Living Independently Café

Unit 1 – Ch. 5 Menu Sheet

Appetizers: Choose 2 from this set (10 points):

_____ **Solo** - Answer ques. txt. pg. 115, 121, 122.

_____ **Paired** (partner name: _____) - Create word webs for all the vocabulary of Ch. 5.

_____ **Solo or Paired** (partner name: _____) - Write a song (could be an original tune or words to one you know) to explain all of the concepts and vocabulary in Ch. 5. You can either tape yourself singing it out of school, or you can perform it in class.

_____ **Solo** – Write a detailed summary of the concepts and vocabulary for Ch. 5, must use your own words.

_____ **Paired** (partner name: _____) – Create an interesting PPT for all the vocab and concepts presented in Ch. 5, must use your own words and have pictures.

_____ **Solo** – Create flashcards for all vocabulary in your own words for this chapter, must include pictures/examples.

Main Dishes: Choose activities to earn a maximum of 25 pts.

_____ **Solo** – Design a detailed graphic organizer showing the relationship among 5 different roles and 5 different relationships you have. (5 pts.)

_____ **Solo or Paired** (partner name: _____) - Create a PSA for good relationships (see the assignment on School Wires) (8 pts.)

_____ **Solo** – Design a poster for teens sharing at least 10 pertinent tips for developing and maintaining good relationships with at least 3 different groups of people, minimum size 12x18, maximum size 24x36. (3 pts.)

_____ **Solo or Paired** (partner name: _____) - Draw a large mural showing the 6 different qualities of a good relationship; include all the vocabulary and the definitions, in your own words. (5 pts.)

_____ **Solo** – Write and conduct an interview of at least 15 questions with someone who you think has good relationships with other people. Find out what makes their relationships strong, lasting and positive. Video the interview to turn in with the questions. (10 pts.)

_____ **Solo** – Identify two different characters in a book or TV show, one who serves as a positive and one who serves as a negative role model. Create a Venn diagram to explain of how each person is that type of role model using examples from the book/show and evaluate who each person influences, those who read the book or watch the show. (6 pts.)

_____ **Solo** – Map out your role tree (a giant tree form that shows your roles and their responsibilities) on a large piece of paper – get from teacher. Start with the trunk as your primary role – teenage male or female, and then make large branches for your main roles such as son/daughter, sister/brother, student, and friend. Make the smaller branches from them to show all of your responsibilities for each role, such as chores around the house. Leave represent the specific tasks, such as walk the dog, study for a test, watch baby sister… Under the tree, write at least 4 conclusions about how these roles shape who you are as a person. (10 pts.)