answer Key

## CHAPTER ONE

### Page 14-15

- 1 c Treat him like everybody else.
- 2 c Just continue to be himself and stop worrying about what others may say or do.
- 3 d All of the above.
- 4 c Just be himself, knowing it's what is on the inside that really counts.
- 5 d All of the above.
- 6 b Allow her the opportunity to be valued for her strengths.
- 7 d All of the above.

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- |                 |              |
|-----------------|--------------|
| 1 differences   | 5 acceptance |
| 2 peer pressure | 6 steadfast  |
| 3 unique        | 7 conformity |
| 4 conflict      | 8 fitting in |

### Page 20

- |                      |                    |
|----------------------|--------------------|
| 1 down—peer-pressure | 2 down—fitting-in  |
| 3 across—unique      | 4 down—conformity  |
| 5 across—acceptance  | 6 down—conflict    |
| 7 across—different   | 8 across—steadfast |

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- |                 |               |
|-----------------|---------------|
| 1 acceptance    | 2 fitting in  |
| 3 conformity    | 4 unique      |
| 5 conflict      | 6 differences |
| 7 peer-pressure | 8 steadfast   |