

Navigator

FINDING YOUR WAY TO A
HEALTHY AND SUCCESSFUL FUTURE

nav-i-gate v. tr.

1 To follow a planned course
on, across, or through

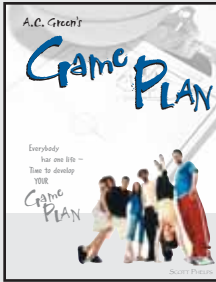


SCOTT PHELPS

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Grade 7



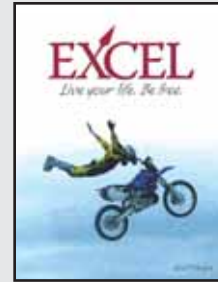
Grade 8



Grades 9-10



Grades 10-11



Faith-Based
Grades 9-12



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Navigator

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Navigator

FINDING YOUR WAY TO A
HEALTHY AND SUCCESSFUL FUTURE

1. Vision

Future Goals and Dreams 5

2. Clarity

Seeing Media Clearly 15

3. Direction

Sexual Decision Making 27

4. Safety

Avoiding the Obstacles of Sexually Transmitted Diseases 39

5. Strength

Resisting Pressures: Alcohol, Tobacco and Other Drugs 49

6. Character

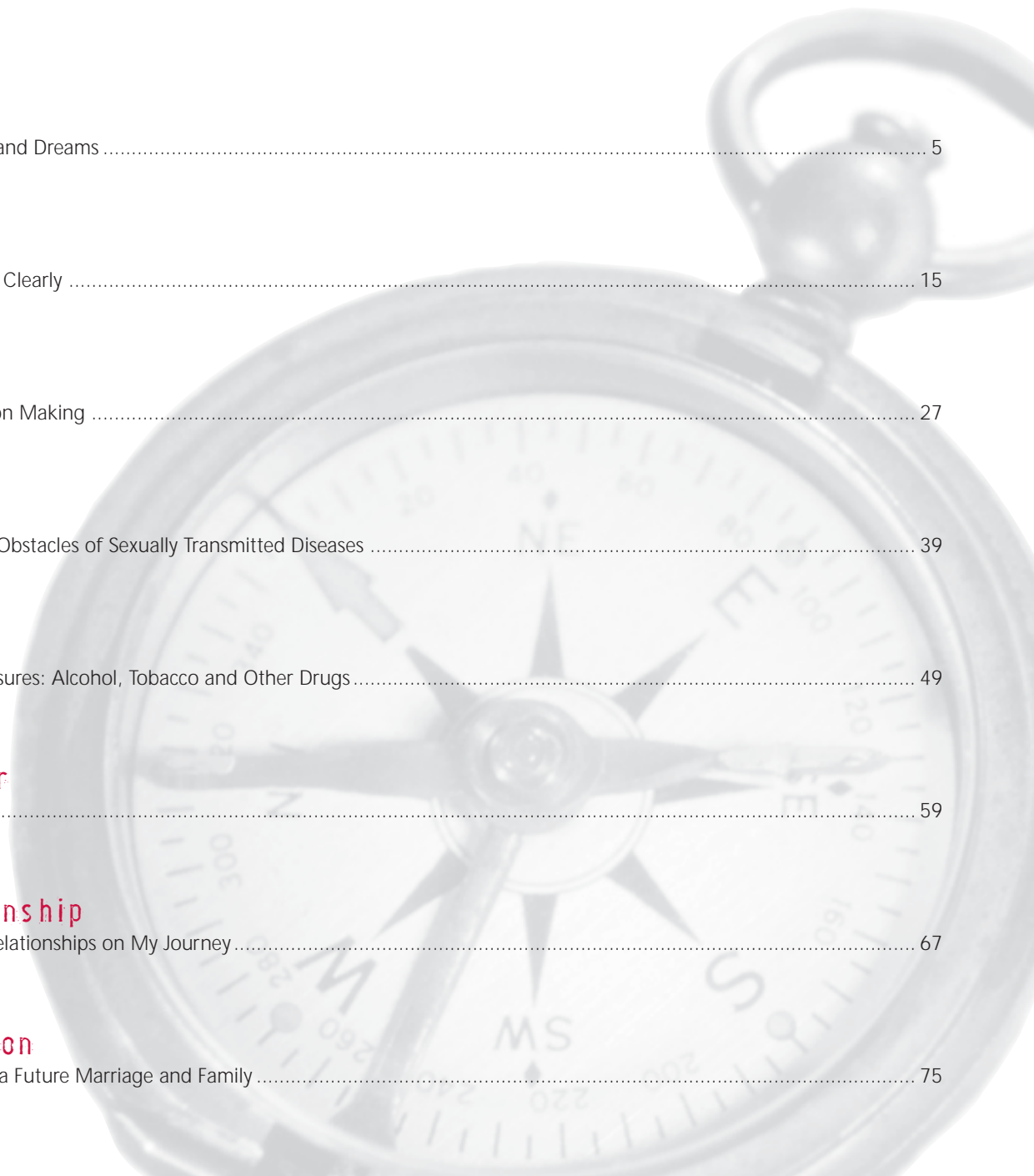
Survival Skills 59

7. Companionship

Developing Relationships on My Journey 67

8. Destination

Preparing for a Future Marriage and Family 75



Introduction

In 2001, we were privileged to develop and publish *A.C. Green's Game Plan Abstinence Program* in conjunction with NBA "Ironman" A.C. Green. The response to *Game Plan* has been extremely positive, and with many schools expressing a desire for further programs, we commenced work on an additional resource for high school students that would reinforce the message of *Game Plan*.

The result of this effort is *Navigator*, a text with more mature content including information on the increased risks for sexual activity that come with the usage of alcohol, tobacco and other drugs as well as a section detailing the particular dangers involved in internet pornography and sex-themed internet chat. Since teens are being barraged with sexualized images and messages, we have found it necessary to include these issues to inform teens and encourage them to choose abstinence until marriage as the healthiest choice.

Rather than focus solely on the negative factors involved in pre-marital sexual activity, we have again sought to accentuate the positive benefits to be gained through sexual abstinence. Students understand that the self-control that enables them to remain abstinent until marriage is the same self-control that is necessary to accomplish their academic and professional goals. In short, self-control is a critical factor in seeking to live a healthy and balanced life.

As we write, there is much good news to report in the area of abstinence education. As abstinence programs such as *Game Plan*, *Navigator* and others continue to spread to classrooms around the country and increasing numbers of school teachers present the abstinence message, data from the Centers for Disease Control and Prevention show that rates of teen sexual activity, teen pregnancy, teen births, and teen abortions all continue to decline – a clear trend over the past decade.

In addition to the welcome news that most high school students today have never had sexual intercourse, it is also critical to note that of those who have engaged in sexual intercourse, a significant majority (66%) say that they regret their decision and wish that they had waited. *Navigator*, like many abstinence programs, seeks to help sexually active students realize that past choices need not cause them to forfeit the opportunity to make healthy choices in the future. Abstinence offers freedom for all students – especially those who have already experienced some of the negative consequences of sexual activity prior to marriage.

We trust that *Navigator* will be of great assistance in your efforts to effectively communicate the message that saving sex until marriage is one of the best decisions that a person can make in securing a healthy and successful future.

Scott Phelps

Vision



HIGHLIGHTS:

Determining your course
Your personal uniqueness
Thinking forward

Objectives:

To teach students the importance of planning for their future and to introduce the concept of sexual abstinence.

Navigation Tools:

- Encourage students to write out their life's purpose.
- Help students to think specifically about their future goals regarding education, career, family and community involvement.
- Encourage students to consider the benefits of sexual abstinence in accomplishing their future goals and dreams.

How important is it for students to consider life's purpose?
How important is it for adults to consider life's purpose?
Having a clear sense of purpose adds meaning to life, and helps students determine a path and stick with it. Many students will never have thought about their purpose in life.

Think about your own life's purpose, and write it down so you can share it as an example for the students.

For example: "My life is dedicated to helping today's teens to resist negative pressures and to make good decisions for their lives."

Although this is a critical question, many students will struggle to come up with a clear sense of purpose on this first go-round. If they are unable to answer this question, encourage them to leave this section blank and come back to it later. There will be another opportunity to consider this important question on p. 83.

Although the subject of sexual abstinence is fully introduced in chapter three, the concept is introduced here on the first page of the book. *Navigator* helps students find the way to a healthy and successful future primarily by helping them understand the significant benefits of saving sexual activity until marriage.



Vision: Future Goals and Dreams

A wilderness adventure can be fun — and dangerous. When hikers or climbers get lost in a mountainous area, they need to be rescued — frequently by helicopter. Hikers and climbers often use a global positioning system (GPS) which sends signals to a satellite to map out and record their precise position so that they don't get lost. The GPS device enables them to know exactly where they are and how to get to their destination. Whether mapping a course for a wilderness hike or mapping a course for your life, knowing where you are and where you are going is critical to having a safe and successful hike — or life. Are you wandering aimlessly or walking purposefully?

Everyone has a different destination in life. *Navigator* is a guidebook, like a GPS, to help you figure out where you are and where you are going. This book can help you to determine your destination in life and learn how to make sound, healthy decisions in order to get where you want to go and navigate through some of the most challenging and exciting years of your life.

Planning Ahead

Having vision means picturing your future and establishing goals for your life. It prepares you for tomorrow and helps you face the challenges that come your way. Planning for your future now is one of the best ways to stay on course to accomplish your future goals and dreams.

Consider the following questions. *Read all three and then check one.*

- I have a clear picture of where I want to go with my life and how I intend to get there.
- I have some idea of where I want to go with my life and how I intend to get there.
- I have never really thought about where I want to go with my life and how I intend to get there.

My Purpose: What my life is about

Whether or not you have a clear picture of your future, this book will help you to further develop your vision for your life as well as to consider how your present choices and decisions can affect your future. This book is designed to help you develop your goals and dreams, to resist pressures to engage in sexual activity and to learn ways to build healthy relationships now and in the future. Navigating your teen years is critical because most of your life is ahead of you.

- Why is it so important for you to properly set your course before you reach adulthood?

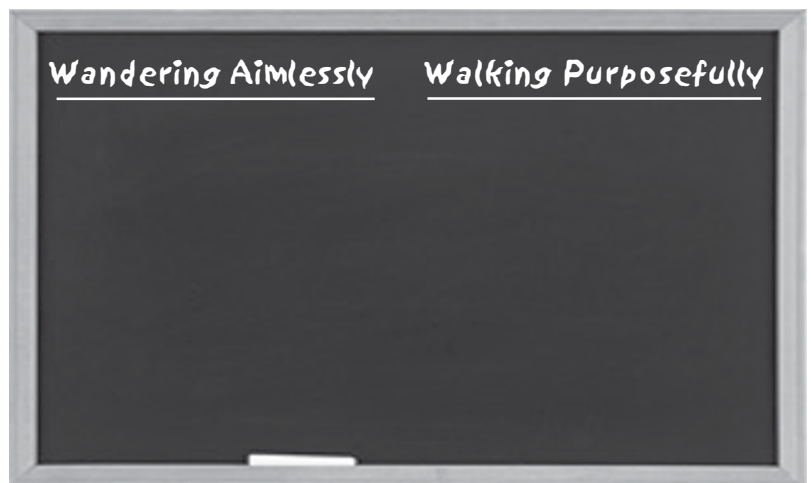
The longer I wait to figure out where I'm going in my life, the more difficult it will be to develop the necessary skills and information that I need to actually get to where I want to go. Also, if I get off track early in life, I am more likely to end up in a very different place than I want to be later in life.

CHALKBOARD:

Say: "These are the two choices you can make about your life: you can wander aimlessly or walk purposefully. Let's list the things that you have to do to act on each of these choices."

Write: Wandering Aimlessly / Walking Purposefully.

Say: "Why doesn't wandering aimlessly require you do anything? This is the default position. Unless you are making plans and setting goals and making conscious decisions to live your life with purpose and meaning, chances are you are walking aimlessly. Having purpose helps you know where you're going and how you're going to get there."



The Millennial Generation

Researchers say that today's generation of teens, often referred to as "The Millennial Generation," has the potential to be one of the most successful and accomplished generations in the history of America. Today's teens are often described as having a positive outlook on their future and being willing to work hard to make their lives meaningful and productive. The vast majority of teens hope to marry and have families some day.¹ Many teens are interested in learning how they can help others through volunteer service.



- Does this view represent your own outlook? Yes No

Explain:

Personal Uniqueness

Although generational trends have some impact on our lives, your future will be determined by who you are as an individual more than by the generation to which you belong. You are unique.

Out of the six billion people living in the world today, there is no one exactly like you. We all have certain unique features and abilities that help us perform certain tasks. Some people love to read and some don't. Some people enjoy math and science while others prefer music or the arts. All of these likes and interests play a significant role in our future success at certain roles and responsibilities. Understanding your unique interests and abilities can help you determine your future goals. This chapter will help you analyze your interests and begin charting your course for the future.

Personal Interests

Think about where you'd like to go in your life. Consider the things that interest you most as well as the accomplishments that you've already achieved. Interests and accomplishments can be in the areas of sports, music, academics, building, creating, community service, computer skills, or things that you do around your home. Think about your personal interests and accomplishments and list as many as you can think of.

- Things I'm Most Interested In:

Computers

Cooking

Football

Drawing

Photography

Movies

Babysitting

Journalism

Biking

Reading

Basketball

Jogging

Navigator aims to support and encourage students through positive reinforcement. The attitudes and expectations of the presenter are critical to the successful adoption of life changing behaviors by students. Presenters must believe that all students have the potential to adopt healthy lifestyles in the future, regardless of their present circumstances; and that all students in all environments should be encouraged to excel academically and socially. The presenter's approach is critical to the students' conviction that they can succeed. This page is designed to promote three key themes for their contemplation and encouragement.

1. The Millennial Generation: Your generation has great potential.

2. Personal Uniqueness: You have great potential as an individual.

3. Personal Interests: You have certain unique interests and desires. By identifying your areas of talent, interest, and ability, you will be able to consider ways to strengthen and develop your natural interests and abilities and move forward to accomplishing your future goals.

CHALKBOARD:

Wandering Aimlessly

Nothing

Walking Purposefully

Make plans

Set goals

Study hard

Make good decisions

Choose good friends

Write down student responses under the appropriate category, as in this example.

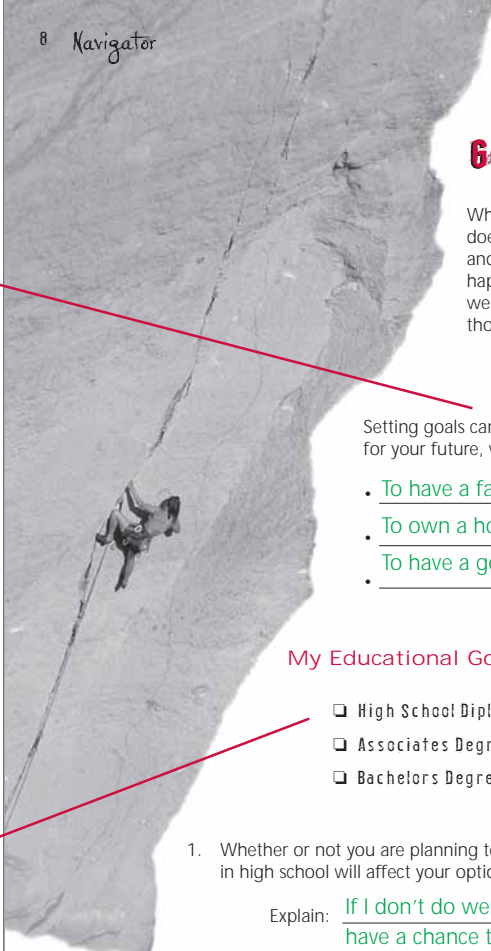
One of the most famous speeches in American history is Martin Luther King Jr.'s "I Have A Dream." Dreams can be powerful catalysts to motivate and encourage students to lead healthy and productive lives. This section encourages them to think about their greatest wishes and dreams. Unless students have something to aim for, it will be difficult for them to become motivated to achieve their full potential, and avoid risky behaviors. Challenge them to dream big, to imagine what their ideal lives would look like – which may or may not include material gain. Ask them to reflect on what they have imagined, and then to write down three important components of that future dream.

Students should be aware that the earlier they begin to plan and prepare for college, both academically and financially, the better their chances of attending the schools of their choice and gaining the type of education they desire. In every way, planning and preparing now will give them more freedom and opportunity in the future.

In terms of the sometimes intimidating financial requirements for college, draw students' attention to the statement at the bottom of the page – that those who are diligent and intent on future education may be able to achieve their desires through the thousands of scholarship opportunities that exist for dedicated students.

Stephanie's Dream on p. 14 is meant to highlight the reality of this possibility.

8 Navigator



Goals for Your Future

What does your future hold? Accomplishing all that you desire in life doesn't happen by accident. It happens as a result of careful planning and a strong commitment to stick to your plan. Like rock climbing, life happens one stage at a time. We don't start off at the top of the rock; we start at the bottom and work our way up. Getting to the top takes thought, dedication, and a lot of hard work.

Setting goals can help you to realize your dreams. If you could have three wishes for your future, what would they be? What are your greatest dreams?

- To have a family
- To own a home
- To have a good career

My Educational Goals: I hope to accomplish each of the following. *Check all that apply.*

<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Vocational Training and Certification
<input type="checkbox"/> Associates Degree (2 year college degree)	<input type="checkbox"/> Masters Degree
<input type="checkbox"/> Bachelors Degree (4 year college degree)	<input type="checkbox"/> Other _____

1. Whether or not you are planning to go to college, do you think that your work habits and decisions in high school will affect your option of attending college in the future?

Explain: If I don't do well in school now, I may not be able to go to college at all, or have a chance to attend the college of my choice.

- When is the best time to begin thinking about whether or not you will attend college?
 Freshman Year Sophomore Year Junior Year Senior Year
- If you're planning to attend college, do you know the name of the college you would like to attend?
If so, what is the name of the college? _____

2. Do you have an estimate of what the annual costs for college will be? Yes No

- If you answered yes, approximately what is the annual cost to go to college? \$ \$15,000 – 30,000
- Why is it important to begin thinking about how much college will cost and how you will cover these costs?
The longer I wait, the harder it will be to save the money necessary to attend college.

Did you know that working hard and studying now can help you gain scholarship funding for college? By planning well and working hard, you may be able to accomplish anything that you desire.

My Career Goals

Whether or not you attend college, you will need to choose a career. Choosing a career is one of the most important decisions you will ever make. In considering a future career, it may be helpful to think about the things that you enjoy and find meaningful. Since your career will occupy a significant portion of your life, it's a good idea to plan ahead and choose a career that you will enjoy.

Things I enjoy and find meaningful. *Check as many as you like.*

<input type="checkbox"/> Sports	<input type="checkbox"/> Building	<input type="checkbox"/> Teaching	<input type="checkbox"/> Writing
<input type="checkbox"/> Art	<input type="checkbox"/> Designing	<input type="checkbox"/> Helping	<input type="checkbox"/> Creating
<input type="checkbox"/> Cars	<input type="checkbox"/> Planning	<input type="checkbox"/> Organizing	<input type="checkbox"/> Cleaning
<input type="checkbox"/> Math	<input type="checkbox"/> Coaching	<input type="checkbox"/> Cooking	<input type="checkbox"/> Painting
<input type="checkbox"/> History	<input type="checkbox"/> Gardening	<input type="checkbox"/> Medicine	<input type="checkbox"/> Electronics
<input type="checkbox"/> Science	<input type="checkbox"/> Drawing	<input type="checkbox"/> Animals	<input type="checkbox"/> Music
<input type="checkbox"/> Other _____			

Careers or life goals I am interested in pursuing and would enjoy most. *Check as many as you like.*

<input type="checkbox"/> Architect	<input type="checkbox"/> Teacher	<input type="checkbox"/> Politician	<input type="checkbox"/> Receptionist
<input type="checkbox"/> Machinist	<input type="checkbox"/> Researcher	<input type="checkbox"/> Nurse	<input type="checkbox"/> Veterinarian
<input type="checkbox"/> Carpenter	<input type="checkbox"/> Pilot	<input type="checkbox"/> Plumber	<input type="checkbox"/> Flight Attendant
<input type="checkbox"/> Athlete	<input type="checkbox"/> Father	<input type="checkbox"/> Artist	<input type="checkbox"/> Interior Designer
<input type="checkbox"/> Mother	<input type="checkbox"/> Urban Planner	<input type="checkbox"/> Chef	<input type="checkbox"/> Paramedic
<input type="checkbox"/> Librarian	<input type="checkbox"/> Contractor	<input type="checkbox"/> Coach	<input type="checkbox"/> Government Worker
<input type="checkbox"/> Painter	<input type="checkbox"/> Historian	<input type="checkbox"/> Financial Planner	<input type="checkbox"/> Florist
<input type="checkbox"/> Gardener	<input type="checkbox"/> Physician	<input type="checkbox"/> Insurance Agent	<input type="checkbox"/> Auto Sales Professional
<input type="checkbox"/> Accountant	<input type="checkbox"/> Mechanic	<input type="checkbox"/> Office Assistant	<input type="checkbox"/> Police Officer
<input type="checkbox"/> Scientist	<input type="checkbox"/> Author	<input type="checkbox"/> Journalist	<input type="checkbox"/> Medical Technician
<input type="checkbox"/> Psychologist	<input type="checkbox"/> Biologist	<input type="checkbox"/> Philosopher	<input type="checkbox"/> Pharmacist
<input type="checkbox"/> Store Manager	<input type="checkbox"/> Lawyer	<input type="checkbox"/> Nutritionist	<input type="checkbox"/> Fire Fighter
<input type="checkbox"/> Dentist	<input type="checkbox"/> Banker	<input type="checkbox"/> Real Estate Agent	<input type="checkbox"/> Professional Musician
<input type="checkbox"/> Business Owner	<input type="checkbox"/> Park Ranger	<input type="checkbox"/> Marine Biologist	<input type="checkbox"/> Military Professional
<input type="checkbox"/> Other _____			

As you look at the things that you enjoy and find meaningful as well as at career ideas, look back at the list of career ideas and life goals and list your top three career choices in order of preference.

1. Pilot 2. Coach 3. Contractor

This exercise helps provoke students to consider some of the many possibilities before them. Although the list is necessarily limited in scope, it should serve to jog their thinking about some possible career objectives. Have some students share their top choices of occupation. Students who struggle to think far into the future will be challenged and motivated to see the advantages of thinking ahead. Most careers require considerable study and preparation. On the other hand, remind students that they may change their minds as they continue their educations and gain new life experiences.

Say: **“What is the relationship between your present studies and grades and your potential career objectives?”**

Say: **“When is the best time to think seriously about your future career objectives? When you’re 15, 25, or 35?”** (or 16, 26, 36, etc., as appropriate to the age of your students). This is a good point for discussion. **“Why might it not be a good idea to wait until you’re 25 to begin planning your career objectives?”**

As the text points out, not everyone will marry and have a family, but most students will. Because it is impossible right now to know who will and will not marry, it is essential that all students consider marriage. There is little encouragement of lifelong marriage in popular culture, but the institutions of marriage and family remain cornerstones of society. More will be said about this in Chapter 8 (Destination), but note here that social science research indicates that marriage has significant physical, emotional, mental, and social benefits.

For further reading:
Linda S. Waite and Maggie Gallagher, [The Case For Marriage: Why Married People Are Happier, Healthier, and Better Off Financially](#). Doubleday, New York, NY, 2000.

My Future Family Goals

Have you ever thought about whether you'd like to get married and have a family some day? Marriage is "only a legal union between one man and one woman as husband and wife."² Of course not everyone gets married, and that's okay. Some days it may seem like it would be great to be married. Other days, it may not seem like such a fine idea. You may want to get married in the future, but you're unsure if it will ever happen. These thoughts are normal and you can expect to experience the full range of thoughts about marriage. It's not uncommon for people who are not interested in marriage to fall in love and find that they can't wait to get married when they are older. Everybody is different.

1. What are some of the benefits of marriage?
Sharing your life and experiences with another person.
2. What are some of the benefits of having a family?
To have fun together and to help each other.
3. If you do get married some day, what would you want your husband or wife to be like?
I would want a husband/wife to be loving, fun, and exciting.

Consider some goals you might want to set for having a family in the future.

- I would like to get married around age _____
- I would like to have a family some day.
- I would like to live in (city) _____
- Right now I'm not planning on getting married or having a family.



My Goals for My Community

Helping others is healthy and adds purpose, meaning, and even length to life. People who volunteer service to help others generally live longer than those who don't. Maturity is demonstrated by looking not just to your own personal interests, but also to the interests of others. Consider some of the ways that you might think about serving your community, both now and in the future.

- Are you presently involved in some type of community service? If so, what?

Volunteer service days, food pantry donations

- What are some areas of community service in which you would like serve in the future?

In the future I would like to help build homes in poor areas.



A vital component of self-sufficiency, maturity, and responsibility is the importance of looking out for the interests of others. Learning to help others through volunteer service is the beginning of understanding the roles and responsibilities of adulthood. Such service will prepare students to be faithful employees, spouses, and parents. Community service can go a long way in teaching respect and responsibility.

Determination

Three Keys To Achieving Your Goals

Understanding and developing a sense of purpose for your life is the first step in planning for a healthy and successful future. Your life's goals and dreams should be consistent with your life's purpose. Vision is a combination of having purpose and a set of goals to achieve your purpose.

1. Determine your goals by writing them down.

Using the information on the previous pages, summarize your goals for each of the categories listed above.

Education I would like to get a bachelor's degree and teaching certificate
 Career I would like to be a school teacher
 Family I would like to have a large family
 Community I would like to coach little league baseball

2. Determine a plan for achieving your goals.

How will these goals be achieved? What steps are necessary to get to where you want to go? What choices will you have to make now to accomplish your goals? Write out your overall plan for achieving your goals.

I am going to make sure that I stay focused on my studies and work toward gaining scholarship money for college. In college, I will avoid things that will hinder me from my goal of becoming a teacher and having the life that I want in the future. I am going to make wise decisions that help me to achieve my goals of being a teacher and coach and of having a family and a nice house someday. I am not going to worry about what anyone else thinks or says about me. I choose to live my own life.

3. Determine to stick with your plan and see it through to completion.

Writing down your goals and having a plan is meaningless, unless you actually do it. How committed are you to having a healthy and successful future? You can accomplish your goals, but you must be determined to implement your plan and to stick with it.

Pages 6-10 have helped students to think about future goals and dreams. This section helps consolidate some of those ideas. Encourage students to express their goals in each of these areas in short simple sentences, followed by a brief plan for accomplishing those goals. Encourage students to take this worksheet seriously. If they write down their goals and stick to them, they have the potential to be and do anything that they desire.

This true story illustrates how choices made today can have lifelong implications. Many people don't realize that all choices, no matter how insignificant they may seem, have the potential to cause serious problems in the future. The following press releases were issued by the university and the coach to address the issues raised in this story.

December 14, 2001
Released: 9:30 a.m. EST

Thursday night, The University of Notre Dame received the following statement from head football coach George O'Leary:

"Due to a selfish and thoughtless act many years ago, I have personally embarrassed Notre Dame, its alumni and fans. The integrity and credibility of Notre Dame is impeccable and with that in mind, I will resign my position as head football coach effective December 13, 2001."

*Statement of Kevin White,
Director of Athletics,
University of Notre Dame:*

"I have accepted the resignation of George O'Leary as head football coach at the University of Notre Dame. George has acknowledged inaccuracies in his biographical materials, including his academic background. I understand that these inaccuracies represent a very human failing, nonetheless, they constitute a breach of trust that makes it impossible for us to go forward with our relationship."

"I intend to restart our search for a new head football coach immediately."

Dec 14, 2001
Released: 1:00 p.m. EST

"For more than thirty years I have been blessed to be a football coach. That's all I have ever wanted to do. The victories, post-season bowls, honors, and success of my players on and off the field speak for themselves. One constant throughout my career has been my coaching philosophy of demanding personal accountability for one's actions."

"Today, I regret to report that last night I tendered my resignation as head football coach of the University of Notre Dame. My resignation has been accepted. This action has been taken by me for the following reasons."

"Many years ago, as a young married father, I sought to pursue my dream as a football coach. In seeking employment, I prepared a resumé that contained inaccuracies regarding my completion of course work for a Master's Degree and also my level of participation in football at my alma mater. These misstatements were never stricken from my resumé or biographical sketch in later years."

"During my coaching career, I believe I have been hired because of the success of my players on the field and the evaluation of my peers. However, these misstatements have resurfaced and become a distraction and embarrassment to the University of Notre Dame, an institution I dearly love. I regret that I did not call these facts to the attention of the University during their search. It now seems, therefore, that in keeping with my philosophy of personal accountability for these errors, I resign my position and deeply apologize for any disappointment I have caused the University, my family and many friends."

"I pray that my experiences will simply be yet another coaching lesson to the youth of this country that we are all accountable for our actions and there can be no double standard. I appreciate the courtesy and consideration extended to me by the University of Notre Dame."

Future Shock

On December 9, 2001, the University of Notre Dame offered its high paying, high profile head football-coaching job to a very successful coach at Georgia Tech. The coach had twice been named conference Coach of the Year, had seven successful seasons and had taken his team to five straight bowl games. With much fanfare and media attention, the coach resigned his position at Georgia Tech to become the head football coach at Notre Dame.

On December 13, 2001, just four days after he had accepted the job, the coach submitted his resignation and held a national press conference on the following day. The coach explained that, early in his coaching career, he had lied on his resumé in order to get a job and had used this same resumé throughout his career. Now in the national spotlight, his past accomplishments came under greater scrutiny. The coach was forced to confess that he had exaggerated some of his previous experience and accomplishments.

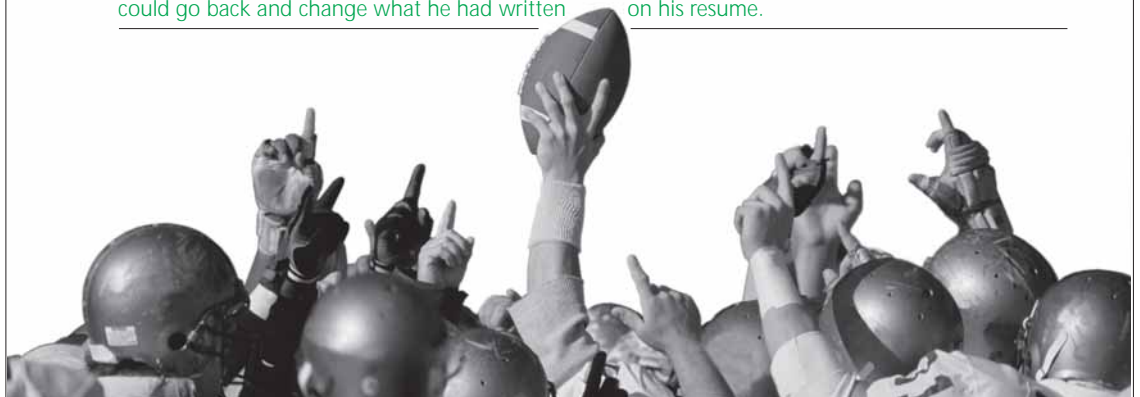
Just four days after reaching a pinnacle in the college football world, this coach found himself out of a job and nationally humiliated. Seemingly insignificant lies he had written on his resumé — lies which had gone undiscovered for over 30 years — had suddenly crushed an extremely successful career. Although he later accepted a job as an assistant coach for another football team, the lies on his resumé cost him his reputation and the opportunity to take a job that most coaches only dream of. The coach concluded his press conference with these words:

"I pray that my experiences will simply be yet another coaching lesson to the youth of this country — that we are all accountable for our actions and that there can be no double standard."³

Thinking It Over:

- Do you suppose that when the coach was writing his resumé many years earlier he thought he would one day be hired as the head coach at Notre Dame? Yes No
- Do you think he gave much thought to the possible long-term results of lying on his resumé? Yes No
- Do you suppose he ever considered that the false statements on his resumé would one day be reported in newspapers and on television around the world? Yes No
- How do you think he felt when this happened? How do you think his family felt?

He was probably very embarrassed, and his family was also embarrassed. He probably wished that he could go back and change what he had written on his resumé.



Future Thought

On the following scale determine how much impact you feel your present daily choices have on your future. *Circle one:*

No Impact Some Impact Moderate Impact Much Impact Huge Impact

Every choice has potential benefits or consequences.

- Good choices bring positive benefits.
- Poor choices bring negative consequences.

- For each of the choices listed below, put an "X" in the column to mark whether you think the result of this choice will likely be a positive benefit or a negative consequence.

	Benefit	Consequence
Watching TV late into the night		X
Doing drugs		X
Joining the swim team	X	
Copying someone else's paper		X
Donating blood	X	
Choosing not to be sexually active	X	
Saving money that I earn	X	
Using foul language		X
Spreading rumors		X
Having sex		X
Playing in a band	X	
Getting a summer job	X	
Reading a book	X	
Smoking		X
Learning sign language	X	
Going backpacking	X	
Using alcohol		X



- Sometimes people think that they can make poor choices and not suffer any negative consequences.

What do you think?

Sometimes I think that I can make poor choices and not suffer any negative consequences, but the more I think about it, the more I realize that eventually those poor choices will probably catch up with me, and have negative effects in my life.

By thinking forward to your future goals and dreams you will be better equipped to make choices and decisions that you won't regret in the future. Every choice to do something is at the same time a choice not to do something else. By choosing to falsify his resumé, the coach in the previous story unknowingly chose not to be the coach of Notre Dame — the very thing he ultimately sought. Although the consequences of his decision didn't occur for many years, the long-term effect was significant.

