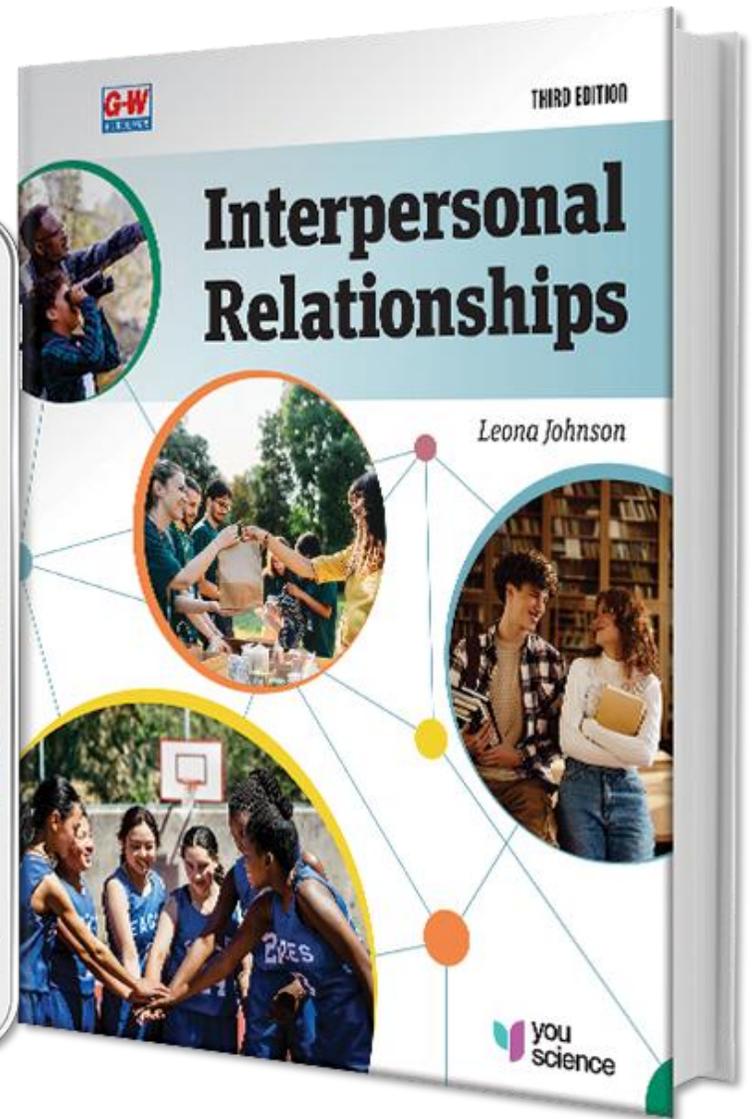
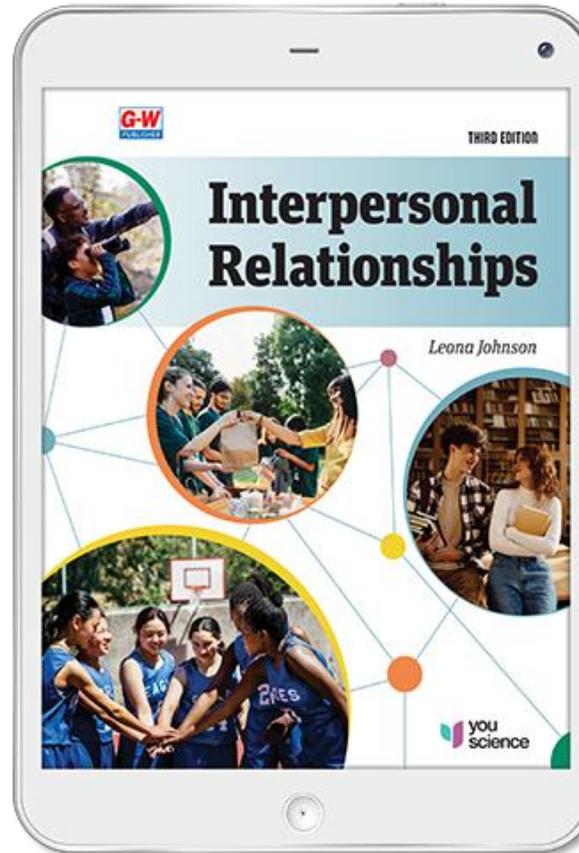


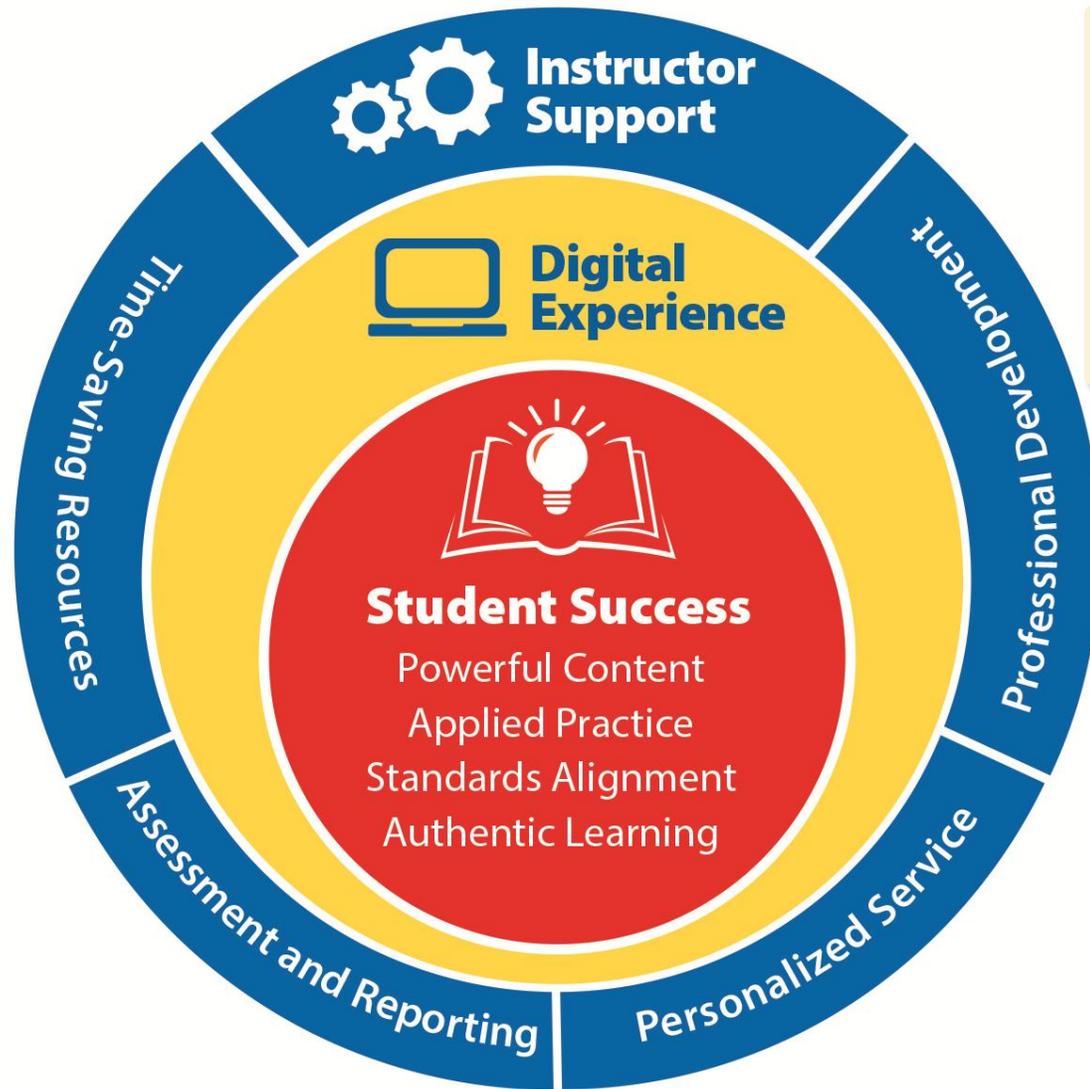
**G-W**  
PUBLISHER



*Interpersonal Relationships*



**Designed by Educators, Built for Educators**



**Aligned to Standards: Student Success Is at the Heart of What We Do**



- ✓ Prepare for class
- ✓ Reinforce new concepts
- ✓ Assess learning

**Ready-to-Implement  
Online Instructor Resources**



## 8 Satisfying the Fashion Market

### 8 Resources

- 📖 Textbook Answer Key
- 📖 Workbook Answer Key
- 📖 Lesson Plan
- 📖 Lesson 8.1 Reading Guide
- 📖 Lesson 8.2 Reading Guide
- 📖 Lesson 8.3 Reading Guide
- 📖 Review
- 📖 Handout 8A: How Can Relationships Help You Grow to Maturity?
- 📖 Handout 8B: Johari Window
- 📖 Handout 8C: Cooperative Learning Activity—Assertiveness Training
- 📖 Handout 8D: Cooperative Learning Activity—Peer Pressure
- 📖 Handout 8E: Family Communication
- 📖 Handout 8F: Embracing Multiculturalism

### 8 Presentations

- 🗉 Instructor's Presentation
- 🗉 Instructor's Presentation for PowerPoint

### 8 G-W Assessment

- 📖 Pretest
- 📖 Exam
- 📖 Posttest

**Lesson Plans, Assessments,  
and Answer Keys**



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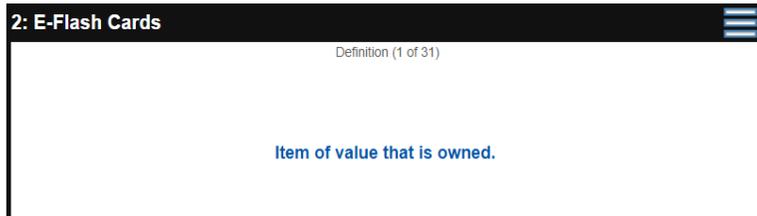
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ClassLink

  
**1EDTECH**  
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Google Classroom

## LMS and CMS Integration Easy Navigation



## E-Flash Cards & Vocabulary Practice

### 2: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 800

<input checked="" type="radio"/> 100	<input type="radio"/> 100	<input type="radio"/> 100	<input type="radio"/> 100
<input type="radio"/> 200	<input type="radio"/> 200	<input type="radio"/> 200	<input type="radio"/> 200
<input type="radio"/> 300	<input checked="" type="radio"/> 300	<input type="radio"/> 300	<input type="radio"/> 300
<input type="radio"/> 400	<input type="radio"/> 400	<input type="radio"/> 400	<input checked="" type="radio"/> 400

**Definition:** Act of giving money, goods, or services to meet the needs of others and support causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

Check Answer

## Interactive Activities

Name:

Date:

Period:

### Chapter 2: Service: The Heart of Hospitality

**Instructions:** Answer the following questions using what you learned in this chapter.

#### 2.1 Customers Checkpoint

1. The \_\_\_\_ is the main reason for the hospitality industry.  
Answer:

2. The ability to understand how another person feels is \_\_\_\_.  
Answer:

#### 2.2 Providing Quality Service Checkpoint

1. When you provide the same good service and products to customers each time they come to your business, you are providing \_\_\_\_ quality service.  
Answer:

2. *True or False?* Interactions between a customer and a staff member, like a phone conversation to make a hotel reservation, are called *word-of-mouth*.  
Answer:

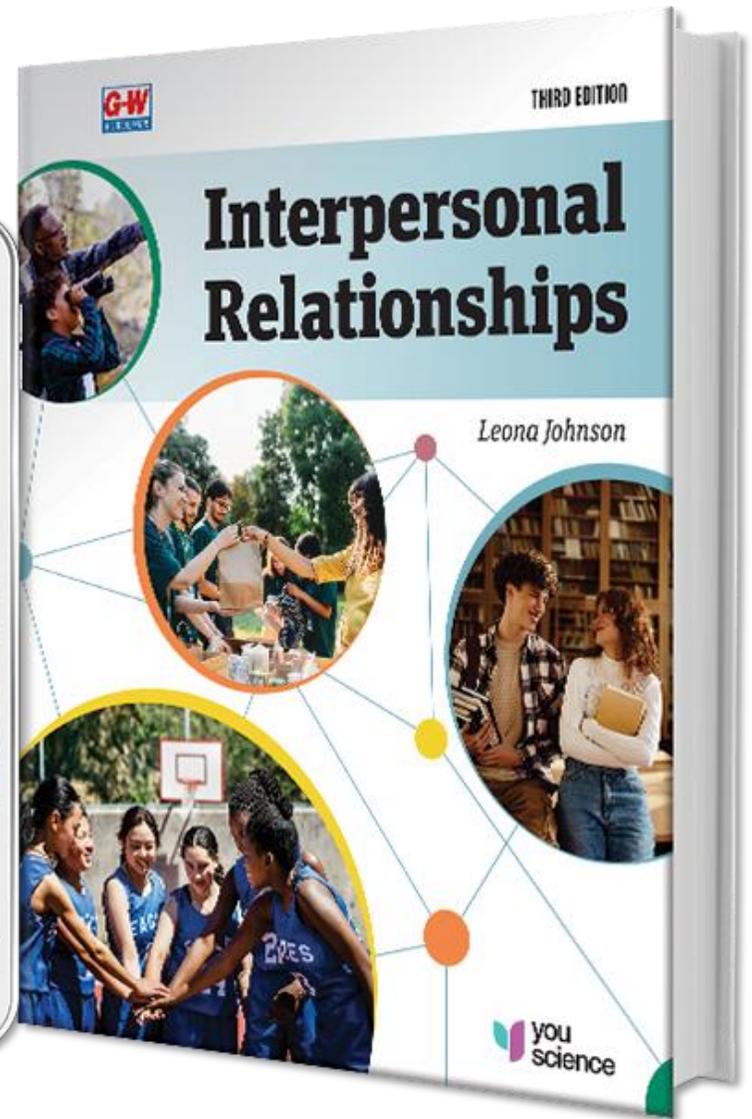
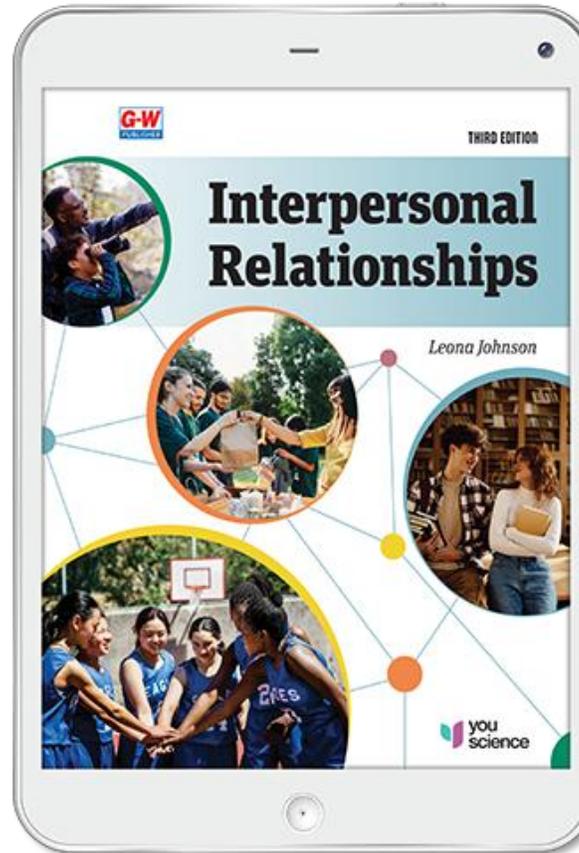
#### 2.3 Hospitality Employees Checkpoint

1. *True or False?* In a hotel, the back-of-the-house employees include the valets bell attendants, and security officers.  
Answer:

2. A customer-focused employee is able to \_\_\_\_ customer needs.  
Answer:

## Workbook Activities

# Integrate G-W Digital Resources



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**CHAPTER 1** *A Close-Up View of Personal Identity*

**CHAPTER 2** *Your Growth and Development*

**CHAPTER 3** *Strengthening Positive Attitudes*

**CASE STUDY**

**Can All Healthy Teenagers Reach Their Full Potential?**

Read the case study and discuss the questions that follow. After finishing the chapters in this unit, discuss the questions again and identify any answers you would change based on information you learned.

Alena and five of her friends are turning 18 this year, so they must move out and find a new place to live. That is the official policy of their home, an orphanage in Ukraine. Alena looks around at the place she has called home since her parents died. She is so grateful it gave her food, clothing, shelter, and a chance to go to school. The headmaster said she will help Alena apply to college and will find a family offering room and board in return for Alena's help with daily chores. If Alena passes the entrance exam, she will go to college! She asks herself, *Do I know enough to succeed there?*

Reda is also turning 18, but there is not much to celebrate. Maybe the fact that he is still alive is worth celebrating. When he was 10, his parents died in an epidemic. Fortunately, he received food, shelter, and an education at the mission in his Kenyan village. Reda wanted to follow in the footsteps of his teacher and help students learn. That all changed last night when the school was bombed by rebels, killing his teacher and destroying everything. Reda heard that the rebels are offering food to whoever joins them. He thinks it may be the only way to survive and wonders, *Is there another way?*

Lauren looks in the mirror as she prepares to leave for school. She looks good in her new outfit, although she thinks she may be a little heavy. *I should exercise more*, she thinks, but her birthday is not the time to cut back. A feast is planned tonight for her 18th birthday, and friends and family will be there to celebrate. Life is busy and exciting right now—so many choices to make, so many opportunities to explore. She will graduate from high school this year and is considering five colleges that offer the specialized program she seeks. Lauren wonders, *Am I ready to move away from home and family? What choice should I make?*

**Discussion**

1. What similarities do these students share that could contribute to their growth and maturity?
2. Which of the questions these students asked are common to other teens in the world? in your community?
3. If you were a teacher or counselor for these students, what different options could you help them explore?
4. After considering these life stories, identify factors in your community that could impact your opportunities for personal growth and development.

**CHAPTER**  
**3**

**Strengthening  
Positive Attitudes**

**LESSON 3.1** *Developing Attitudes That Lead to Mental Health*

**LESSON 3.2** *Managing Stress*

**LESSON 3.3** *Handling Difficult Events and Emotions*



**Reading  
Prep**

Divide the chapter among yourself and two partners. Each of you should take responsibility for preparing a study guide for one lesson and distributing that guide to your partners.

**What's New to the Edition**



## CHAPTER OBJECTIVES

### Know

- What factors affect a person's success in reaching their goals.
- The steps for setting and reaching goals.
- The steps in the decision-making process.

### Understand

- How a person's intellectual, social, and emotional maturity; values; goals; personal standards; and resources affect the ability to make good decisions.
- How decisions affect health, well-being, family, interpersonal relationships, employment, and society as a whole.

### Be Able to

- Analyze personal, relationship, and work values.
- Develop plans to set and carry out personal goals.
- Apply the steps in the decision-making process.

## LIFE CONNECTION

### Daydreaming or Thinking—Which Is It?

Hector was looking at his computer screen with it open to his math assignment, but his mind was elsewhere. He was thinking of the red sports car he had seen his boss driving earlier that day. *"I wonder how much he makes?"* Hector questioned, as he thought about how fun it would be to drive a sports car. He blinked his eyes to refocus on his homework when his mom called.

*"What are you doing, Hector?"* his mother called. *"You're still on that same page."*

*"Just thinking,"* he replied. His thoughts drifted back to his job and how long he would have to work to be able to afford a car.

*"Thinking about what?"* his mother asked.

*"Oh, nothing."* Hector grumbled, wondering if his thoughts were important. He really wished he had a car, but imagining himself in a red sports car was a waste of time. *"Or was it really?"* Hector wondered. *"What would it take to be able to own a car like that?"*

All your thoughts are important. When you think about a certain subject, you put together all the information you have about it. You think about the information in different ways, how important it is to you, what the benefits might be, or what the disadvantages could be. Whenever you make a planned decision, you use this process to help you decide what actions to take that will help you reach your goals and dreams.

### Reflect

1. How often do others accuse you of daydreaming when you are really thinking about something else that just happened?
2. Do you think the process of turning things over in your mind helps you make good decisions?
3. How often do you think teens really think about a decision before they make a choice and respond with action?



LESSON  
**4.1**

## Setting Goals

### ? ESSENTIAL QUESTION

*How do values and goals influence a person's decisions?*

### 👁️ FOCUS YOUR READING

1. Create two columns in your notebook. As you read, list each factor affecting decision making in the first column. In the second column, summarize how that factor affects decision making.
2. For each key term, identify and describe an example from your own life.

### 📖 KEY TERMS

decision making  
values  
group value  
goal  
short-term goal  
long-term goal  
subgoal  
SMART goal  
obstacle  
standard  
ethical standard  
resource  
human resource  
nonhuman resource  
reliable

### LEARNING OUTCOMES

*After studying this lesson, you will be able to*

- 4.1-1 Identify** how values influence goal setting and decision making.
- 4.1-2 Recognize** and create SMART goals.
- 4.1-3 Relate** how obstacles and standards impact goal planning.
- 4.1-4 Identify** human and nonhuman resources available to reach goals.

### 4.1-1 Know Your Values

**Decision making** is a process in which you choose one option from several possibilities and carry it out. Several factors impact this process. One factor is your values.

Your **values** include all the ideals and beliefs that are important to you. The values you consider important are your *personal priorities* and will influence the decisions you make and the actions you take. Responsible decision making requires that you consider values that are important to yourself, your family, and others in your community when making and carrying out a decision.

### Influences on Values

Your values are influenced largely by those around you. The society and culture you live in, the individuals and groups around you, and your family all impact your values.

### Impact of Society

The society in which you live shapes your values. Democracy, freedom of religion, freedom of speech, and freedom from fear and want are examples of societal values taught in the United States.



## Applying Skills to the Workplace

### Making Good Decisions

One of the most important aspects of any career is effective decision making. Whether you are a small business owner or leader of a large corporation; whether you work as a welder, carpenter, or farmer; or you work in a human services career where you work with people—all careers require good decision-making skills. Decision-making skills are included in the soft skills that employers find important for career success. You may help an employer make decisions about increasing production or changing a product line. You may help a client make decisions about buying, building, or renting a home; purchasing or leasing a car; options to have surgery or drug therapy; or options to have counseling or get a divorce. Whether you are making big decisions that affect a lot of people or carrying out simple day-to-day decisions in a part-time job, your ability to make good decisions will not only affect your career success, but also the quality of your own life.

#### Apply

Which part of making good decisions do you think will be the most challenging in a career that interests you?

### Insights from Experts

#### Neuroscience

Neuroscience is the study of the entire nervous system, with a major focus on the brain. Researchers in neuroscience use functional magnetic resonance imaging (fMRI) technology to identify areas of the brain being used for various thinking processes and brain functions that the researcher is studying.

#### Analyze & Discuss

How would knowledge gained through neuroscience research be used by people in other careers?

**Special Features**



## Real-Life Scenario

### Using the Decision-Making Process

Stephanie, a high school student, enjoys her job as a cashier. She works from 3:30 p.m. to 7:00 p.m. each day at a local supermarket. The store is within walking distance of her home. The job pays \$15 per hour.

Stephanie has been offered another cashier job at a local restaurant that pays \$16 per hour. She would have to work from 6:00 p.m. to 11:00 p.m. daily. The restaurant is located 10 blocks from her home. Even though she could walk to work, she would need a ride home each evening.

To help her think through her decision, Stephanie decided to use the decision-making process.

### Discussion

1. Identify the issue that is causing Stephanie to make a decision.
2. What alternatives does she have?
3. What are the benefits and the disadvantages of each choice? What could be an alternative?
4. Which choice would you recommend? Explain your reasoning.
5. What obstacles could prevent Stephanie from implementing her plan?
6. What values might influence Stephanie to make the choice to stay at her current job? How might her values influence Stephanie to take the new job offer? How might her values affect her decision?



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**Figure 4.8** Obstacles to meeting our goals are common in everyday life. *How could two people in similar situations in a classroom experience different obstacles to reaching their goals?*



### Think Critically

What are some environmental factors in your community that could be obstacles for teens?  
What are some strategies others have found successful in dealing with those obstacles?



## Lesson 4.1 Review

### SUMMARY

**4.1-1** Your values are all the ideals and beliefs that are important to you. They are impacted by factors in your environment including the society in which you live, your cultural background, social groups to which you belong, and your family group. Values can be identified in personal, relationship, and work areas.

**4.1-2** Your goals are the things you want to do or achieve in life. Both long- and short-term goals can help you reach your desired achievements. SMART goals are specific, measurable, achievable, relevant, and time-focused, and can help people be successful in reaching their goals.

**4.1-3** A plan of action for reaching goals includes steps to complete in a specific time frame. Standards can help you measure progress toward accomplishing your goals. Identifying obstacles that might keep you from reaching your goal can help you avoid them and help reach your goal.

**4.1-4** The use of human and nonhuman resources improves your ability to overcome obstacles and reach your goals.

### RECALL

1. Values are important in personal areas, relationships, and work settings. Which of the following examples identify a value important to keeping a new job? (4.1-1)
  - A. Choosing to be late to work every once in a while
  - B. Choosing to look at your phone during a meeting
  - C. Choosing to cooperate and help other new workers
  - D. Choosing to take an extra few minutes on a ten-minute break
2. Which of the following goals is written as a SMART goal? (4.1-2)
  - A. I will increase my grades by studying every day for 20 minutes.
  - B. I will increase my grade from a C to a B on my English paper by correcting the grammatical errors and rewriting it by 7th hour Friday.
  - C. I will make the honor roll second quarter by improving my grades in English and math on this Friday's tests.
  - D. I will be a better student by completing my homework every night.
3. Which of the following would *not* be an acceptable standard to put in an action plan if you had a goal to become a doctor? (4.1-3)
  - A. Graduating from high school
  - B. Getting accepted into a medical college
  - C. Passing the exams to become a licensed doctor
  - D. Getting C grades in your high school coursework
4. Which of the following is an example of a nonhuman resource that could be used to help you decide on a career? (4.1-4)
  - A. Knowledge
  - B. Physical strength
  - C. Communication skills
  - D. Money



## Connecting with Career Clusters



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### School Counseling Services

Professionals in counseling services are commonly known as *counselors*. Many counselors work in school settings. School counselors help students identify school and career goals that match their interests, abilities, and personality traits. They also help students learn to resolve conflicts, make good decisions, and develop healthy life habits. They work with individual students, small groups, and entire classes.

At the elementary and middle school levels, counselors help students identify strengths, weaknesses, or special needs. Working with parents, school personnel, and social workers, they help students handle various social, behavioral, and personal problems. They also try to identify cases involving abuse and assist student clubs that oppose drinking and driving, drug use, and tobacco use. They begin the career exploration process as middle school students plan and prepare for high school.

In high school, counselors advise students on career planning, educational and training options, and job search skills such as résumé writing and interviewing techniques. At the college level, counselors focus on job placement and career development.

School counselors are usually required to have a master's degree and the appropriate certification. Some states also require a teaching certificate.

### Career Outlook

A job in a counseling field requires high physical and emotional energy; a strong interest in helping others grow and reach their potential; the ability to inspire respect, trust, and confidence; and good communication, listening, problem-solving, and conflict-resolution skills. Experience is required in the area in which counseling services

### Healthcare & Human Services

- Behavioral & Mental Health
- Biotechnology Research & Development
- Community & Social Services
- Health Data & Administration
  - Personal Care Services
  - Physical Health

**Hands-On Content**

## Review and Assessment

### Case Study

Read the following scenario and answer the questions using the information you learned in this chapter.

Horatio loves sports. He plays on the football team in the fall, basketball team in the winter, and baseball team in the spring. Keeping active in so many sports requires a lot of time. So far, he has managed to pass his classes, play sports, and operate a small business doing lawn care part time. His attitude is "take it as it comes." He practices sports after school, does his lawn care business on weekends, and usually is able to get his homework done Sunday evenings.

As the end of the semester approached, Horatio realized he was not keeping up. A large research paper was due in two weeks and he had put it off, always having something more urgent. His baseball team was doing so well that they were going to the championship the next week and had scheduled extra practices on the weekend. He had been so busy that he was unable to get the lawn care completed for his customers.

Then, the phone rang. It was Horatio's neighbor, letting him know that she was no longer needing his services for her lawn. She had hired another person who had more time to cut her lawn. Then Horatio's teacher called, wanting to talk to his parents to let them know that he was not on track to graduate because he had too many unfinished assignments, and there were only three weeks left of school. His sports scholarship for fall depended on him doing well in sports and graduating!

1. Which benefits of managing time did Horatio miss out on by following his attitude of "taking it as it comes." (6.1-1)
  - A. He accomplished a variety of activities.
  - B. He reached his goal of doing well in sports.
  - C. He met goals required for his future.
  - D. He avoided wasting time.
2. How did Horatio's work situation allow him to operate without a lot of time management skills? (6.1-2)
  - A. His customers didn't care if he wasn't on a schedule.
  - B. His customers were committed to support his business.
  - C. He didn't really need the money.
  - D. His customers were flexible and let him work on his own schedule.

### Critical Thinking

1. **Make Inferences.** Create a chart or table listing the five categories of activities. For each category, list some goals that are common to teens and young adults. In a paragraph, explain how time management could help achieve each goal. *Choice:* Draw pictures that represent each category. *Group option:* Create the list with a partner. (6.1-1, 6.1-2, 6.1-3)
2. **Develop a Hypothesis.** Complete an inventory of your use of time for a week, categorizing your activities into the five areas. Then identify your personal goals in each of the categories. Compare your goals to the way you actually spend your time. Develop a hypothesis about how likely it is that the way you spend your time will help you reach goals that are important to you. Write a paragraph in which you support your hypothesis in each category of activities and goals. *Choice:* Add additional categories that better fit your own personal situation. (6.2-3)
3. **Categorize and Compare Results.** Conduct a survey to determine how at least ten students in your grade use time. Calculate the average number of hours spent on personal, work, relationship, service, and leisure activities. Then in a one-page paper, compare your use of time with the class averages. Discuss how your use of time helps (or does not help) you reach your life goals. *Choice:* Include one or more graphs showing your findings. (6.1-3)

4. **Categorize and Summarize Results.** Keep a daily diary for a week. Record everything you do and how much time you spend at it. At the end of the week, analyze your use of time. Record the number of hours you spent in personal, work, relationship, service, and leisure activities. Show your use of time in a pie chart or a bar graph. Write a paragraph summarizing your use of time. *Group option:* Work with a partner and compare your results. Calculate the average amount of time you spend in each activity area. Create a pie chart or bar graph that shows your averages. (6.1-3)

### Apply Your Skills

1. **Social Studies, Writing.** Interview a young adult who works full time. Ask questions about how that person uses time in various areas. In a paragraph, compare that person's use of time to a student's use of time. Cite evidence from the interview to support your comparison. *Group option:* Lead a class discussion about young adults' and students' use of time. What factors do you think affect how these people use their time? What time management suggestions would you give to students and working young adults based on your findings? (6.1-3)
2. **Research, Writing.** Research online to identify time management tools available to purchase. Prepare a list of these tools along with a description of how they could help you use your time more wisely. *Choice:* Compare three different tools for their potential effectiveness for helping teens manage their time. (6.2-3)
3. **Research, Writing.** Research a career of your choice. Write a paper on the importance of time management for success in that career. Cite evidence from your research to support your point of view. (6.1-2)

4. **Writing, Speaking.** Using a digital device, design a one-page weekly time management calendar. Include slots for high-priority items, medium-priority items, low-priority items, daily goals, daily lists, and an hourly schedule. Create your own time management plan for one week using your calendar. *Group option:* Exchange calendars with a partner. Complete your plan on your partner's calendar. Then provide feedback to your partner regarding the effectiveness of the plan. (6.2-1, 6.2-2)
5. **Speech, Writing.** Research an electronic program that could be used for home management tasks (for example, cleaning, maintenance tasks, shopping, recordkeeping, filing, or other chores around the home). Prepare a report for the class and a demonstration of how that program works. (6.2-3)

### Career Readiness

1. **Evaluating Software.** Your employer has given you the task of evaluating time management software for the company to use. Visit a computer store to ask about what software is available and find out what the software is designed to do. Prepare a report describing what you learned and recommend one or two pieces of software that you think would be useful for assisting with time management in the home. *Group option:* Work with two or three other students and include recommendations for use in time management in the workplace. (6.2-3)
2. **Communicating Importance.** Suppose you are the owner of a sandwich shop and have just hired a new worker who is a high school student. Write out the talk that you would give to your new employee about the importance of time management and how you expect employees to manage their time on the job. Use communication skills and techniques appropriate for the workplace in your talk. Also explain how time management is essential to effective collaboration in the workplace. After writing your talk, deliver it to the class. (6.1-1, 6.1-2)

## Career Readiness

1. **Preparing a Daycare Schedule.** Take the role of the owner of a childcare center that provides care for children three to five years of age. Prepare a schedule for a day's activities that gives the children a variety of play and other experiences. With each activity, write down any toys or materials that would be needed. Indicate how long each activity would last. (18.2-1, 18.2-2)
2. **Evaluating Personal Characteristics.** Observe childcare workers at a childcare center or a preschool teacher with a class of preschoolers. You should watch the professional for at least two hours and see them interact with several children in several different situations. Take notes on what you observe, thinking about the attitudes shown as the teacher monitors children's behavior, promotes age-appropriate play, guides behavior, handles problems, and provides nurturing care. Write a one-page paper in which you present your findings and assess whether you have the personal characteristics that would make you suitable for the career you observed. (18.1-3, 18.2-1, 18.2-2, 18.3-1, 18.3-2)

## Chapter 8: Developing Relationship Skills

### Lesson 8.1 Activity A: Am I Friendship Material?

*In this activity you will examine the qualities needed for developing close friendships. Read each of the following statements about personal qualities. Write the appropriate letter (U for usually, S for sometimes, or R for rarely) to describe your behavior patterns. Then answer the questions that follow.*

1. I am friendly.

Answer:

2. I can accept others.

Answer:

3. I can accept others' viewpoints even if they are different from mine.

Answer:

4. I can reveal my feelings to others.

Answer:

5. I have rapport with others.

Answer:

6. I like most people.

Answer:

7. I feel that most people like me.

Answer:

### Part 2

*Read the following case study and then answer the related questions.*

Sitting at the police station, Lolita wondered how she had ever gotten into this situation. She and her boyfriend, Jaffre, were being charged with theft. They had been shopping, and what seemed like an innocent little candy bar taken when they thought no one was looking suddenly became a charge of theft. Her eyes were blurred, and she could not think clearly, but she knew she was in trouble. It was her first offense, but to her surprise, Jaffre had a long list of offenses. "How did I get mixed up in this?" she asked herself.

As a newcomer to her school, Lolita had been worried about making new friends. It seemed there were so many small cliques in the school. She could never break into any of them. Her fears, however, were unfounded. Jaffre had taken an interest in her as soon as he saw her. He had introduced himself to her and invited her to hang out with him and his friends. She felt accepted by the group, and they were fun and lighthearted. At first, she thought it strange that Jaffre carried so much cash. She thought it must be nice to have so much money. He shared what he had freely, buying gifts for her and his friends. Sometimes, though, he would run low on cash and ask to borrow some from her. She did not mind, however, since he was her friend and had spent so much on her. It seemed, though, that neither of them ever had any money lately. She remembered the first party he had taken her to. Not wanting to lose her new friends, she had joined in using marijuana, something she really didn't want to do. She remembered thinking, *Just once won't hurt*. Now look where she was.

1. What needs did Lolita have in her life that resulted in her making the choices that she made?

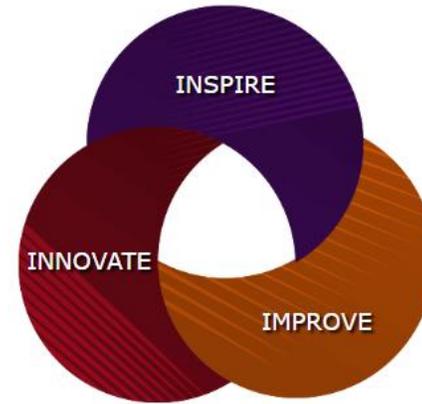
Answer:

2. Why do you think Jaffre's group of friends was so accepting of Lolita?

Answer:



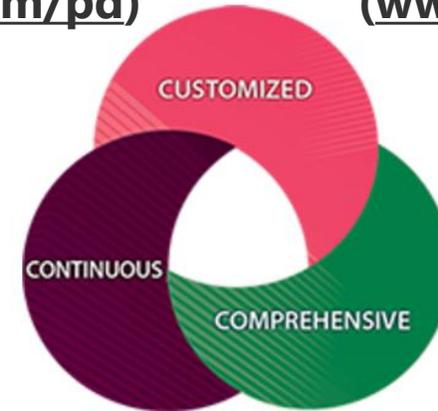
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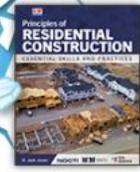
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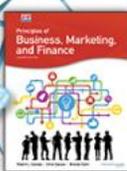
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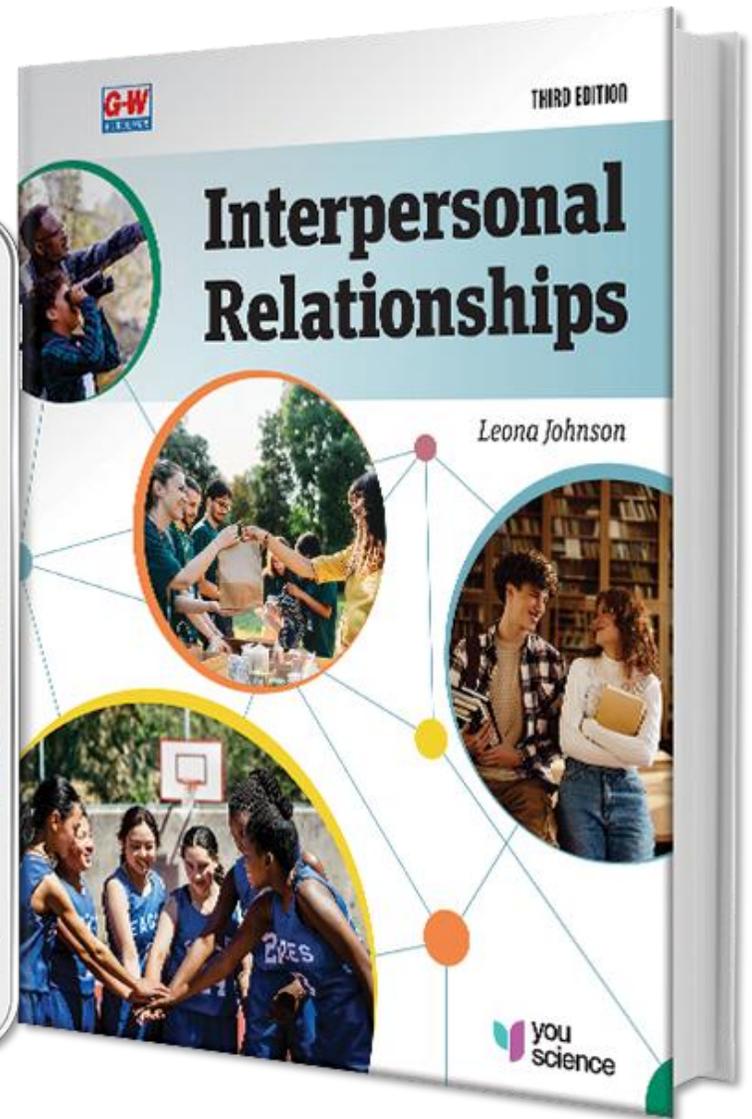
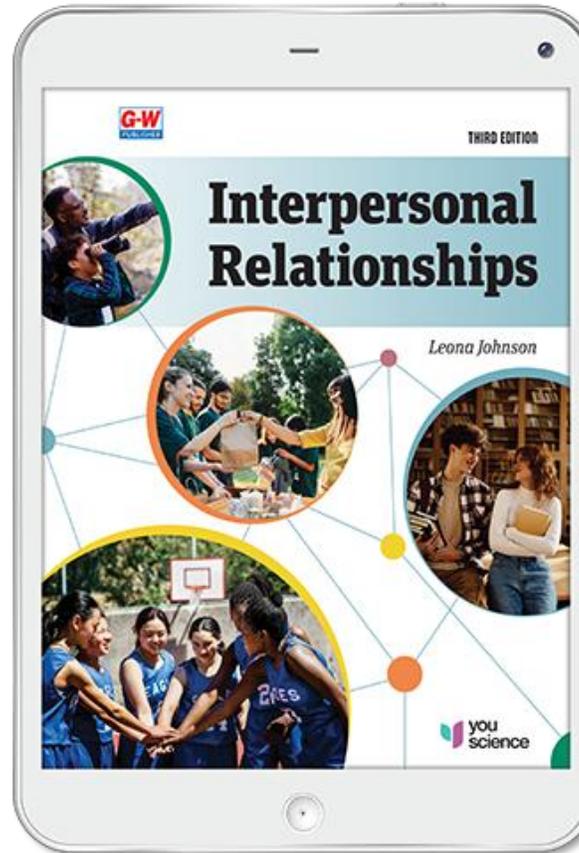


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