

PEOPLE POSITIVE

Video Discussion Component

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Contents

Introduction	3
Video Links and Discussion	4
Listening Handouts	70

Introduction

This document includes a list of third-party videos that can spark discussions relevant to topics addressed in *People Positive*. We did not produce these videos, but we think they offer valuable opportunities for you and your students to engage with ideas and situations in broader culture.

For each lesson . . .

- **Preview the videos yourself.** We've noted especially sensitive topics in certain videos, but please watch all content before deciding if it's a good fit for your classroom.
- **Introduce the videos to your students.** Explain any prerequisite concepts or vocabulary.
- **Distribute copies of the lesson's Listening Handout, if desired.** Depending on your students' attention level, the handout may help them focus on the video. Not all classes will require this.
- **Watch the videos with your students.** Afterward, review the answers for the Listening Handout, if needed.
- **Discuss the videos together.** Use the included questions as a jumping off point, and encourage students to evaluate and critique the philosophies presented.

A few extra notes:

- **Views** – Please note that we do not necessarily endorse any of the perspectives shared in these videos. Indeed, we encourage you to approach all viewpoints critically.
- **Sensitive Content** – We've selected videos that avoid strong language and explicit material, but student sensitivities may vary. Again, please preview each video.
- **Ads** – These videos are all hosted on YouTube, an ad- and subscription-supported platform. Depending on the video or your account type, ads may play before, during, or after the video. We suggest keeping this in mind as you queue up videos for the classroom.
- **Ownership** – We claim no rights over these videos, and all content remains available at the discretion of the individual producers, accounts, and rights holders. Please respect the rights of those who took the time and effort to make these resources available.
- **Corrections** – We'll do our best to keep this resource up to date, but some links may break over time. If you encounter dead links, please let us know at info@positiveaction.org.

Lesson 1 – Video Discussion

Introduction

In Lesson 1, we noted the challenges faced by Romanian orphans under the Ceaușescu regime. These videos tell the story of children who grew up with little human contact.

- **Romania** is an eastern European country just south of Hungary and Ukraine. Like other countries in this region, it faced Russian imperialism under the communist Soviet Union.
- **Communism** is an economic system of collective responsibility and ownership, almost always enforced by a single-party, authoritarian government.

As you watch these videos, think about why cultures do or do not value children. What can families offer that government institutions cannot?



Growing Up in a Romanian Orphanage

Credit: BBC News

URL: https://youtu.be/VCeWr8OFuEs?si=_la9SyUFWeWJ58zq

Romania's Last Orphanages

Credit: The Economist

URL: <https://youtu.be/PEzTFmiCeks?si=UjqJBZEKI7HDBa99>



Listening Handout Answers

- | | | |
|---------------|----------|------------------|
| 1. discovered | 5. home | 9. belong |
| 2. polio | 6. 10 | 10. 2 |
| 3. vegetate | 7. 18 | 11. overwhelming |
| 4. desperate | 8. close | |

Discussion

Growing Up in a Romanian Orphanage – BBC News

- Why would a government refuse to care for these children?
- Were you surprised that someone like Izidor would want to go back to his old institution? Why would a new life with a loving family actually seem difficult?
- Even if someone knows—completely, intellectually, without a doubt—that a certain environment is bad for them, why might they still want to go back?

- Izidor tried to connect with his birth mother (3:06), but he says that “not every parent wants to be a parent.” How does a person come to reject their own child? What does culture do to encourage this? How can Christians push the other direction?
- Izidor recognized other institutionalized people when he saw them rocking furiously back and forth (3:25). This is a self-soothing behavior common among people with conditions that keep them from connecting with others. It can also emerge when anyone feels extreme distress. Imagine if the average person saw this behavior without understanding the background—what would they think? Are there ways Christians can try to understand people’s behavior before overreacting?

Romania’s Last Orphanages

- This video presents an ongoing debate between institutionalized care and in-home care. What do you think are the advantages or disadvantages of either approach?
- Claudia worked to care for other orphans facing many of the same challenges that she did. Why might she be better at this job than others? At the same time, what extra challenges would she face?
- Claudia said that children need affection and love “in the bosom of the family, not the bosom of the state” (7:36). A government institution might provide all the necessities of a home, but what can a family offer on top of that? Even if it’s an adoptive family, a group of friends, or a church, how can genuine relationships serve children better?
- Personal, voluntary, loving, non-transactional relationships add massive good to a person’s life. Love is always necessary to establish identity, security, belonging, and purpose.

Lesson 2 – Video Discussion

Introduction

The following videos explore one person's perspective on the differences between Eastern and Western cultures. In anthropology, so-called Eastern cultures include much of Asia, including India, China, Korea, and Japan. Western nations include those with legacies in northern Europe, like the US, UK, Canada, and Australia.

- ***Simpatico***, which comes from the Greek via Spanish and Italian, refers to a warm connection between two people who seem instantly compatible.
- A ***Madonna and Child*** is a picture of Mary and the boy Jesus, often seen in historical Christian artwork.
- A ***taboo*** is a strongly discouraged practice within a culture. It may not be illegal, but it's often shameful or even unthinkable.



Gish Jen: Exploring Cultural Barriers Through Writing

Credit: CGTN America

URL: <https://youtu.be/PyjNbc8BzXU?si=mw0vhPWLg5QEduCB>

China Spends Billions of Dollars Copying Western Art and Architecture. Why? | Gish Jen

Credit: Big Think

URL: <https://youtu.be/mfmw0609ZeA?si=eFFohujlyj0q4XCZ>



Philosophies of Self: East-West Distinctions | Gish Jen

Credit: Big Think

URL: <https://youtu.be/lnXyX0zg8EQ?si=RVZn3elNa-euufor>

Listening Handout Answers

- | | | |
|-------------|----------------|-------------|
| 1. true | 5. healthy | 9. duty |
| 2. birth | 6. self | 10. anxious |
| 3. after | 7. greatness | 11. duty |
| 4. painting | 8. copyrighted | |

Discussion

Gish Jen: Exploring Cultural Barriers Through Writing – CGTN America

- Have you ever read an autobiography? If you found an autobiography from someone you admired, what memories or details would you want to read about? What would help you understand that person?
- How can iterating or adding to art help people feel connected? How do people do this in modern Western culture—either in real life or online? When you put your own twist on a tradition, how can you show respect to people who have worked before you?
- How can we reduce the barriers to discussion in this class? How can we make each other feel comfortable sharing and iterating on ideas?
- Like a lot of anthropologists, Gish Jen finds that Eastern cultures generally have communal values, while Western cultures elevate the individual. Can you imagine both upsides and downsides to either perspective? What biblical principles can help us balance either side?

China Spends Billions of Dollars Copying Western Art and Architecture. Why? |

Gish Jen – Big Think

- Gish Jen notes the value of imitation and memorization. How many skills require a great deal of imitating, copying, and memorizing before you can begin to create on your own? Have you ever seen an artist try to create something radically new before understanding the fundamental skills of their art?
- If everyone tries to be unique, how do they end up acting the same?
- Think about this balance within Christian practice. Churches don't come up with new traditions and new songs every week. But over the years, decades, and centuries, we do change. How can we balance the old and new—imitation and iteration? How do we show compassion to people frightened by change—or suffocated by tradition?

Philosophies of Self: East-West Distinctions | Gish Jen – Big Think

- Gish Jen argues that when we view all our external characteristics as choices—as reflections of our subjective self—we feel anxious, trapped, and self-conscious? How do we break out of this mindset? How do we accept that some things are beyond our control? How can we focus on the choices that really matter—how can we represent ourselves well without bowing to bad external or internal pressures?
- Gish Jen mentions someone caring for an elderly family member (2:47). A Westerner might act from a strong desire to seem like a loving person. But we often aren't naturally loving people—we don't always feel compassion. Likewise, even if we act out of a strong sense of duty—like the Easterner in her example—we may grow to resent the person we're helping. Duty can burn us out. So where does true, sustainable love come from?

Lesson 3 – Video Discussion

Introduction

Have you ever heard someone described as having good people skills? What are those skills, exactly?

The following videos highlight some emerging thought about “emotional intelligence”—that is, the awareness and skills to navigate relationships well. In education, teachers might call this “social-emotional learning,” a phrase that emphasizes both self-awareness and relational skills.



12 Traits Emotionally Intelligent People Share (You Can Learn Them) | Daniel Goleman

Credit: Big Think

URL: <https://youtu.be/cr8sLxde1m8?si=gifWb7ywl5R7QSJH>

Daniel Goleman: The 4 Domains of Emotional Intelligence

Credit: Big Think

URL: <https://youtu.be/erfgEHHfFkU?si=NkFgSocXD5bGeFy8>



Listening Handout Answers

- | | | |
|---------------|-------------|------------|
| 1. excellence | 4. flock | 7. concern |
| 2. habit | 5. Maturity | 8. leader |
| 3. sender | 6. improve | |

Discussion

- Were there any skills or domains mentioned that surprised you? What areas of emotional intelligence seem most difficult—to you or others you know?
- How can emotional intelligence skills be used for good or bad? Can someone be emotionally intelligent with evil intentions?
- How important is emotional intelligence for Christian practice? Can you think of any biblical figures that exercised this empathy, compassion, leadership, or conflict resolution?
- How does love motivate or drive these skills?
- Coleman presents these skills as habits. What’s the benefit to viewing service as a habit?
- Is it possible to have a good leader with poor self-discipline? Why is it so important for leaders to have self-discipline, especially with their words and emotions?

- Govan Brown viewed his bus riders as members of his “flock.” If we want to follow Christ, how can we view people in our circles of influence? What goals can we have above and beyond our immediate job?

Teacher’s Note: Consider encouraging students to revisit the video on their own and list out the relational skills within the four domains. Students could highlight the areas that require the most work and discuss ways to change poor habits.

Lesson 4 – Video Discussion

Introduction

The following two videos discuss **cryonics**, which is the practice of freezing dead bodies in the hope that one day, scientists will discover a way to revive or reanimate dead tissue and restore someone to life. So far, society considers this practice an expensive, last-ditch effort to avoid death, but some people believe that medical immortality is inevitable.

Arthur C. Clarke (1917–2008) was a science-fiction author best known for co-writing the film 2001: A Space Odyssey, based on one of his short stories. Clarke’s early fiction may have anticipated several modern technologies, including communications satellites.

As you watch these videos, try to briefly put aside your skepticism about the mechanics of cryonics, and think instead about why this might appeal to people. What inspires faith or hope when there seems to be little chance of success?



Storing Dead People at -196°C

Credit: Tom Scott

URL: <https://youtu.be/85BykUan6pw?si=2rSFcEFvVNm3mWQS>

A Dying Young Woman’s Hope in Cryonics and a Future

Credit: The New York Times

URL: <https://youtu.be/VdhumVI3AKE?si=A0UwXi3ML454cUnu>



Listening Handout Answers

- | | | |
|-------------|----------|---------|
| 1. dead | 5. zero | 9. more |
| 2. damage | 6. brain | 10. you |
| 3. 200 | 7. brain | |
| 4. research | 8. cool | |

Discussion

- Imagine you only watched one of those videos—how would your views of cryonics differ if you only saw one or the other?
- From Kim’s perspective and belief system, did she do anything unreasonable or irrational? Why did her choice make sense to her? Why would strangers online support her effort?
- Imagine you were like Kim’s boyfriend—in a relationship with someone counting the days before death. How would that change your priorities?

- Kim recited a famous quote from Arthur C. Clarke: “Any sufficiently advanced technology is indistinguishable from magic.” Clarke wrote this in a time of phenomenal advances in technology. How might this quote inspire faith or hope in human ingenuity, human progress, human potential?
- Ancient peoples would have been astounded at modern aircraft, computers, and atomic bombs. If we tell ourselves that humanity will exceed our imagination yet again, we start to wonder if there are any limits at all to our potential. Can we solve death itself? That idea can spark incredible faith and hope in ourselves, but is that kind of faith practical or helpful?
- Even if Kim’s confidence in preservation and reconstruction technology holds true, would you share her belief that the emergent intelligence would be “her”? Would a digital copy share a continuity of identity? Why or why not?
- Christians believe that there is some kind of spiritual existence beyond physical death. Does that mean we shouldn’t think about death? How should we prepare ourselves? How should we help others prepare?
- How does our belief in God’s Spirit change our view of mortality? How does faith change our decisions leading up to death?
- When we discuss philosophies or ideologies, we should take time to evaluate the higher ideas in abstract, but we should also look at the ground level—how it impacts people who place their hope in an idea.

Lesson 5 – Video Discussion

Introduction

Teacher’s Note: Throughout the video, the speaker makes comments critical of so-called “prosperity gospel.” Depending on your students’ backgrounds, you may find it better to skip or supplement this talk. Still, we believe this perspective can spark important discussion about the nature and object of our faith.

In this video, writer and theologian Kate Bowler shares how her personal experiences have shaped her response to hardship. She explores ways that Christians try to explain or accept suffering.

As you watch, think about the fears caused by hardship. Besides the fear of pain or loss, when we go through difficult times, what spiritual fears can arise?



“Everything Happens for a Reason”—and Other Lies I’ve Loved | Kate Bowler

Credit: TED

URL: <https://youtu.be/DTcjmlbn5nw?si=y1aVZtWI4dASZ86M>

Listening Handout Answers

- | | | |
|--------------------|---------------|-----------|
| 1. stage IV cancer | 4. understand | 7. cancel |
| 2. optimism | 5. length | 8. cost |
| 3. manage | 6. imprint | |

Discussion

- How did Kate Bowler experience God’s love? What did she point to as evidence for God in her and around her?
- Is it possible to know God’s love even when things seem to fall apart—even when you don’t feel especially blessed?
- Why do you think she was frustrated by the comfort some Christians offered her? Why does a “reason” sometimes seem unhelpful?
- Why are people so anxious to defend God to people facing hardship, pain, and death? Is it possible to show love and let God defend Himself?
- Christian theologians differ about how God’s power or sovereignty interacts with human suffering.
 - » Some think that God actively causes evil and suffering in the world, all as part of His plan to showcase His glory.
 - » Some think that evil and suffering are just an illusion. We simply look past it all to be happy.

- » Others believe that God allows evil and suffering for now, but He will one day defeat it. There may be a higher purpose behind what we endure, but it's impossible to identify that purpose until we reach eternity. For now, we trust that God can turn evil toward good.
- Imagine your friend endures a horrible tragedy, like losing a family member. If you choose to believe that God has a specific intent or purpose behind that tragedy, should you try to convince your friend of that reason? On the flip side, should you try to convince your friend that God has no plan and no power over the situation? How can you show God's love instead?
- How can you prove God's love to people who have problems we cannot fix? How can we comfort someone when God hasn't yet revealed a reason for the pain? Again, even if we believe there is a specific reason for the pain, should we encourage people to trust a hidden reason or to trust a hidden God?
- Scripture wasn't written to answer all our questions about these issues. In similar situations, we read that . . .
 - » Tragedies don't happen to people because they deserve it more than others (see Luke 13:1-5; John 9:1-12). We should respond to suffering by reflecting on our own relationship with God.
 - » Worry won't improve anything (Matt. 6:25-27).
 - » God can turn evil toward good (Rom. 8:26-28), even if we don't yet understand how.

Lesson 6 – Video Discussion

Introduction

These two videos explore two perspectives on the edge of science. When we reach the limits of our understanding, how do we think about the unknown?

As you watch, think about what motivates people to pursue truth.



Where Science Fails, According to a Physicist | Jim Al-Khalili

Credit: The Well

URL: <https://youtu.be/4hpdKQB2ruc?si=jCqXI9BDuoDb1EPi>

What Is Consciousness? - Michael S. A. Graziano

Credit: TED-Ed

URL: <https://youtu.be/MASBIB7zPo4?si=6QSWq6bkpyoFdcoB>



Listening Handout Answers

- | | | |
|---------------|--------------|-----------------|
| 1. unknown | 5. beautiful | 9. threats |
| 2. answers | 6. burning | 10. information |
| 3. analytical | 7. picture | |
| 4. enough | 8. models | |

Discussion

Where Science Fails, According to a Physicist | Jim Al-Khalili – The Well

- Do you think Jim Al-Khalili offers a helpful model for knowledge and ignorance? Why do you think he doesn't want people to think of science as merely "rational" or "cold"?
- What would you say are the limits of physical science? Where does philosophy or theology come in?
- What did you think about the Douglas Adams quote at the end of this video? He said, "I'd take the awe of understanding over the awe of ignorance any day."
 - » Adams was a science fiction author famous for his book series, *A Hitchhiker's Guide to the Galaxy*. He approached the universe with a secular, materialistic point of view, usually picturing religious belief as unhelpful or even harmful. Keeping that in mind, what do you think Adams meant by the "awe of ignorance"? How do some people flock around wonders they intentionally misunderstand—like say, children watching magic tricks and believing that the magician can truly perform something supernatural?

- » Thoughtful Christians can agree with Adams' sentiment. We do want to understand more than we do not understand. But what happens if we chase the "awe" without the work of understanding? The world is full of cheap science books and five-minute explanation videos that seem to offer simple explanations to complex phenomena. If we think that the big problems of science can be tackled in five-minute chunks, we might get addicted to pseudo-scientific opinions and not the tedious, difficult, steady work of factual science.

What Is Consciousness? - Michael S. A. Graziano – TED-Ed

- How would you explain consciousness to a five-year-old? What kind of consciousness do humans have that animals or other objects don't?
- The experiments with P.S. illustrate the distinction between our subconscious and our full conscious awareness. In what ways can our subconsciousness or intuition get our attention? When should we listen to it—and how should we interrogate it? If we rely completely on our feelings or the assumed "models" in our brains, will we make reliable decisions?
- We can think of mental discipline as control over our focus. What kinds of things corrupt our ability to control focus? How do they degrade our ability to think, stay self-aware, and be ourselves?
- The video acknowledges the broad edge of current neuroscience. We can understand just a little about the hardware our consciousness runs on, but the software—the processes, the logic, the code—remains outside our ability to measure or decipher. But if we understand more someday, do you think we'll ever be able to explain or deny our spiritual nature? Why or why not?

Lesson 7 – Video Discussion

Introduction

Teacher’s Note: As always, please preview these videos before showing them in the classroom. Please especially be mindful of students with difficult home backgrounds who might be sensitive to portrayals of conflict and abuse.

The following videos explore the effects of childhood trauma on growth and development. This material may be difficult to watch or think about, but it’s an important step in relating to people who have faced these challenges.

Carer is a generic term used in the UK for a parent, guardian, or other caregiver who takes responsibility for a child or someone with special needs.



How the Body Keeps the Score on Trauma | Bessel van der Kolk

Credit: Big Think

URL: <https://youtu.be/iTefkqYQz8g?si=UBdoA0g0CMImD74B>

Childhood Trauma and the Brain

Credit: UK Trauma Council

URL: <https://youtu.be/xYBUY1kZpf8?si=NpzO5GCLoTW77eFi>



Hannah’s Story - Times Documentaries

Credit: The New York Times

URL: https://youtu.be/koERomh8LWk?si=Dsxms2OsBdABc_oO

Listening Handout Answers

- | | | |
|---------------|-------------|-----------------------|
| 1. fix | 4. wounds | 7. threat |
| 2. experience | 5. future | 8. stresses |
| 3. danger | 6. conflict | 9. Answers will vary. |

Discussion

How the Body Keeps the Score on Trauma | Bessel van der Kolk – Big Think

- When talking about tools to respond to trauma, Bessel van der Kolk emphasizes personal responsibility. He believes people can work to mitigate the effects of trauma, assuming they have help and guidance. Why might some people find that advice discouraging—and why might some find that hopeful?

- In this video, Van der Kolk implied that some psychiatric medications don't produce good results over time. He doesn't object to the use of drugs in general, so what do you think he means? Even if we find that we need to take medication, are drugs a complete solution? What else should we be working on?

Childhood Trauma and the Brain – UK Trauma Council

- What did you find surprising about this overview of trauma?
- Who do you think this video was made for? What message did the producers want to convey?

Hannah's Story – The New York Times

- What uncertainties did Hannah face? How would this affect her ability to trust people? In what ways could she try to reestablish some control?
- Why do you think Hannah's parents seemed unable to care for her?
- Do you think the school officials were helpful to Hannah? Why or why not? As she transitioned back to a normal public school, what challenges do you think she faced?
- If you were part of Hannah's broader support network—like a member of her church—how could you show some patience and understanding? What other resources would be helpful to people in Hannah's situation?

Lesson 8 – Video Discussion

Introduction

These videos present a debate over types of classroom instruction—or rather, whether we need classrooms or instruction at all.

- **Traditional Schooling** in the West generally features specialized teachers and standardized instruction, sometimes tailored to individual student needs and goals.
- **Homeschooling** often employs many of the same goals and methods of traditional schooling, but in the home environment.
- **Unschooling** rejects many of the methodologies, specialization, and goals of schooling, often questioning the value of broad learning altogether.

As you watch, think about what the unschoolers want to communicate through these interviews, and what the producers behind the camera want to communicate, as well.



Free Range Children

Credit: ABC News

URL: <https://youtu.be/aFgVgRvmSeM?si=deHMPK-q61e1rf56>

Extreme Parenting: ‘Radical Unschooling’

Credit: ABC News

URL: <https://youtu.be/XEUzsooa1jE?si=fPB2Ck7fWy-ZbFOO>



Listening Handout Answers

- | | | |
|------------|---------------|------------|
| 1. rhythm | 5. seeing | 9. purpose |
| 2. telling | 6. value | 10. want |
| 3. 150 | 7. center | |
| 4. same | 8. discipline | |

Discussion

- Why do you think the unschooling movement is so attractive to some families?
- When comparing traditional schooling or homeschooling with unschooling, people tend to focus on the difference in setting. But what might be the differences in philosophy?
- What motivates you to learn? Have you ever been pushed to try something you later enjoyed? If you were raised in an unschooling environment, would you have naturally pursued the things you feel you need to know?

- The families interviewed seemed to have a problem with some kinds of discipline. How can Christians discipline—not just punish—their children in love?
- When some of the children wanted to eat an entire bag of cookies, the advisor encouraged the mom to let them, noting that “limits” set up “a scenario of kids sneaking things” (Extreme Parenting, 6:33). How could a Christian describe the value of limits or boundaries in a good home?
- Through unschooling, these parents have given their children a great deal of freedom. But do they seem to teach the responsibility that should come with this freedom? Could every family even afford to give children all these indulgences?
- How might these children relate to teachers in the future—whether formal teachers in a college classroom, or informal teachers at a workplace or social group? Can all learning be self-directed?
- These two videos were created by some of the same producers a few months apart. The repetition suggests that audiences responded strongly to these stories. Why do you think people care so much? What do you think is the message or point of these videos?

People care a lot about how children are raised. Children don’t choose their own family, nor are they old enough to understand much of what happens to them. Because of this innocence, and because children represent our future, we tend to form strong opinions about childhood discipline and education.

Christians must approach these debates carefully. We can find a great deal of wisdom in Scripture about raising children well, but when we try to present this wisdom to others, we should help people understand that biblical wisdom is founded on love and truth. We must show care to children and also push them toward what is true and right.

Lesson 9 – Video Discussion

Introduction

These videos offer a picture of parenting in a difficult environment—prison. For many people, imprisonment is the biggest wake-up call they ever receive, so even behind bars, parents try their best to fulfill their responsibilities.

- People working in rehab and corrections may use **program** to refer to classes and meetings designed to help people overcome addictions or other harmful behaviors. Alcoholics Anonymous is one example.
- **Recidivism** refers to the likelihood of a criminal committing another crime after release from prison.



Raised in Prison: How Incarcerated Mothers Parent Their Babies Behind Bars

Credit: NBC News

URL: https://youtu.be/gSNDJ-oKh6Y?si=fRci_i1TxCjLhjaX

Mothers Behind Bars Get to Reunite with Kids for a Day

Credit: ABC News

URL: <https://youtu.be/T431Yqpzc2E?si=EwxG0pCEN-EY4VnE>



Listening Handout Answers

- | | | |
|------------|--------------|-----------|
| 1. 8 | 5. addiction | 9. hurt |
| 2. a year | 6. mom | 10. could |
| 3. actions | 7. 3 | |
| 4. prison | 8. 70 | |

Discussion

Raised in Prison: How Incarcerated Mothers Parent Their Babies Behind Bars – NBC News

- The video referenced studies that claimed health benefits for babies kept with their mothers. Which do you think would be more difficult for a child—separation from the mother at birth, or separation from the mother after one year? How would you investigate this question?
- One of the mothers had Scripture verses written and pinned up in her room. If she was part of a church community, how do you think that congregation could help her while she was imprisoned?

- The video profiled one mother who, after release, was provided housing and a drug treatment program, as well as assistance from a social worker and a mentor. How could a church support the services offered by these agencies and nonprofits? What's the value of churches helping mothers directly—and what's the value of helping indirectly through other organizations?
- Imagine that you are a child advocate assigned to an unborn baby whose mother is about to be incarcerated. A judge asks you to recommend whether the mother should be allowed to raise her child for a year in a prison nursery. Your job is to determine what's best for the child. What questions would you ask before making your decision?
- The end of this video highlights a longstanding debate about incarcerating people over illegal drugs. Under what circumstances do you think prosecutors should recommend jail time for these offenders, and when should people go to rehab under parole?

Mothers Behind Bars Get to Reunite with Kids for a Day – ABC News

- The producers for this video wanted to present a compelling story for their viewers. Did the interviewer seem exploitative, or was this a helpful way to highlight the challenges faced by these families? How do you feel about the overall presentation?
- Imagine you're a parent who has just gotten out of prison after five years. How would you try to support your family? How could you rebuild your relationships?
- Think about how the mothers in this video talked about their own actions. What attitudes help you believe that people will avoid reoffending?
- The father interviewed in this video made several sacrifices to allow his children to see their mother a couple times a year. Do you believe his effort was worth it?

Lesson 10 – Video Discussion

Introduction

The following video is a summary of an ethnography conducted by several anthropologists.

Cultural anthropologists study the many ways humans express themselves—from high culture like classical music, to simple things like the way we learn to brush our teeth. An **ethnography** is a study that tries to capture the practices and motivations within a particular culture.

This video does not focus on an isolated mountain village somewhere. Instead, the subjects are dual-income, middle-class American households—and specifically, how they gather and store their *stuff*. As you watch, think about what people reveal about themselves through the things they stack around them.



A Cluttered Life: Middle-Class Abundance

Credit: University of California Television

URL: <https://youtu.be/3AhSNsBs2Y0?si=ISd3Pr9QrXplsJCE>

Listening Handout Answers

- | | | |
|-------------------|----------------|---------------------|
| 1. 32 | 5. convenience | 9. contested |
| 2. global history | 6. 6 | 10. master bedrooms |
| 3. women/mothers | 7. kitchen | |
| 4. 40 | 8. home | |

Discussion

- Thinking of all the ethnographers' findings, what surprised you most?
- This ethnography took place in the early 2000s among middle-class American families where both parents worked at least 30 hours a week outside the home. What do you think might be different in households today? How do you think technology or culture has changed home organization?
- The ethnographers found that women and mothers often remarked on clutter they felt responsible for. What could other family members do to support them?
- One researcher suggested that Americans have many ways to acquire stuff, but far fewer ways to get rid of stuff. What are some productive ways to get rid of things cluttering your home space? What habits can help you do this regularly?
- Think about all the reasons people acquire more stuff—more toys, food, media, and so on. Imagine that you're a parent running a busy household. What reasons would tempt you the most?
- One ethnographer talked about “child-centered” houses. In what ways can this be good? In what ways can this be bad?

- The ethnographers talked about the abundance of prepackaged or “convenience” foods. What are some alternatives that take up less space? That are healthier? That promote family mealtime?
- In all this busy-ness, how can Christian families keep in touch with each other? How can they check in emotionally or spiritually?
- Is the kitchen the “command center” in your home? If so, how can you make this space better for yourself and your family?
- The ethnographers found that master bedrooms were a retreat for parents. How do you carve out space for yourself at home? How can you respect other peoples’ space when they need to be alone or recharge?

Lesson 11 – Video Discussion

Introduction

The following videos introduce concerns and challenges that many children face—sooner or later. As we grow older, our parents may need different kinds of help and support from us. This can be difficult for many reasons, especially if we have a complicated relationship with them. As we’ve explored in the last few lessons, it’s helpful to try to understand our parents’ perspectives and recognize that they are imperfect humans, just like us—and that we all need God’s grace.



Health: Child Caregivers

Credit: The New York Times

URL: <https://youtu.be/eqshfSbecIg?si=XZXD2d4DBnKGw6IP>

U.S.: A Personal Lesson in Geriatric Care

Credit: The New York Times

URL: <https://youtu.be/U0PPxK3Ets8?si=mpXVj3nLqHDnh-u3>



How Jim Lee Became a Comic Legend

Credit: Big Think

URL: <https://youtu.be/wywUOK8BTME?si=XsYFrV-XtuKd3bsi>

Listening Handout Answers

- | | | |
|------------|----------------|----------------------|
| 1. outside | 5. grandmother | 9. shoulder |
| 2. home | 6. needs | 10. blame division |
| 3. air | 7. childhood | |
| 4. two | 8. comic books | |

Discussion

Health: Child Caregivers – The New York Times

- Under what circumstances do you think it’s good or healthy for children to care for their parents? When can it become overwhelming or detrimental?
- How do you think parents feel when they need this kind of support?
- How can churches or other communities support families with these needs?

U.S.: A Personal Lesson in Geriatric Care – The New York Times

- What value does empathy have in medicine or caregiving?
- Can you think of other jobs where it would be helpful for trainees to be on the receiving end of their work?

How Jim Lee Became a Comic Legend – Big Think

- Based on this video, what good things did Jim Lee's parents offer him? How did they support him, even when they didn't understand or agree with his choices?
- Lee's parents also introduced some challenges and friction. How does Lee view these difficulties now? How does he offer acceptance or understanding?
- Even though Lee doesn't blame his parents, what does he do differently for his children?

As you think about these three videos, what skills or resources will we need to take care of our parents or guardians in the future? How can we prepare in later adulthood, and what kind of attitude or stance should we take toward our family? Will empathy be important?

Lesson 12 – Video Discussion

Introduction

Online platforms give us many different ways to connect with people, but not all of those connections are healthy, especially when they replace or subvert the connections we have with loving, in-person friends and family. This has led psychologists to popularize the concept of ***parasocial relationships***.

A ***parasocial relationship*** is a kind of one-sided connection that exists outside of conventional, face-to-face interactions, like between a celebrity and an unknown fan. The relationship may have emotional value to the fan, but only financial value to the celebrity.

The following videos explore ways that online-only relationships have perhaps been unhealthy for us.



Inside the Daily Life of a Live Streaming Star in China

Credit: The New York Times

URL: <https://youtu.be/DInfiULnmMY?si=9OS2ue6t8V168N6I>

Chronically Online: The Epidemic of The Century

Credit: TEDx Talks

URL: https://youtu.be/HpLJtpktsC0?si=0Bdjj3i4dFwC_djV



Listening Handout Answers

- | | | |
|--------------|----------------|--------------|
| 1. donations | 5. sedentary | 7. limits |
| 2. spiritual | 6. conditioned | 8. encourage |
| 3. replace | value | |
| 4. 6 | boundaries | |

Discussion

Inside the Daily Life of a Live Streaming Star in China – The New York Times

- This video presents one look at the streaming business and culture in China. How do you think it's different from the US? How is it similar?
- In the video, Jin He's handler tried keeping her focused on her work. Do you think the handler has Jin He's best interests in mind? Does the agency consider Jin He replaceable?
- Why do you think Jin He decided to become a streamer? Do you think she'll be able to transition to what she really wants to do?

- Think about the training that the live streamers received from their agency. What parts of this training surprised you?
- Why might someone watch or donate to a streamer like Jin He? What circumstances or attitudes can contribute to an obsession?
- In the video, one viewer describes his parasocial investment as a truly close relationship. Do you think he's right? Why or why not?
- What are the dangers of becoming emotionally invested in people that neither know nor care for you?
- Consider what Jin He's viewers see on-stream, and compare that to the things happening just out of frame—or after the stream ends. What might ruin the fantasy of the average viewer?
- Jin He wasn't allowed to show certain emotions to her viewers. In the West, streamers might be more open with their struggles. But how can this emotional vulnerability become manipulative, as well?

Chronically Online: The Epidemic of The Century – TEDx Talks

- What did you think about Alana Lintao's advice? Do you think she has a good grasp of the problems facing social media users?
- Lintao mentions a shift in value systems. What desires or gratifications do some platforms push on us—perhaps in opposition to what Scripture encourages us to value?
- Lintao contrasted our real friends versus online celebrities. Why might it be easier to obsess over a famous personality online instead of interacting with the real people close to us? What do we get out of these different kinds of relationships?

Lesson 13 – Video Discussion

Introduction

Teacher’s Note: From 1:57–2:37, the “Life After Hate” video includes footage from a heavy metal concert performed by white nationalist neo-Nazis. Please preview this footage in case it violates content guidelines at your school. Some teachers may need to skip this segment.

The following videos explore the impact of friends—good friends, bad friends, or no friends at all. As you watch, think about how our friends influence our choices, and how our choices influence the kinds of friends around us.

The ***Anti-Defamation League*** is an organization that tries to correct lies and smears against Jewish people. It was founded in 1913 to combat antisemitism in the United States and worldwide.



WTTW (Jay’s Chicago): ‘Life After Hate’ and Christian Picciolini

Credit: WTTW, Christian Picciolini

URL: <https://youtu.be/HewXzXjCjXc?si=IxTolwUOPSHmAldR>

Challenges Facing Foster Kids Aging out of the System

Credit: NBC News

URL: <https://youtu.be/CspBM1jrQoM?si=EbPC3JIOVW-zvDZm>



Listening Handout Answers

- | | | |
|------------------|------------|--------------|
| 1. concentration | 5. justify | 9. life |
| 2. 14 Jews | 6. 7 | 10. catch-up |
| 3. black | 7. caring | |
| 4. mother/mom | 8. taxes | |

Discussion

WTTW (Jay’s Chicago): ‘Life After Hate’ and Christian Picciolini

- What do you think attracted Picciolini to this group? What help or guidance do you think it offered? Why do you think he was singled out for recruitment? What makes someone vulnerable to joining a group that would isolate them and maybe even put them in danger?

- When are we more likely to overlook serious problems in someone? What kinds of excuses do people make for their friends? How do we keep a good perspective on our own friends without being too critical or judgmental?
- Picciolini was a member of a band that spewed a variety of violent, racist messages. These songs played on repeat for a variety of high-profile white nationalists, including the one who shot nine people in a church in Charleston, South Carolina in 2015. What role does music play in building culture? What attracts people to music that has messages they know aren't loving or true? How can music be used to affirm or exploit people?
- How would you feel if you woke up halfway through your life and realized that you had sacrificed so much to a hateful cause? What might you be tempted to do? There's nothing you can do or say or pay to take back the hate you've put out into the world, so how do you make amends?
- Not everyone would want to be so public about their turn against neo-Nazism. What are the risks of speaking out against a hate group, especially if you're a former member?
- After Picciolini started speaking out against neo-Nazis, organizations like the Anti-Defamation League had to decide if he had really changed. How can you tell if someone has sincerely turned against such a movement?
- Picciolini's personal change was sparked by new friendships—and indeed led to new friendships while much of his old life fell apart. How can good friends encourage and affirm our growth, even when that growth is difficult?

Challenges Facing Foster Kids Aging out of the System – NBC News

- Dimitri is facing early adulthood with a variety of challenges. The state clearly can't help him with all of these. Which challenges can a good mentor or friend group help him with? How could church or community groups help?
- The reporter notes that Dimitri lacks some basic skills that make his day-to-day life more difficult. Not every parent teaches these skills to their children. How can we take responsibility and learn for ourselves? How can we encourage our friends to grow, too?
- Franco Vega tries to help young people understand that the suffering they've faced isn't their fault, "but it is their life." Do you think this is a good mix of sensitivity and encouragement? Can we help people if they're convinced that their entire lives are dictated by the choices of others? How does Vega's saying help kids start to take responsibility for the path ahead?

Lesson 14 – Video Discussion

Introduction

A lot of people aren't happy about where they grow up. They want different communities, different friends, different experiences. But sometimes choice—or the *illusion* of choice—can discourage us from adapting and growing. As you watch the following videos, think about the ways choice may or may not be helpful.



Too Much Choice?

Credit: ABC Science

URL: <https://youtu.be/ELNibAVpiWw?si=WY4AuyIA2P7cyKj9>

Cohousing Communities Help Prevent Social Isolation

Credit: PBS NewsHour

URL: https://youtu.be/DmWrx0ntATU?si=golgZeUf_ggGCfML



Listening Handout Answers

- | | | |
|------------|---------------|------------------|
| 1. mantra | 5. maximizers | 9. homes |
| 2. regret | 6. cohousing | 10. independence |
| 3. 7 | 7. isolation | |
| 4. freedom | 8. ties | |

Discussion

Too Much Choice? – ABC Science

- How can you tell when someone is being too “picky” about their friendships? How do people keep themselves stuck in their own small social bubble?
- Anthropologists and researchers sometimes talk about “friendship criteria”—the conscious or unconscious set of limits on who you’d choose as a friend. Our environment can greatly impact our friendship criteria. People in big cities, for example, tend to be more picky or deliberate about their relationships, while people in rural areas may have to accept whoever lives nearby.
- If you live in a bigger community with lots of choices for friends, how can you remind yourself to be more friendly to people who don’t seem like an attractive friend, at first?
- And if you live in a smaller community without many choices, what are some firm qualifications to distinguish between good friends and bad? Even if you have few options, when should you stay away from someone?

Cohousing Communities Help Prevent Social Isolation – PBS NewsHour

- Think about your daily life, as compared to people in cohousing communities. If you were to move into one of these neighborhoods and live that closely with others, what choices would you give up? What duties or responsibilities would be new for you?
- On the flipside, what would you gain by living so close to people outside your family or age group. How can your non-peers help you grow socially? If you spend all your time around people your own age, going to events and programs designed specifically for you, what do you miss?
- Cohousing might seem strange to Westerners who are used to being isolated in their single-family houses or apartments. But have humans always lived so far apart from each other?
- In what ways can churches provide these same kinds of communal experiences? What happens when churches encourage young people to spend time with older people?

We cannot and should not become close friends with *everyone*, but Christlike people will look for ways to connect with *anyone*.

Lesson 15 – Video Discussion

Introduction

The following videos are about listening, and they cover themes similar to what we've discussed over the past few lessons.



Techniques for Talking to Strangers

Credit: The Atlantic

URL: https://youtu.be/QOBCJ_71Y4s?si=0X0gk2_qrbA7H4Zh

The Art of Active Listening

Credit: Harvard Business Review

URL: <https://youtu.be/aDMtx5ivKK0?si=a0Z3nx0GHXd3VptA>



Listening Handout Answers

- | | | |
|--------------|----------------|------------------|
| 1. alone | 5. interaction | 8. information |
| 2. object | 6. Task | 9. comprehension |
| 3. worldview | Relational | |
| 4. body | 7. agenda | |

Discussion

- What bits of listening advice had you never heard before? Which bits did you think were helpful? Was there any advice that seemed unhelpful or out of touch?
- The presenters in these videos shared a few “sticky” images to help people remember their points. What imagery do you think was helpful?
- Why do some people simply not want to listen? Why don't some people want to put in the effort?
- If someone told you that they cared about you—perhaps even did kind things for you—but never stopped to listen to your most important thoughts, could you consider them a good friend?
- Amy Gallo talked about listening without “judgment.” Obviously, people will form opinions about what they hear—for good or bad—so what did she mean? Have you read any Proverbs that offer similar advice?
- These videos focused on being a good listener, but how can we make it easier for our friends and family to listen to us? How can we respect people's effort to listen?
- Scripture places a big emphasis on loving communication. Besides listening, what other broad skills should we develop?

Lesson 16 – Video Discussion

Introduction

There's a lot of debate over social media and how it's affected us and our broader culture.

- How would you summarize the good offered by social media? What are the positives of these platforms and technologies?
- On the flipside, what are the negatives? How can social media get in the way of true connections?

The following videos explore some healthy and unhealthy ways we connect with people. As you watch, think about the ways technology can enhance or detract from our friendships.



How social media sabotages your brain's friendship mechanism | Arthur Brooks

Credit: Big Think

URL: https://youtu.be/ZxKRIX5vRg8?si=ABm7FZa_BGdeyEH4

Train your brain's emotional intelligence with metacognition | Arthur Brooks

Credit: Big Think

URL: <https://youtu.be/ICKfj9pMm7Q?si=-EAxLGLsqTtFp6uO>



Former Friend to Fake Heiress Anna Sorokin on How She Says She Was Conned out of \$60K

Credit: ABC News

URL: <https://youtu.be/TsV1TT1PIY0?si=Rm0xYYcgQ6oBcjbW>

Listening Handout Answers

- | | | |
|----------------|------------------|-------------|
| 1. hearts | 5. limbic | 9. millions |
| 2. friends | 6. metacognition | 10. 62 |
| 3. eye contact | 7. emotions | |
| 4. complement | 8. happier | |

Discussion

How social media sabotages your brain's friendship mechanism | Arthur Brooks – Big Think

- Arthur Brooks noted that a lot of young people feel uncomfortable interacting with others in-person—that it doesn't “feel right.” What dangers or risks do we face when dealing with people in real life? When technology “mediates” our relationships, what does it shield us from—for good or bad?

- If you had a friend with social anxiety—who never wanted to talk to people in public, who always stayed home—how could you help that friend slowly gain confidence? What places and groups would help that person start to open up, at their own pace?
- Brooks presents oxytocin as a sort of physiological reward for good, in-person relationships, but he probably wouldn't suggest that oxytocin is our primary reason for connecting with people. What can drive us to connect with people and serve them even when we don't get positive feelings out of the interaction?

Christians try to look beyond materialistic motivations for relationships, but we should also recognize the physical gifts that God gave us—the feelings and capacities for recognizing healthy, happy connections. We have the God-given ability to enjoy good relationships.

Train your brain's emotional intelligence with metacognition | Arthur Brooks – Big Think

- Many people fear in-person interactions because they worry about embarrassing themselves in some way. We might overreact or say something weird. But when we avoid in-person relationships, we can make the awkwardness much worse over time. So where can we learn to “think about our thinking” and practice metacognition? What are some safe areas to train and develop?
- After watching this video, how would you summarize the purpose of our feelings?

Love and joy are not controlled or motivated by hormone levels. But God gave us natural gifts to help connect with others and reinforce what good relationships feel like. So we don't ignore our feelings—we listen to them, interrogate them, discipline them, and then make choices beyond them.

Former Friend to Fake Heiress Anna Sorokin on How She Says She Was Conned out of \$60K – ABC News

- How do you think Anna was able to convince people around her that she was rich and successful? In what ways has social media made this easier? What's the attraction of being seen around wealthy people?
- Do you think Anna and Rachel were ever truly friends? Why or why not? What does friendship require more than mere fun?
- At the end of the video, the reporter and Rachel agreed on one common piece of advice: “Trust your gut.” What does that mean? Do you think Rachel followed her “gut” while spending time with Anna? To help people avoid bad friends, what would you add to this advice?

Lesson 17 – Video Discussion

Introduction

The following two videos bring up some important topics about forgiveness and reconciliation.

- The first video features actor Laurence Fishburne reading a famous letter from a formerly enslaved man after the US Civil War. The man, Jourdan Anderson, had escaped slavery and settled down with his wife in a free state, but after the war, his former master wrote and asked him to return to the plantation. The video features the reply from Jourdan. You might find this letter in literature courses, partly because it's a brilliant example of understated rhetoric. As you listen, think about the points that the writer makes without a lot of argumentation.
- The second video features a former pastor who no longer believes in God. His decision to step away from his faith wasn't just a theological one—but also a relational one. Imagine how you might feel if you were once part of his church. How would you relate to a former Christian leader? How could you still offer love and kindness?



Laurence Fishburne Reads a Former Slave's Incredible Letter to His Old Master

Credit: Letters Live

URL: https://youtu.be/evi_i7R0SFQ?si=WBC0hak5j74braWe

Bible Belt Atheist | Op-Docs

Credit: The New York Times

URL: <https://youtu.be/54tHbaHci3A?si=g9xuJulAQODpZu7r>



Listening Handout Answers

- | | | |
|-----------|---------------|-----------------|
| 1. stable | 5. traditions | 9. conversation |
| 2. shoot | 6. happiest | 10. have |
| 3. wages | 7. betrayal | |
| 4. hire | 8. scary | |

Discussion

Laurence Fishburne Reads a Former Slave's Incredible Letter to His Old Master – Letters Live

- Why would a former slaveowner try to get one of his freed slaves to return from another state? Why do you think the plantation owner couldn't hire labor locally? Why did he imagine that Jourdan might want to come back?
- How does Jourdan show civility, courtesy, or even forgiveness toward his old master? But what keeps him from offering any trust?

- Was Jourdan being cruel or mean-spirited by setting these boundaries and requests? Even if he didn't offer it seriously, was his "test of sincerity" fair?
- Many people ask for forgiveness or restoration before they've made any effort to make amends. When is it appropriate to expect people to earn back trust? How did Joseph—the man sold into slavery by his brothers—test his family's sincerity?
- Jourdan alludes to 1 Timothy 5:18 when he notes that the laborer is worthy of his hire (5:23). Christians around his old plantation may have used Scripture to excuse slavery, but what biblical principles might he have learned in his new church? What makes slavery or "man-stealing" incompatible with Christian life? We'll cover biblical perspectives on slavery in Lesson 25.
- Jourdan asks for assurances that his "good-looking" daughters would be safe at the plantation, noting, "you know how it was with Matilda and Catherine." After you understand the dead seriousness behind this statement, do you imagine that Jourdan has any intent to return? What then is the point of this letter?
- This letter represents an extreme example of the difference between forgiveness and restoration. But even in positive, non-violent, non-abusive relationships, what are some ways we can earn back trust after we've hurt someone?

Bible Belt Atheist | Op-Docs – The New York Times

- Imagine you were in a similar church, and your pastor suddenly denied the doctrines of Christianity. How do you think you'd feel? Would you consider that pastor an enemy, or could you maintain a new kind of relationship? If the pastor suddenly repented and declared a belief in God, would you want your church to put that same pastor back into the same position? If not, how else could you pursue reconciliation?
- Jerry DeWitt no longer believes in God, but he's brought some of his old culture and mannerisms with him. How does his new career mirror his old one?
- DeWitt speaks to groups of atheists in what looks a lot like small church meetings. What do you think those people are looking for? Why would people gather to talk about the absence of God? How are these functions important to any community?
- DeWitt was the pastor of a Pentecostal Christian church, but articles about DeWitt might call them "evangelical Christian" or "fundamentalist Christian." How are these terms used in broader culture? What do people associate with these terms—fairly or not? How might media use or misuse them?
- Imagine you want to take a leadership role at your church—maybe even go into full-time ministry. What are some good reasons for seeking this position, and what are some bad ones? How can you make sure you pursue leadership in a way that's healthy for the church as a whole? How is *ministry* different from a *career*?
- Imagine you have a friend at church who expresses doubts about some big truths in Christianity—like the existence of God Himself. What kinds of responses would drive that person to stay quiet or even leave the church? On the other hand, how could you help someone acknowledge and explore doubts in a healthy way? How can churches give people a chance to work through doubts without worrying about judgment or shaming?

Lesson 19 – Video Discussion

Introduction

Faith is a powerful force, but it is only as good as its object. People who trust God—the loving, powerful, just God—can magnify good to the world. But when people trust in human leaders—especially selfish, manipulative, undisciplined, power-hungry leaders—then they will multiply evil and suffering.

Any extreme ideology and religion can become dangerous when people elevate their goals and beliefs over love or human life itself. It's easy for Christians to point out those tendencies in faraway cultures, but sometimes, false religions will wrap themselves in the trappings of our faith. They claim the authority of Christ without representing His truth.

As we'll note in the coming lessons, Jesus warned His disciples that not all those who call Him “Lord” are part of His kingdom (Matt. 7:21). The New Testament repeatedly warns against false teachers and fake prophets.

The following videos highlight two separate cults that include pseudo-Christian traditions.

- The **Unification Church**, also called the “Moonies,” was founded by a South Korean man named Sun Myung Moon, who claimed that Jesus appointed him to establish the physical kingdom of God on Earth. Moon appropriated and cherry-picked Christian doctrine to support his political efforts, notably denying the central Christian belief that Jesus is God.
- As you'll see mentioned in the video, Moon promoted “holy” or spiritual marriages by encouraging Church members to take part in mass marriage ceremonies, often with little or no introduction to their future spouse. Moon himself had an abrupt marriage to his second wife when he was 40 and she was 17. Moon died in 2012, leaving Church control to his wife.
- The Unification Church today is headquartered in South Korea, but it exerts some influence over US culture through its political lobbying and media holdings, including *The Washington Times*. In Pennsylvania, the founder's son runs an offshoot sect which has been involved in a variety of extreme political activity, including the attack on the US Capitol Building on January 6, 2021.
- The **Ku Klux Klan** is a broad array of national and local organizations that have historically advocated for the removal or killing of non-white persons. Many KKK members misuse Scripture to bolster their views.
- **Deprogrammers** try to break the conditioning that keeps people loyal to a cult. Their work is sometimes controversial, but many deprogrammers argue that some cult members need to be rescued from abusive situations—even if it's against their will.
- People use the phrase **benign cult** to refer to a small religious sect, outside of major religious traditions, that poses little or no harm to its followers.



Ex-Cult Member Explains How He Escaped the Moonies

Credit: VICE

URL: <https://youtu.be/sIFUtQQM1Ow?si=ddToj9kUcKou0jtH>

Inside the New Ku Klux Klan

Credit: ABC News

URL: https://youtu.be/vu0NuJ7mcgk?si=My-B-XJ6_VHM6LIX



Listening Handout Answers

- | | | |
|-------------|----------------|-----------------------|
| 1. weddings | 3. fundraising | 5. reality |
| 2. 3 | 4. loaded | 6. Answers will vary. |

Discussion

- Why do people consider these cults dangerous?
- Steven Hassan says that cults often use techniques like “thought stopping” and “loaded language.” Have you heard these phrases before? What do you think they mean?
 - » Abusers and manipulators will **thought-stop** by immediately and sometimes angrily shouting down any comments or conversation that they see as critical. This might be a demand to stop talking, or it might involve a “what-about-ism,” where the speaker ignores a criticism and quickly attacks the other side. This technique doesn’t address concerns; it just conditions people to never bring up problems at all.
 - » **Loaded language** is another rhetorical tactic. Here, people learn to speak in vague, emotionally loaded terms that discourage discussion or criticism. Instead of explaining in clear ways what they believe or what they want, cult leaders might frighten people into silence with strong, cryptic declarations.
- These cults sometimes call themselves Christian, but what critical Christian attributes do they lack? How do their goals differ from the goals of Jesus Himself? How can true believers distinguish themselves from people who pervert the message of Christ into something abusive or violent?
- The KKK Grand Wizard believed that if Barack Obama was re-elected for a second term, a “storm” or civil war would come to the U.S. Why do you think so many cults form around apocalyptic warnings? What keeps cults alive even when their prophecies don’t come true?
- Why do you think cult members withdraw from people who try to argue and convince them that they’re in an abusive situation? What’s a better tactic?
- What do you think led people into these insular groups? What do these groups offer?

- How can we believers show compassion to people stuck in harmful ideologies? How can we guard our churches and communities against beliefs that make people feel trapped? How do we encourage true, individual faith instead of mere conformity and coercion?
- Many people throughout history have twisted Scripture to promote hatred, division, and greed. Scripture itself warns us of this. Do you think anger is an appropriate response to these people? If so, what limits should we put on our anger?

Lesson 20 – Video Discussion

Introduction

The following videos show Christians who attempt to minister in unusual places or in unusual ways. As you watch, think about why these people might offer church services in this way. Do they just want attention? Do they want to put their own unique spin on the faith? Or do they see needs unmet by traditional churches?

The **metaverse** is a term that some tech companies have applied to an integrated set of applications for virtual reality headsets. Investors hoped to create a virtual world in which people could work, play games, shop, and meet up in social spaces. The initial wave of metaverse apps in the early 2020s failed to gain widespread interest.



Pastors Take Church to the Metaverse

Credit: CNBC

URL: <https://youtu.be/06NXJjahuFM?si=569LwYnU3Gqsa1w3>

Why San Francisco Church Planting Is Like Launching a Startup

Credit: CNBC

URL: <https://youtu.be/Kp88OcLpQL4?si=uY6U9TZOADv6EuEU>



Hymns for Home, in Arabic

Credit: The New York Times

URL: <https://youtu.be/6b1HtaYAQOo?si=UH-r-keNjGOu87Ex>

Listening Handout Answers

- | | | |
|---------------|-------------------|---------------------|
| 1. metaverse | 5. minister | 9. Arabic |
| 2. missionary | 6. openness | 10. justice peace |
| 3. open | 7. sustainability | |
| 4. 61 | 8. political | |

Discussion

Pastors Take Church to the Metaverse – CNBC

- What did you think about this church's approach to technology? What might be some benefits? What about drawbacks?

- The metaverse might be a passing fad until VR technology gets better. Until then, are there ways churches can reach out online while not undermining in-person communities?
- How did you respond to the depiction of ordinances in VR (2:50)? Does baptism or communion fulfill the same purpose or function when practiced virtually?

Why San Francisco Church Planting Is Like Launching a Startup – CNBC

- One leader summarized his church planting movement as “American entrepreneurialism and capitalism displayed through Evangelical Protestant Christianity” (0:45). How might different people react to that mix of ideas? Does everyone have a positive view of capitalism? Capitalism can offer positive things like structure, direction, and funding, but how does the core of Christian ministry differ from capitalistic efforts?
- One pastor said that since people are spending so much of their lives online, churches should reach out in those spaces (3:11). In what ways can online outreach be helpful, and in what ways can it fall short—or even be counterproductive?
- The CEO of the church planting group Transforming the Bay with Christ said that her organization wants to “delight our customers,” “serve people,” and “have people centered design at the focus of what we do” (5:20). What do you think she meant by this? Is it possible that some Christian leaders could take that mission and apply it in unhelpful ways?

Hymns for Home, in Arabic – The New York Times

- This video featured a Lutheran church, but its attendees came from many different denominational backgrounds—including some with serious doctrinal differences. Why did these Christians still want to meet together? What challenges would church leaders face by simply speaking and worshiping with these people?
- The pastor noted some heated political discussions among some churchgoers (3:19). How can Christians promote unity despite differing opinions?

In these videos, some ministers said they wanted church-goers to feel like they can “open up.” Why would believers want this? How can traditional churches encourage people to be open or transparent—in a healthy way, and at their own pace?

Lesson 21 – Video Discussion

Introduction

Throughout the twentieth century and into the twenty-first, Chinese government officials have tried to suppress the Christian church. Communist officials have long considered Christian doctrine and practice a threat to the complete authority demanded by the state. Chinese Christians worship an authority higher than the government, and the government worries that believers are vulnerable to so-called Western ideologies.

However, despite decades of persecution, Christian churches in China have endured—even thrived. Banning, arresting, and killing Christians hasn't seemed to work, so some officials have adopted more pernicious tactics.

Today, the Chinese government allows a version of Christianity called the “Three-Self Patriotic Movement,” which is self-governed, self-supported, and self-multiplied. This church attempts to fix the unruly and foreign problems in Christianity. Though much of the approved doctrine seems straightforward, there are a mix of explicit and implicit bans on certain parts of Scripture. Preachers cannot say that God claims higher authority than the state, and they cannot speak much about end times doctrine, which would imply that the state would one day end. There are also a host of doctrines that can never, ever be taught to children.

The following videos offer a couple different perspectives on Christianity in China today. As you watch, think about how people perceive the success or health of a church. What should we look for to judge whether a Christian community is doing well?



Christianity in China | Simon Reeve: Sacred Rivers

Credit: BBC Earth

URL: <https://youtu.be/SuLgn1KOMil?si=IZZRUJa9bNaA6KSN>

Bible Downloads Banned in China

Credit: BBC News

URL: <https://youtu.be/iqeg8vLlx7c?si=BoOy-CxyprFc0gaA>



Is China Rewriting the Bible?

Credit: Radical

URL: <https://youtu.be/CWbgS3lO978?si=GLNeMbDigpfD38ix>

Listening Handout Answers

- | | | |
|--------------|-------------|------------|
| 1. communist | 5. detained | 9. terms |
| 2. 400 | 6. prayer | 10. sinner |
| 3. offense | 7. prints | |
| 4. online | 8. minute | |

Discussion

- Based on the videos you just watched, what challenges do Chinese Christians face? In what ways are they different from challenges in your country—and how are they similar?
- Which do you think is easier to restrict—physical copies of the Bible, or digital copies? What risks do people take trying to store or distribute these copies?
- Christians can honorably serve their own government, but when does this relationship become a problem? How can nationalism or politics twist our focus?
- What did you think of the revision to John 8? Why do you think a government official would prefer that version of the story?
- There are inconsistent reports of edits and tweaks to Chinese Bibles. It's not clear that there's a single approved version yet. But perhaps the confusion is part of the point. If you were a Christian in China, how would you respond to radically different passages?

Christians in China need prayer, especially since immediate, practical solutions are limited. When Western politicians try to pressure the Chinese government about religious freedom, it only seems to confirm that Christianity is a propaganda tool. When Chinese Christians try to demonstrate their obedience to the Communist state, they're often told to change their doctrine. Christians in China need God's grace, like we all do.

Lesson 22 – Video Discussion

Introduction

How does our culture define a “smart” person?

In previous generations, so-called smart people knew a lot of information or had a lot of skills. They might have spent time reading books while most kids played outside. But today, information is everywhere. To gather knowledge and wisdom, we have to pick out the little bit of signal from the ocean of noise. We have to find the small truth among the big lies, the jokes, the trolling, the catastrophizing. And then we have to give our brains some quiet time to process and think. Playing outside—getting away from all the information and noise—has become the weird thing to do, but perhaps the smart thing to do.

The following videos explore two sides to modern personal scholarship. First, we build defenses against lies, jokes, and all the other noise. That’s the healthy kind of skepticism. And second, we find ways to build up knowledge and wisdom with our own unique gifts.



Birds Aren’t Real: The Conspiracy Theory that Satirizes Conspiracy Theories

Credit: 60 Minutes

URL: <https://youtu.be/lsgnrYog6W0?si=lv-JiV67dOj35xw5>

There Are 8 Classes of Intelligence. Which Are You? | Howard Gardner

Credit: Big Think

URL: <https://youtu.be/ylyDYKizNjM?si=uEQQQPVGnlij2Xpk>



Listening Handout Answers

- | | | |
|-----------|----------------|------------------|
| 1. drones | 4. power lines | 7. Spatial |
| 2. laugh | 5. Linguistic | 8. Interpersonal |
| 3. 10 | 6. Musical | 9. Naturalist |

Discussion

Birds Aren’t Real: The Conspiracy Theory that Satirizes Conspiracy Theories – 60 Minutes

- What is a conspiracy theory? How is it different from any other thought or explanation? What makes grand conspiracies attractive to people? Why would people invest so much of their time thinking and talking about conspiracies?
- Do you think Peter McIndoe’s campaign is a good idea? Do you think it educates people about misinformation and skepticism, or does it just add to the noise?
- How many conspiracy theories do you think started as a joke—then became something that people took way too seriously?

- Have your literature or social studies classes included any lessons on media literacy? What have you learned about spotting false information and stories online?
- Many online platforms employ algorithms that promote content based on engagement, not truth, value, or positivity. So even if you make a solid, educational video that viewers will like, it may still get buried by videos that spark thousands of angry, sad, or trolling comments. Online platforms don't want you to watch a few videos, feel challenged and contented with what you've seen, and then move on with your day. Rather, many algorithmic trends push you deeper and deeper into a cycle of provocative, useless, time-filling material that exploits your feelings without actually giving you a way to process them. Conspiracy content—the kind that teases hidden knowledge or a higher reality—thrives on these platforms.

There Are 8 Classes of Intelligence. Which Are You? | Howard Gardner – Big Think

- What's the point of listing different kinds of intelligence? Why don't we lump them all into one category and call it "smart"?
- Which of these classes do you spend the most time developing in school? Which classes require time on your own?
- Do you think it's better to develop a little of each intelligence—or spend all your time on just one? What approach should people take?
- Gardner suggested he could also list "teaching intelligence," "existential intelligence," and "humor intelligence." Would you consider these separate capacities, or would you group them with some of the other categories?
- Which of these classes do we need in churches and communities? What kinds of ministry require these classes? For that matter, are any classes useless in a Christian context?

Lesson 23 – Video Discussion

Introduction

The following videos showcase different kinds or levels of stewardship.

- You'll see one woman preserving the stories, history, and art of prior generations.
- You'll see a brief explanation of some successful efforts to support the ozone layer.
- And finally, you'll listen to some children share their worries about our ability to preserve human civilization.

Stewardship takes many forms, but all come from the desire to nurture our gifts and pass them on to future generations.



This Woman Deconstructs 100-Year-Old Books to Restore Them | Obsessed

Credit: WIRED

URL: <https://youtu.be/OIsN0kiL9fl?si=Rract7l57yWN24kK>

Whatever Happened to the Hole in the Ozone Layer? - Stephanie Honchell Smith

Credit: TED-Ed

URL: <https://youtu.be/5wVJeq4mLL0?si=b94x3GIVBhkRWbbP>



1966: Children Imagine Life in the Year 2000

Credit: BBC Archive

URL: https://youtu.be/xS8xX3usi4c?si=fj_VmY4-L9AjyQAA

Listening Handout Answers

- | | | |
|-------------------|------------------|-----------------------|
| 1. precision | 4. ozone | 7. 2070 |
| 2. reconstructing | 5. refrigerators | 8. Answers will vary. |
| 3. washed | 6. impaired | |

Discussion

This Woman Deconstructs 100-Year-Old Books to Restore Them | Obsessed – WIRED

- What did you think of the book restorer? Why is that kind of work so rare today? Do you think there's still value in that kind of effort?
- What other kinds of jobs could we enhance with a stewardship mindset? How so?

Whatever Happened to the Hole in the Ozone Layer? - Stephanie Honchell Smith – TED-Ed

- Global conservation efforts seem far outside our ability to control or support, but have you ever helped out with a local conservation effort? Is this a worthwhile activity for Christians? Why or why not?
- God’s first instruction to humans was to explore, nurture, and direct the natural world. What do you think that looks like today—on a big scale or on a small scale?
- There are a lot of divisions and debates over how to care for the environment. How can Christians participate in these discussions thoughtfully?

1966: Children Imagine Life in the Year 2000 – BBC Archive

- Which of these kids caught your attention? What predictions or worries surprised you most?
- How are these concerns different or similar than what you might hear today?
- How do we steward our community and culture? How can Christians contribute to a healthy, stable society?
- When other people around us lose hope and start catastrophizing, how can we help them?

Lesson 24 – Video Discussion

Introduction

Most people don't get their dream job—not completely. In today's economy, many of us decide on a broad career direction, then take the option that best fits our needs. Some of us find enjoyable, fulfilling work, and some of us find something that just pays the bills.

But whether we have a meaningful job or a menial job, we must find a higher purpose in our work—higher than simply making money, getting famous, or keeping ourselves busy. Our work cannot become our whole identity, or that whole identity might disappear when we eventually lose our job. True love and true purpose can give almost any kind of work nobility.

As you watch the following videos, think about how someone might approach their job in healthy or unhealthy ways.

Workaholism is an apparent addiction to work, often revealed by a neglect of personal or familial responsibilities.



Fighting Workaholism: You Are Not a Success Machine

Credit: Big Think

URL: <https://youtu.be/iAMzp-jFymY?si=HDLrnfaXIVj0Q3Y0>

Can Work Make You Happy? Should It?

Credit: Big Think

URL: https://youtu.be/dNlow1wdRgM?si=mR5gMwijebd_G0wA



The Many Lives of a New York City Doorman

Credit: The New Yorker

URL: <https://youtu.be/zutzVJ8HbqQ?si=FdGm05GTpR5g37Vd>

Listening Handout Answers

- | | | |
|------------|------------|-----------------------|
| 1. success | 4. useless | 7. Answers will vary. |
| 2. love | 5. success | |
| 3. faith | 6. Service | |

Discussion

Fighting Workaholism: You Are Not a Success Machine – Big Think

- Who do you think this video was meant for? What problems or struggles might they have?
- Brooks talked about ways to develop interests, hobbies, and relationships outside your job. How can that be difficult for some people?
- Brooks argued that people should work to become close with their spouse—but that we also need friendships beyond our spouse. Do you agree with this? Can our spouse fulfill all our social needs, or should they even try?

Can Work Make You Happy? Should It? – Big Think

- Do you think Brooks is right about happiness and work? Even before the start of your career, have you found joy in earned success or service?
- Even if we work in a menial job—one with difficult or tedious work—how can we find ways to serve or improve? What purpose or motivations should drive believers?

The Many Lives of a New York City Doorman – The New Yorker

- What gave this doorman purpose? What meaning or motivation drove his work?
- How did he adapt his speech or dress to connect with the people in front of him?
- In what ways did he show patience, humility, or compassion? Did he treat any task or moment as beneath him?

If we judge people entirely by their profession, we miss the chance to understand how people serve a higher purpose. And if we tie too much of our identity to our jobs, we'll distract ourselves from the real work and relationships that give our life meaning.

Lesson 25 – Video Discussion

Introduction

Throughout history, people who claim to represent Christ have found themselves on opposite sides of war. This does not mean that both sides in a war can be right, but whatever our view of a war, we cannot follow people who twist Christian doctrine for political purposes. Instead, we should look for believers who struggle to show love and truth even under harsh conditions.

- Many historians define a **crusade** as a war backed by a religious mandate or reward. In the Middle Ages, the Roman Catholic pope would occasionally promise a place in heaven for anyone who fought and died in a crusade. This lie could put a terrifying, fanatical edge on an already horrible conflict. Unfortunately, some religious leaders still make similar guarantees today.
- **Expropriation** refers to the seizure of private property by a government. This can occur during wartime as a government suppresses religious or community groups, or when taking control of valuable infrastructure.

The following videos present two stories from the war between Russia and Ukraine. As you watch, think about how people claiming to be Christian might feel tension between their spiritual identity and their national identity. How can a Christian reflect Christ in wartime?



Ukrainian Christian Groups Face Violent Crackdown from Russian Forces

Credit: PBS NewsHour

URL: <https://youtu.be/jh0ldyeiAiQ?si=OR9EauuhWmfkJ3YI>

KGB Past, Church's Billions and War | Patriarch Kirill Explained

Credit: TV Rain

URL: <https://youtu.be/FVZT4lwMASU?si=uX7PHori6j5u5YBx>



Listening Handout Answers

- | | | |
|----------|-------------|-------------------|
| 1. homes | 5. weapons | 9. Vladimir Putin |
| 2. ID | 6. occupied | 10. altar |
| 3. 206 | 7. Orthodox | 11. dogs |
| 4. 29 | 8. sins | |

Discussion

- Is it surprising to see churches being shut down by the government? Why would Russian forces see churches or community gatherings as a threat?

- Some Ukrainians remember Christian persecution under the old USSR. What seems to be different about this persecution—and what's the same?
- What are some ways that Christians in the West can support their brothers and sisters in Ukraine?
- Patriarch Kirill has found a great deal of power and prestige by associating himself with the Russian government and appearing alongside Vladimir Putin. Do you think a similar temptation exists for Christians in the West? How can Christians be good citizens without profaning our faith with earthly political movements? Can we befriend political leaders without becoming just another endorsement?
- How did Kirill turn the war into a crusade for Russian soldiers?
- Think about the Ukrainian chaplain praying for victory—and the Russian Patriarch who prays for the same thing on his side. How would you distinguish their approach to faith, prayer, and God's will?

Lesson 26 – Video Discussion

Introduction

Teacher’s Note: This video covers some extraordinarily sensitive topics, so please preview the interview and decide if it would be helpful for your students. We may not agree with all of the interviewee’s views or conclusions, but her journey can inspire serious thought and consideration about the ways young people navigate gender issues today.

Given the length of the video, you may wish to watch it at 1.25x speed to allow more time for discussion. We encourage you to watch the entire interview, but if pressed for time, you could stop at around the 7:31 mark.

This video includes a long interview with Laura, a woman who struggled with her gender identity at a young age. As you watch this, it’s important to remember that her story is unique. We cannot and should not draw blanket conclusions about all people from a single story.

Also, be aware that she describes her experiences in a frank, no-nonsense way. Some of what you hear will seem very personal, private, and perhaps expressed in uncomfortable ways. But we should be thankful that people open up about their stories so that others can learn, discuss, and connect. When people speak up about these topics in a thoughtful way, we can listen with maturity and compassion.

- **Polycystic Ovarian Syndrome (PCOS)** is a condition that disrupts the normal function of ovaries. It’s common for women with PCOS to have abnormal hormone levels, especially androgen.
- **Autism** is a neurodevelopmental disorder that presents in many different ways. People diagnosed with autism may show different levels of function or dysfunction.
- **Complex Post Traumatic Stress Disorder (CPTSD)** is an emerging category of dysfunctional behavior that seems to arise from long-term exposure to mistreatment or abuse.
- **Gender Dysphoria** is often defined as a broad discomfort with one’s own sex characteristics.
- **Suicidal Ideation** is the strong preoccupation with killing oneself. Regular fixations or fantasies of suicide require immediate help.
- A **mastectomy** is the surgical removal of breast tissue.
- **Nihilism** is the belief that nothing matters—that all hope and purpose is a lie.



Ex (Detransitioning) Trans Man interview - Laura

Credit: Soft White Underbelly

URL: <https://youtu.be/mlD-jsnjGLM?si=1oyScUjVTld1r7QZ>

Listening Handout Answers

- | | | |
|-----------------|--------------|---------------|
| 1. live | 4. suicidal | 7. acceptance |
| 2. unlovable | 5. fantasy | |
| 3. testosterone | 6. self-harm | |

Discussion

- Laura ascribes her identity crisis to the desire to escape the “reality of *being itself*” (2:45). What do you think she meant by that? Do you believe she felt some conflict between her objective and subjective self?
- Laura says that around 16 she began identifying as **genderqueer** (6:00), which she defines as an androgynous or gender-neutral identity that highlighted her unique or quirky characteristics. Do you think this is how most queer-identifying people think of the term? Why might this label of uniqueness appeal to people?
- Laura repeatedly says that it’s a “myth” that we can change our sex. On a medical and scientific level, that seems true for now. But what if, in the future, scientists work out a way to give people complete creative freedom over their own bodies? Would changing sexes be healthy or helpful then?
- Laura encourages young people to practice “radical acceptance.” What do you think that looks like? How could you practice that for yourself—or for your friends? What parts of our theology or faith encourage a positive, matter-of-fact view of ourselves?
- If someone like Laura opened up to you about their struggles, how could you encourage or help them? On the flipside, how could you push them in a worse direction?

Lesson 27 – Video Discussion

Introduction

The following videos explore the ways modern trends affect men in society and the workplace. As traditional gender roles have shifted, many men and women look around for new principles and role-models. When society no longer tells us exactly who we are and what we must do, we have to build that identity ourselves, by God’s grace.

Title IX was part of a 1972 US law that required federally funded educational programs to provide girls and women with equal access to sports and learning opportunities, without harassment or discrimination.



The Disappearance of Men | Christine Emba

Credit: Big Think

URL: <https://youtu.be/5Rk1ArxetMU?si=3CBc36-ZExxPWaBW>

How This Man Found His Calling as an Early Elementary Teacher

Credit: PBS NewsHour

URL: https://youtu.be/1PjqkB42o_0?si=4ciHBW6NfwpcaQqK



Listening Handout Answers

- | | | |
|----------------|----------------|------------|
| 1. labor | 5. distinctive | 9. perform |
| 2. young | 6. sexes | 10. aha |
| 3. Training | 7. 5 | |
| 4. masculinity | 8. hired | |

Discussion

The Disappearance of Men | Christine Emba – Big Think

- Some people will argue over whether men or women have a more difficult time in today’s society. Do you think this discussion is helpful? How might these arguments keep you from connecting and relating with people in your life?
- Emba notes the popularity of so-called “manfluencers,” who tailor a lot of self-help advice and aspirational thinking for men who want encouragement, affirmation, and purpose. In some ways, this is very similar to women who write devotionals for other women—even though biblical principles have no gender. What is a potential positive in this trend? What are some downsides?

- Have you ever started listening to advice from an online personality—maybe someone that sounded helpful at first, but got more and more extreme over time? What principles or standards should you apply to anyone who offers male-centric or female-centric advice?
- Should men learn from women? Should women learn from men? What are some good spaces or situations where that can happen?
- At the end of the video, Emba notes a fear about defining masculinity in positive terms. If we ascribe virtue and aspiration to masculinity, do we suggest that women can't have those same virtues? How can we lift up men without pushing down women—or vice versa?

How This Man Found His Calling as an Early Elementary Teacher – PBS NewsHour

- Since there are no legal barriers keeping men out of early education, why do you think fewer men seek these jobs? What cultural assumption or pressures affect this decision? Do you think the same dynamics apply to other fields—for men or for women?
- What challenges would you face being the only man or woman in a field dominated by the other sex? What kinds of people or resources could help you?

Lesson 28 – Video Discussion

Introduction

The following video is about 75 years old, and it offers us a glimpse at marriage advice right after World War 2. As you watch, think about what trends or movements the filmmakers might have been trying to address. What advice still holds up today, and what seems awkward or outdated?



Marriage Is a Partnership (1951)

Credit: Coronet Instructional Films | Old TV Time

URL: https://youtu.be/Ykwi_qoZ_Fo?si=zzjEIP6M5I0x6qDP

Listening Handout Answers

- | | | |
|-----------------|----------------|-------------|
| 1. dad/father | 5. my | 9. mine |
| 2. decisions | 6. argument | 10. parents |
| 3. paychecks | 7. anticipated | |
| 4. frustrations | 8. parents | |

Discussion

- How do you think the mother-in-law (Pete's mom) felt through all this? What do you think she wanted from the couple? How did this affect her son's marriage?
- How could the wife have better handled her frustration with her mother-in-law? If the husband and wife had not talked to each other, how do you think these problems would have gotten worse?
- Dating often involves going out and doing fun things together. How can you get ready for the day-to-day responsibilities of sharing a household?
- In the 1950s, many couples struggled with deciding on two incomes or one. If both spouses maintain a job outside of the home, how can they sort or settle household responsibilities?
- The wife found herself admiring her parents' marriage. Was it realistic to want the same kind of closeness right away? In what ways is it helpful or unhelpful to compare your relationship with another? If the couple now tries to live away from their friends and family, what new challenges will they face?
- If you feel conflicted about duties toward aging parents and your marriage, what should you do?
- Do you think couples face some of the same challenges today—especially in multi-generational households? If you do live in such a household with extended family, what are some boundaries or principles that can help people show respect and preserve some independence?

Lesson 29 – Video Discussion

Introduction

The following videos bring up some important topics regarding roles and purpose within marriage. Over the past century, a lot of attitudes about marriage have changed, but some debates and issues remain as divisive today as they were for previous generations.



Who should handle the money in the home? (1961)

Credit: Retro Focus | ABC News In-Depth (Australia)

URL: https://youtu.be/KPvnXQGQM1s?si=kG0ekv_9mMkxmREk

Should husbands watch the birth of their children? (1962)

Credit: Retro Focus | ABC News In-Depth (Australia)

URL: <https://youtu.be/JLUtbbMByx8?si=UJmyWa1F0d1xTluy>



Is Marriage Dying? | Richard Reeves

Credit: Big Think

URL: https://youtu.be/ALZQu9x96Jg?si=l1ba2LhCfgo6_uu

Listening Handout Answers

- | | | |
|-------------------------|------------|-----------|
| 1-3. Answers will vary. | 5. divorce | 7. stable |
| 4. status | 6. marry | |

Discussion

RetroFocus Interviews – ABC News In-Depth

- What did you think of the interviewees and their responses? What assumptions or attitudes did they seem to have about wives, husbands, or marriage in general? What tensions or debates about marriage do you think all generations have to deal with?
- Why do you think money is such a difficult topic for couples to talk about? Today, are there options besides just one person “handling” the money?
- We might generally expect a close, mature couple to share responsibilities over financial management, but if you meet a couple where just one person “handles” the money, is that necessarily bad? How can couples stay on the same page even if just one spouse deals with bills and planning?

- For a long time in the West, fathers were banned from delivery rooms in part because of the difficulties and risks associated with childbirth. But in the mid-twentieth century, fathers were welcomed back so they could support the mother during labor. People today still have strong opinions about where the father should be at that time. So how would you approach this decision with a spouse?
- Many of the interviewees would probably have the same broad ideas about values or goals within marriage, but they disagreed on how husbands and wives could best pursue those goals. They focused on roles instead of purpose or mission. Everyone enters marriage with some assumptions about the role of husband or wife, so why is it important for Christians to talk about purpose, goals, and hopes?

Is Marriage Dying? | Richard Reeves – Big Think

- What do you think is the biggest purpose or motivation for marriage in broader culture?
- Reeves describes some traditional incentives for marriage—like the natural inequalities that arise through childbearing. Mothers need economic support, and fathers wanted familial support. Even back then, do you think those motivations were enough to keep good marriages together? What else did people need?
- Most people would agree with the Gloria Steinem argument—that marriage should be a “choice,” not a “necessity.” But is it OK for husbands and wives to “need” each other? What kinds of dependencies are healthy, and what kinds keep people from growing and developing?
- Reeves notes that many people marry for “status”—partly because it’s much more common for couples to live together before marriage and then celebrate their commitment many years later. What difficulties might this create before marriage? Are there problems living in an intimate relationship—a trial period—without a solemn, public commitment?
- Reeves also notes research showing that marriage is still very popular among educated, upper-income couples, but has dropped among less educated, lower-income couples. What impact does this have on society in general?
- Reeves talks about women marrying later in life than did previous generations. What would be the advantages of marrying later—perhaps in your 30s—and what might be better about marrying sooner? We don’t always have a choice over when exactly to get married, so what principles can Christians keep in mind?

Lesson 30 – Video Discussion

Introduction

Teacher’s Note: Consider giving students 5–10 minutes to answer the listening handout questions before they watch the videos. This will let students compare their own answers with some of the couples’ responses.

Note that these videos feature a mixture of married and unmarried couples at different stages of their relationships.

The following videos feature a competition to see which couple has the best communication about finances. Money is often a difficult, emotional topic, in part because it represents effort, values, regrets, and hopes. The way a couple talks about money will often reveal how they talk about other sensitive topics. So while money doesn’t guarantee happiness in a relationship, couples do need to learn how to manage it and discuss it with care and patience.



Love Bank | Episode 2.1

Credit: CNBC Make It

URL: <https://youtu.be/bVyMzbE3DCY?si=pHTDkkOlfSNvZ5lb>

Love Bank | Episode 2.2

Credit: CNBC Make It

URL: <https://youtu.be/LFmkye37J4Q?si=hc8HN7QEfurvAaG5&t=17>



Love Bank | Episode 2.3

Credit: CNBC Make It

URL: <https://youtu.be/KKgT1XIFAxQ?si=avtF5S1Wl-jdZjrz&t=18>

Love Bank | Episode 2.4

Credit: CNBC Make It

URL: <https://youtu.be/21pr0BAKX6s?si=qi9FVJEViTeXjrKo&t=17>



Listening Handout Answers

1–18. Answers will vary. Consider sharing answers of your own, or ask volunteers to share which responses seemed surprising.

Discussion

- What general principles should Christians keep in mind as they manage their money? How can spouses pursue those values together?
- Under what circumstances do you think spouses should talk to each other before spending money? How can couples coordinate over big expenses?
- What do you think adults waste a lot of money on? If you thought your spouse was wasting money on something, how could you start a conversation about it?
- How should a couple decide on an amount to spend for their wedding? What can couples do to prepare before their first child?
- Some of the couples shared bank accounts, but others had separate accounts. Which approach do you think is better for a married couple? How can couples stay close and coordinate regardless of the option they choose?
- If a couple ran into financial problems and one spouse needed to take on an extra job, how could the other spouse show support?
- Most people enter marriage with many assumptions about finances—often based on what they learned from their parents or guardians. Many people are surprised that they have a different standard of living—often a lower standard of living—when they first get married, simply because they’re younger, less established, and less advanced in their careers. What big topics can couples talk about before marriage? How can couples set financial priorities together?

Lesson 31 – Video Discussion

Introduction

The following videos offer a variety of perspectives on commitment in marriage—the bedrock value on which we build all kinds of intimacy. As you watch, think about what things can undermine commitment—and what can help us maintain our commitments even when we have little earthly reason to do so.



Divorce Lawyers Give Relationship Advice

Credit: Glamour

URL: <https://youtu.be/eCLk-2iArYc?si=e0YdHp2oXyFzpr2h>

A Marriage to Remember | Alzheimer’s Disease Documentary | Op-Docs

Credit: The New York Times

URL: https://youtu.be/PZu51MnqfF4?si=JPw_t7f1zfoPVoSb



Listening Handout Answers

- | | | |
|-------------|----------------|--------------|
| 1. 53 | 5. damage | 9. gone |
| 2. dying | 6. cheerleader | 10. together |
| 3. early | 7. wonderful | |
| 4. finances | 8. officer | |

Discussion

Divorce Lawyers Give Relationship Advice – Glamour

- One of the lawyers mentioned the benefits of a “pre-nup”—that is, a pre-nuptial agreement. Have you heard of these? Why do couples make these kinds of arrangements before marriage? What does a pre-nup say about a couple’s expectations for their relationship? Do you think it’s morally wrong for Christians to sign one?
- When the lawyers noted that most people “don’t change,” what did they mean? Why might that be a good reminder for people before marriage?
- The lawyers noted that some people were surprised that their spouses could be so mean and vindictive during the divorce. How can you spot vindictive behavior in a potential spouse before that person turns it toward you?

- One of the lawyers encouraged people to think about the impact of a spouse's job on the marriage. What jobs can be especially hard on a relationship? How can spouses support each other through that kind of tension? How can spouses still demonstrate their commitment to the marriage?
- The final bit of advice was to be your spouse's cheerleader. How can we fill that role in a loving way? Even if we need to offer criticism, how can we show our spouse we want the best for them?

Marriage to Remember | Alzheimer's Disease Documentary | Op-Docs – The New York Times

- When we vow to love someone until death, can we possibly imagine all the struggles and hardships that we'll endure to fulfill that promise? How can we make such an insane commitment?
- Most people would say that a marriage requires work from both spouses. In a situation like this, can one person reflect all the love needed for that marriage to continue? How could a Christian maintain gratitude, submission, compassion, and hope during this kind of hardship?
- A consultant suggested to the husband that he allow an outside caregiver to take care of more menial tasks like dressing, bathing, and the like—so he could “remain more of a husband,” instead. But he decided to keep helping his wife in these ways. What might be the advantages of either approach?
- The husband doesn't want to let his wife know whenever he feels impatient. How could this hurt her, especially with her current challenges?
- How can families, churches, and other groups support couples in a situation like this? What resources would be helpful to spouses who serve as caregivers?
- When we decide to marry, should we keep a situation like this in mind? Should we prepare ourselves to be like this husband? How can we demonstrate that we intend to offer this level of commitment? How can this commitment help you better enjoy closeness when you're young and healthy?

Lesson 32 – Video Discussion

Introduction

The following videos feature an interview with author Louise Perry, who has written about different movements in feminism and how they affect modern life. In her work, Perry does not condemn all feminist thought, nor does she want women subjugated to men. But she does note that some modern movements have not acted in the best interests of all women.

The **#MeToo** movement gained prominence in 2017 to highlight victims of sexual harassment and abuse. Key figures in the movement noted ways that male sexual offenders could continue abusing different women without consequence, often while witnesses remained silent. As public awareness of sexual abuse grew, a number of high-profile male and female offenders were exposed, all while people debated what effect this movement had on culture, the workplace, the legal process, and dating norms.



How the Sexual Revolution Changed the World | Louise Perry

Credit: John Anderson

URL: https://youtu.be/VdDERcyoWs?si=kD2uyYHRoVOA-_nX

The Paradox of #MeToo | Louise Perry

Credit: John Anderson

URL: https://youtu.be/mn7_zjvHk9g?si=DIA-p8uUzMMlOlbn



The Battle Between Feminism and Motherhood | Louise Perry

Credit: John Anderson

URL: <https://youtu.be/e-sp3skgDkc?si=XjPSOI8y4jEkPXRj>

Listening Handout Answers

- | | | |
|-----------------|-------------------|----------------------|
| 1. pill | 4. disenchantment | 7. freedom |
| 2. tradeoffs | 5. behaves/acts | 8. motherhood dyad |
| 3. reproduction | 6. status | 9. body |

Discussion

- From Perry's point of view, what do you think are the positive consequences of twentieth-century feminism, and what are the negative ones?

- When Perry talks about sexual disenchantment, she says that modern culture does not treat sex as special. If you view the world from a materialist perspective—with no room for a Christian or spiritual outlook—would it be possible to view sexual activity as sacred? Is a belief in the supernatural necessary to justify a Christian sexual ethic?
- Perry talks about freedom and motherhood, noting the same tension we've discussed between our objective and subjective sides—our freedoms and our limits. When a woman chooses to become a mother, what freedoms does she give up, at least temporarily? How can a loving husband support or re-empower her during this time?
- Perry talks about the practice of surrogate motherhood, in which one woman's egg is fertilized and then implanted in the womb of a second woman, who goes through the process of pregnancy and gives birth to the child. The surrogate mother is often compensated for this difficulty, then returns the baby to the original, genetic mother. Perry implies that this economy can easily become exploitative, and she questions whether it's even moral. If you were part of a marriage where fertility or pregnancy was a serious problem, do you think there'd be more worthwhile or ethical parenting alternatives than surrogacy?
- As Perry says, we have inherited all the consequences of the 1960s sexual revolution—including cultural expectations, medical technologies, personal freedoms—all a mixture of good and bad. Is it still possible to maintain a healthy Christian perspective on sexuality and parenthood? If we start getting close to marriage with a potential spouse, what are some good issues to bring up in discussion?

Lesson 33 – Video Discussion

Introduction

The following videos depict different formal approaches to dating—as designed by parents, by church leaders, and by game developers.

- One video describes the checklist you’ll need to follow to get married in a video game.
- The second video shows how parents in Chengdu are marketing their children to suitors.
- And the third video shows people attending a singles conference run by the Church of Jesus Christ of Latter-Day Saints, also known as the Mormon church.



How to Date & Get Married & Have Children in Stardew Valley

Credit: Luprik

URL: https://youtu.be/ECd0nUfeDq4?si=BRSQCSod2fP_Ut5M

How Chinese Marriage Markets Help Parents Find a Love Match for Their Child

Credit: BBC

URL: https://youtu.be/Vxs_-_FsgGdc?si=qFqppcyQMgq7KhgC



Mormons Flock to Scandinavia to Find True Love

Credit: The Wall Street Journal

URL: <https://youtu.be/NEcBgQQ5-6I?si=Rch1Pn4lwVdtBPXo>

Listening Handout Answers

- | | | |
|-------------|--------------|------------|
| 1. family | 4. time | 7. values |
| 2. families | 5. mortified | 8. husband |
| 3. 34 | 6. don't | |

Discussion

How to Date & Get Married & Have Children in Stardew Valley – Luprik

For many people, games and movies affect the way they think about relationships. Romance is a big selling point in media, but those stories can crowd out our real-life reference points. If we only see dating and marriage depicted in shallow entertainment, then we will find ourselves modeling shallow relationships.

The game shown here is called *Stardew Valley*. Like a lot of games with role-playing elements, this one has a marriage system where you can pursue relationships with in-game characters. The game's creator, Eric Barone, presents a lot of these interactions in a quaint, wholesome way. But since it is a game, *Stardew Valley* must feature a straightforward, quantifiable, predictable way to secure this virtual affection. Goals in a game must be achievable, or it wouldn't be fun.

We know, intellectually, that real life is more complicated. But have you ever seen someone who acts like they can establish a relationship in this way? Do some people act like they've "earned" or "won" a date? How do some people treat their dates like a game?

How Chinese Marriage Markets Help Parents Find a Love Match for Their Child – BBC

- Why do dating traditions and rituals seem so weird to us? Why might someone want to be free from them?
- At the Chengdu marriage market, parents tried to market their children—mostly sons—to eligible candidates. For us, that might seem like too much parental involvement. So what is too much parental involvement? Why can't parents manage their child's entire dating process? How might a parent's qualifications for a spouse be different than the child's? How can parents be helpful while still letting their kids make this very consequential adult decision of their own?
- In the West today, there's no set path to marriage. There are very few legal requirements to get married—or even just to live as a couple. So how can a more formal approach be helpful? Why do some people, especially Christians, want to follow at least a few traditions?
- Even if we choose not to follow some specific traditions, how can we be extremely clear about our intentions and our level of commitment? How can we stay fair and honest with a potential spouse?

Mormons Flock to Scandinavia to Find True Love – The Wall Street Journal

- Why would the Mormon church organize events like these? Do you think these events encourage young people to marry more quickly? If so, how do these events seem to nudge couples toward marriage?
- If you didn't live near many Christian singles your age, would you consider going to an event like this? At this event, what could you do to avoid undue influence or pressure? If you met someone here that you really liked, how could you get to know this person afterward?
- Can you imagine better settings in which new couples can have good, healthy conversations—maybe without being so romantically charged? What's a more neutral environment for an early relationship?

How can we keep ourselves from treating our dates like games, transactions, or commodities? Even if we follow some of our culture's traditions, how do we stay sensitive to the other person's thoughts and feelings?

Lesson 34 – Video Discussion

Introduction

In the past few decades, online matchmaking services and dating apps have become a key way that couples meet for the first time. Their use may have peaked in the early 2020s, with some services now seeing a decline in downloads and engagement. The following videos explore why some have soured on dating apps—and how these platforms might twist your view of your prospects for dating and marriage.



Why Men Get So Few Matches on Dating Apps

Credit: Memeable Data

URL: https://youtu.be/x3lypVnJOHM?si=7SHJ2L2TQTex_FQn

Why Dating Apps Are Causing Burnout

Credit: CBS Mornings

URL: <https://youtu.be/L5C8EVTXpAk?si=jV3lggCqKM59xO7q>



Listening Handout Answers

- | | | |
|----------------|---------------|--------------|
| 1. self-esteem | 5. interested | 9. anonymity |
| 2. more | 6. cycle | 10. game |
| 3. likes | 7. choices | |
| 4. big | 8. interest | |

Discussion

- Do you see any positives from the use of dating apps? What about the negatives? How are dating apps similar or different compared to matchmaking services in cultures throughout history?
- How do dating platforms make money? Are they incentivized to find you good relationships?
- Do you think an online dating profile gives you a good picture of someone? Imagine the kinds of cues or hints you pick up about someone in-person or through your community, things you can't discover from a profile?
- The last few lessons suggested that it can be difficult to get to know someone solely within in a dating context. Before deciding to marry, it's important to see a person for who they really are—not just as someone trying to be nice for a date. So if you meet someone online first, how can you learn about the real person behind the persona?

- Imagine that you're someone who lives in a rural environment without many young people around. You feel that online dating platforms are the best way to meet people. What principles or guidelines could you keep in mind? What steps can you take to protect yourself—even on platforms tailored to Christians? How can you demonstrate good intentions before you meet up with someone new?
- Have you ever met someone who's gotten tired or burned out on these platforms? If you don't use these platforms, what are your other options?

Listening Handouts

People Positive

Name: _____

Lesson 1 – Listening Handout

Growing Up in a Romanian Orphanage – BBC News

1. Izidor Ruckel says that in 1982, after Ceaușescu's fall, media outlets went to Romania and "found institutions— institutions that were never meant to be _____ by the public or the outside world."
2. Izidor's birth parents took him to get treatment at the hospital, but there, he was "infected with _____." His parents then took him to a different hospital and abandoned him.
3. Izidor says, "From the moment we could remember for ourselves, that's all we knew. We didn't have compassion. We didn't have feelings or emotions. We just existed to just _____, you know."
4. Izidor says he was not happy with his new family. "My mind was just so used to living in the institution. I was _____ to go back to Romania."
5. Izidor says he does "miss the institution sometimes. And people don't understand that because they've never experienced it. It's what we're used to—that's where we grew up. It's our _____."

Romania's Last Orphanages – The Economist

6. Eighteen months after Ceaușescu's fall, around _____,000 children had been adopted from Romania.
7. Claudia Voican lived in four different orphanages in Romania until the age of _____.
8. Claudia helps children at the Ion Holban Institution, where she once lived. But the institution "is due to _____ in 2019." She says she "will probably be the only one who won't cry."
9. Stefan Darabus, a director at Hope and Homes for Children, says that many institutions should be closed because "they do not offer family—love. They do not offer the child what a child needs most, which is to _____ to a family."
10. Although the Minole sisters found a home with their aunt and uncle, "around the globe, over _____ million children still live in orphanages."
11. The narrator notes that older Romanian orphans might be placed into group homes, not families. "After years in institutions, some can find this _____."

People Positive

Name: _____

Lesson 2 – Listening Handout

Gish Jen: Exploring Cultural Barriers Through Writing – CGTN America

1. Gish Jen believes there are significant differences between Eastern and Western concepts of self. She says, “The West believes that the most important thing is the self—being _____ to the self.” But in Eastern thought, community and family are more important.
2. She said she was surprised reading the memoir her dad wrote, because it “didn’t look anything like any memoir that I had ever seen. Like, to begin with, he didn’t mention his _____.”
3. Chinese art generally builds on something else. The important thing is “that you have mastered this tradition and that you have added something to it. But you’ve added something to it _____ mastering it.”
4. Gish Jen views a Ming Dynasty scroll. She notes that “writing and _____ are altogether.” The scroll had been gifted “back and forth,” with artists adding to it over the years.
5. “I do think that individualism is wonderful for many things, but it can be isolating. It’s not about relating to others. I think there’s a way in which interdependence helps you kind of dissolve the boundaries between your world and others in a really _____ and helpful way.”

China Spends Billions of Dollars Copying Western Art and Architecture. Why? | Gish Jen – Big Think

6. Gish Jen says that people in the US generally would not copy a mansion in France, but in China, “that’s seen as a great thing. No one would say, ‘You’re kidding. We spent 50 million dollars on this copy?’” She says that this is because “we have two different models of _____.”
7. Westerners think of copying as “a mechanical process,” but Chinese painters are “trying to internalize the _____ of this painting.”
8. The Chinese tradition is “education through imitation and through copying.” Eastern cultures don’t appreciate the taboo around copying. “It would be like telling us, like every time you pick up a spoon, you know, that spoon is _____.”

Philosophies of Self: East-West Distinctions | Gish Jen – Big Think

9. In Western culture, we think of the self like an avocado, where the pit is our core “essence,” and everything we do must uniquely “reflect that self.” But “in Asia, people frequently have a ‘flexi-self’ . . . It is a self that’s oriented more to _____ than to rights, for instance.”
10. Gish Jen says that in the West, we “differentiate ourselves endlessly,” and one way we do this is through making choices. But, she says, “a lot of those choices make us a little _____.”
11. When we care for the elderly, “we want to feel that it is an extension of our great love,” whereas “somebody from a more flexi-self or interdependent culture would say, ‘You know, it’s just your _____.’”

People Positive

Name: _____

Lesson 3 – Listening Handout

12 Traits Emotionally Intelligent People Share (You Can Learn Them) | Daniel Goleman – Big Think

Daniel Goleman outlines four broad areas of emotional intelligence:

	Knowledge	Application
Internal	Self-awareness	Self-management
External	Social awareness	Relationship management

1. Goleman believes that people with little self-awareness have difficulty with other areas of emotional intelligence. "People high in self-awareness, however, are able to develop _____ across the board."
2. Goleman suggests focusing on our weakest areas of emotional intelligence, like poor listening skills. We can take small steps to change unhelpful behavior once we become aware of it. "It comes down to the basics of what we call 'neuroplasticity'—how the brain changes with repeated experience, and that's what underlies _____ change."
3. The Yale School of Management found that emotions can spread, especially from leaders. "The leader is most often the _____ of strong emotions, either negative or positive."
4. Goleman shares a story of meeting an extraordinarily engaging bus driver who brightened his day. Goleman found out later that Govan Brown also served as pastor who "saw the people on his bus as part of his _____. . . . He had a purpose that was far greater than that of the New York Transit Authority."

Daniel Goleman: The 4 Domains of Emotional Intelligence – Big Think

5. To Goleman, emotional self-awareness helps us notice how our emotions are directing our attention. "Self-awareness gives you a kind of diagnosis of 'where am I right now?' _____ is sometimes defined as widening the gap between impulse and action."
6. Adaptability means "you want to have a growth mindset, see yourself as able to _____, and other people as able to improve."
7. Empathy has three parts:
 1. Cognitive empathy, which understands others' points of view
 2. Emotional empathy, which understands another person's feelings
 3. Caring, or "empathic _____"
8. Relationship management involves being "a good team member." "How are you as a team player? And then, how are you as a team _____?"

People Positive

Name: _____

Lesson 4 – Listening Handout

Storing Dead People at -196°C – Tom Scott

1. The bodies stored at this facility must be declared legally _____ before undergoing the cryonic process.
2. The facility notes that they do not freeze people; they “vitrify” them, which produces “a glass-like, amorphous state which allows tissue to be stored without any further _____, in a state where, potentially, future technology might be able to resuscitate.”
3. People pay for their cryopreservation by paying a membership fee while alive, and then at death, paying _____,000 euros that will be invested, hopefully covering ongoing maintenance on top of the cost of resuscitation.
4. The CEO of the company does not give a percentage chance that the bodies can be revived. He states that “cryopreservation is not a medical procedure. It is a _____ procedure.”
5. The CEO states, “It might turn out, it never works. But the alternative has as close to _____ a chance as you can ever have.”

A Dying Young Woman’s Hope in Cryonics and a Future – The New York Times

6. Near the end of college, Kim Suozzi was diagnosed with glioblastoma multiforme (GBM), which is a form of _____ cancer.
7. Kim’s boyfriend Josh says that she learned a lot about “cognitive science and psychology and linguistics and neuroscience, and so as she read things, she shared them with me. And I always thought it was pretty compelling evidence that, you know, it’s worth trying to preserve your _____.”
8. According to the medical response director at the Alcor Life Extension Foundation, immediately after the person’s death, “the first thing we want to do is restore circulation, restore oxygenation, administer medications, and _____ the body.”
9. Kim says, “It’s not that I’m scared of dying, but I don’t want to die knowing that I could have done something _____.”
10. Sebastian Seung, a neuroscientist, says that “we are closer to the technologies that science fiction writers would need to have mind uploading happen. But there’s a lot of steps.” If the process leaves the brain damaged, “the question is, how good does the approximation have to be—in order to be _____ when we try to upload you?”

People Positive

Name: _____

Lesson 5 – Listening Handout

“Everything Happens for a Reason”—and Other Lies I’ve Loved | Kate Bowler – TED

1. At the age of 35, Kate Bowler was told over the phone that she had _____.
2. Kate says that “Americans believe in a gospel of _____, and they are their own proof.”
3. Through her diagnosis, Kate discovered that she had believed that bad things don’t happen to good people. She said that this idea worked for her “until it didn’t—until I was confronted with something I couldn’t _____ my way out of.”
4. Kate wrote an op-ed about her diagnosis, and she rejected many of the simple answers given for her suffering. She suggested that bad things can happen to people that do not deserve them. Thousands of people wrote to her “to defend the idea that there had to be a reason for what happened to me, and they really want me to _____ the reason.”
5. Kate shares that she has learned “there is no easy correlation between how hard I try and the _____ of my life.”
6. At the times she seemed close to death, Kate found help in the love shown to her by others, and later, she worried about losing that. Friends shared that the feelings might leave, but that they would leave behind an “_____.”
7. Kate says, “I see that the world is jolted by events that are wonderful and terrible, gorgeous and tragic. I can’t reconcile the contradiction, except that I am beginning to believe that these opposites do not _____ each other out.”
8. Though Kate hopes she continues to do well physically, she says she is “learning to live and to love without counting the _____.”

People Positive

Name: _____

Lesson 6 – Listening Handout

Where Science Fails, According to a Physicist | Jim Al-Khalili – The Well

1. Jim Al-Khalili pictures our knowledge of the universe as an island. “The interior of the island is the well-established science that we know very well. The shoreline around the island—that’s the limits of our understanding, and beyond it is the ocean of the _____.”
2. People have been asking big questions for a long time. “That’s the nature of humanity . . . that we want the _____ to some of these deep questions.”
3. Rather than picturing science as purely cold and rational, Jim says that “there’s wonder wherever we look. It’s the opposite of sterile, rational, cold, _____ thinking.”
4. Jim says, “I think a lot of scientists are realizing that having this silo mentality of having expertise in one field to address some of the big questions simply isn’t _____.”
5. Jim says that we may not ever know everything. “It’s frustrating, yet _____, that we may never have all the answers.”

What Is Consciousness? - Michael S. A. Graziano – TED-Ed

6. The video cites a study of a stroke victim named P.S. who was shown two slightly different pictures. “Though she could discern no difference between the houses, when researchers asked her which she would prefer to live in, she chose the house that wasn’t _____—not once, but again and again.” Her brain processed information that she was not consciously aware of. Her condition is called hemispatial neglect.
7. People have wondered about the phenomenon of consciousness throughout history, but a recent theory suggests that “consciousness is the brain’s imperfect _____ of its own activity.”
8. The brain processes information in a few different ways. For example, “based on sensory input, it builds _____, which are continuously updating, simplified descriptions of objects and events in the world.” These are necessarily complete, but usually functional.
9. The brain’s self-awareness helps direct our attention. “Without the ability to direct our focus, we wouldn’t be able to assess _____, finish a meal, or function at all.”
10. Scientists hope to understand more about how consciousness emerges from our brain, but some phenomena currently exist beyond our ability to measure or model. We don’t yet understand “the way neurons in the networks related to consciousness compute specific pieces of _____.”

People Positive

Name: _____

Lesson 7 – Listening Handout

How the Body Keeps the Score on Trauma | Bessel van der Kolk – Big Think

1. Bessel van der Kolk notes that some mental health professionals will approach complex problems thinking, “There is something wrong with you, and I need to _____ you.” This doesn’t always encourage a patient to rethink and readjust their response to trauma.
2. In their initial definition of trauma, van der Kolk and his fellow researchers described the traumatic event as “outside of normal human _____.” But trauma was, in fact, common.
3. Van der Kolk admits there is a lot of debate over defining trauma, but he says, “An event becomes traumatic when there is nothing you can do to stave off the inevitable and your body starts automatically going to the state of fight-flight or collapse. The lingering effect of trauma is that you continue to react to mild stressors as if your life is in _____.”
4. We can mitigate trauma responses if we have good communities and relationships with people who listen to our experiences. Van der Kolk suggests developing a deep understanding: “This is what happened to me. This is what I’m dealing with, and I need to take care of the _____ that I’m carrying inside of myself.”

Childhood Trauma and the Brain – UK Trauma Council

5. When a child’s brain adapts to ongoing hostility and uncertainty, “this can create what is called latent vulnerability, where early abusive or neglectful experiences with carers put children at greater risk of experiencing mental health problems in the _____.”
6. “Too much focus on potential threat cues” can lead to misinterpreting or overreacting, which in turn can lead “to an increased risk of _____ and sometimes violence.”
7. Children’s brains adapt to traumatic experiences in at least three areas—reward, memory, and _____ systems.
8. A child’s brain can continue to adapt and needs help “to build and maintain trusted relationships, manage everyday _____, and prevent new ones from happening.”

Hannah’s Story – The New York Times

9. What uncertainties did Hannah face? What could she not count on?

People Positive

Name: _____

Lesson 8 – Listening Handout

Free Range Children – ABC News

1. The mom says, "So because we don't punish, we don't use the term *rules*. But we have a _____ to our day."
2. She says, "I just personally don't believe that humans learn best when they're trying to learn something that somebody else is _____ them to."
3. The reporter cites an estimate that there are _____,000 unschooling families in the US at the time of this news report.
4. The "un-nanny" says, "This life is about honoring the fact that we're not all put on the earth to do the _____ thing in life."
5. When asked for the "most interesting tweak" she made, the mom replies that she enjoys "sharing how a child feels if a parent isn't necessarily _____ that."
6. When asked how she might teach her children about "the great works and great historians, if you can't get them to sit down and learn," the mom replies, "Well, I think a lot of people might _____ that more than others."

Extreme Parenting: 'Radical Unschooling' – ABC News

7. One interviewee says, "This, to me, is putting way too much power in the hands of the kids, something that we know kids actually can often find very anxiety-producing, and it's also sending a message that, you know, they're the _____ of the universe."
8. The mom says, "There is no hierarchy in our house, so there is no punishment, no judgment, no _____."
9. When asked if parents have the responsibility to teach their children "to do things that they don't want to do," the father says that kids "will do what they need to do, whether or not they enjoy it, because they see the _____ in it."
10. The reporter questions how to give children choices unless they are also given opportunities for things that they might not yet know they _____.

People Positive

Name: _____

Lesson 9 – Listening Handout

Raised in Prison: How Incarcerated Mothers Parent Their Babies Behind Bars – NBC News

1. At the time of this report, the United States had only _____ prison nurseries.
2. “The Bedford Hills nursery generally allows babies to stay for _____.”
3. Crystal states that before prison, she thought that being a mother just meant taking care of a child’s physical needs. “I don’t ever remember thinking about the lifelong consequences of my _____ affecting them.”
4. Jane Sillfen, the program director of Hour Children, believes that mothers convicted of drug use need “to go to drug treatment; they don’t need to go to _____.”

Mothers Behind Bars Get to Reunite with Kids for a Day – ABC News

5. Ruby was sentenced to prison for four years for home invasion. She said she began using cocaine and “started breaking into houses to feed my _____.”
6. When asked why he was working so hard to keep the girls close to their mom, Andrew replies, “Family is family. I’m never going to pull the girls—they need their _____.”
7. At the time of this report, there were an estimated _____ million children in America with a parent in prison.
8. The video states that 60% of new inmates experienced trauma, and almost 80% had problems with drugs or alcohol. Almost _____% of inmates had had a parent in prison.
9. When asked how he was able to forgive his wife, Andrew says that he wants his kids to be “happy and not have them _____ as I’ve seen other families.”
10. Ruby says her perspective has changed in prison. She said, “I just think about the things I _____ have been doing rather than what I was doing.”

People Positive

Name: _____

Lesson 10 – Listening Handout

A Cluttered Life: Middle-Class Abundance – University of California Television

1. The ethnographers visited the homes of _____ families to study how they used their home environments.
2. Jeanne Arnold says, "One of the things that we discovered and documented is that contemporary US households have more possessions per household than any society in _____."
3. The ethnographers found that _____ were more likely to comment on the clutter inside the home, possibly because of a feeling of responsibility.
4. "The United States has 3.1% of the world's children but consumes _____% of the world's toys."
5. The ethnographers discussed the huge number of "_____ foods" inside refrigerators and freezers. US families stored more food than comparable families in other countries, possibly to limit separate shopping trips.
6. Given the availability of prepackaged and frozen food, parents and children are eating different, segmented meals. The ethnographers' data suggest that only one in _____ meals is eaten together by the entire family.
7. The ethnographers found that the _____ was generally the busiest center of family activity—the "command center."
8. One of the ethnographers observed, "There seems to be a kind of a correlation between how much stuff is on the refrigerator panel door and how much stuff is in the broader _____."
9. "Bathrooms are also perhaps one of the most _____ resources in families' homes."
10. The ethnographers were surprised to find that parents wanted to remodel their _____ more often than other rooms.

People Positive

Name: _____

Lesson 11 – Listening Handout

Health: Child Caregivers – The New York Times

1. Christina takes care of her grandfather because her mother works and her grandfather doesn't want " _____ help."
2. Karen Harwood, a care coordinator for the Caregiving Youth Project, thinks that the rise in chronic illnesses and the state of the healthcare system mean that "people go _____ sooner" from the hospital.
3. Michael, who cares for his mom, was interested in taking a pre-medical class in middle school and eventually becoming an " _____ surgeon." But he doesn't want to leave his mom.

U.S.: A Personal Lesson in Geriatric Care – The New York Times

4. Kristen Murphy is studying to be a geriatrician. She spent _____ weeks in a nursing home to help her better understand geriatric care.
5. Kristen's decision to attend medical school stemmed from a visit with her _____, who had Alzheimer's.
6. Kristen said that she first thought she'd try to encourage patients to "get up and go, and keep up the motion and keep active." But she realized "that's not what everyone _____."

How Jim Lee Became a Comic Legend – Big Think

7. When he was four or five years old, Jim Lee was hit by a truck, and this affected how his parents raised him. He says, "Comics, trauma, art. That was the be all, end all of my _____."
8. Jim Lee thinks his parents came to the United States to pursue the "American Dream"—and for him to find financial security as a doctor, like his father. But Jim wanted to "work in _____."
9. After Jim explained to his parents what he wanted to do, he spent time drawing. He says, "Every day, I'd wake up, roll straight from bed into the chair." When he pinched a nerve, his dad got him a _____ brace.
10. While fighting with his parents, Jim recalls telling himself, "I will never, ever put this kind of pressure on any of my kids." But now, with nine kids, he says, "I understand where they came from, and I don't _____ them for anything." Still, he is thankful that his children "have a different life, and that they don't have to necessarily have that _____ in how they perceive themselves."

People Positive

Name: _____

Lesson 12 – Listening Handout

Inside the Daily Life of a Live Streaming Star in China – The New York Times

1. Jin He receives around \$30,000 to \$45,000 of _____ each month.
2. The livestreaming company wants their streamers to look for rich men who are “lonely” and “looking for a _____ connection.”
3. A fan says, “I do think that virtual relationships can _____ real-life relationships. She makes me feel warm, and I think the emotions are mutual.”

Chronically Online: The Epidemic of The Century – TEDx Talks

4. Alana Lintao cites research that the average social media user spends _____ hours and 58 minutes online every day.
5. “Social media also encourages a _____ lifestyle. If you sit for six hours a day or more, your risk of dying early jumps 19%.”
6. For Lintao, three main things have contributed to this epidemic:
“We’re now _____.” This state seems normal to us.
“Our _____ systems have changed.” We want things quickly and easily.
“We have no _____ or proper education on how to use technology.” We don’t know how to guard ourselves against unsafe or unhealthy practices.
7. Lintao advises, “Set healthy boundaries and _____ for yourself.”
8. “Use social media as a tool to reach out to old friends, check on current ones, and _____ those who may be struggling.” Lintao suggests your real friends need more engagement than celebrities.

People Positive

Name: _____

Lesson 13 – Listening Handout

WTTW (Jay's Chicago): 'Life After Hate' and Christian Picciolini

1. Christian Picciolini shows the reporter a photo of himself performing a Nazi salute "at the gates of Dachau _____ camp." Picciolini used to be a member of a neo-Nazi group.
2. At the age of _____, Picciolini was smoking in an alley when he met a local neo-Nazi leader. Picciolini remembers, "He pulls the joint out of my mouth, and he smacks me, and he says, 'Don't you know that that's what the Communists and the _____ want you to do to keep you docile?'"
3. Picciolini became the lead singer of a heavy metal band that sang white nationalist songs. Picciolini rose in the ranks of the Chicago Nazis, especially after its leader was found guilty of murdering an ex-member—"a woman he knew who was seen with a _____ man." Picciolini modeled similar violent behavior.
4. Constantly worried about retaliation from rival gangs, Picciolini once almost shot his own _____ outside his apartment.
5. Picciolini opened a music store where he sold white power music "behind the counter." Working there, he met a variety of people he wanted to treat equally, until he felt that he "couldn't reconcile the hate anymore. I couldn't _____ it."

Challenges Facing Foster Kids Aging out of the System – NBC News

6. Dimitri says he was in the foster system since he was "_____ days old." He was placed with 15 different families and homes in California.
7. Franco Vega runs the Right Way Foundation, which supports and mentors foster kids getting ready for adulthood. "All our kids need is one _____ adult."
8. The reporter says that Dimitri dropped out of high school to get a job, but this won't meet his needs after he loses support from the state. "He has no idea how to open a bank account, cook a meal, or file his _____."
9. Vega has to help foster kids process their trauma. "We spend hours telling them, 'It's not your fault, but it is your _____.'"
10. Dimitri wants others to know that "even though my life hasn't been the greatest—it hasn't been easy—that I'm still out here trying. Just know that I'm playing _____ with the rest of you guys."

People Positive

Name: _____

Lesson 14 – Listening Handout

Too Much Choice? – ABC Science

1. The narrator says, “Choice is the _____ of our modern economy.”
2. As illustrated in the jam experiment, “the more choices we have, the more we _____ the ones that got away.”
3. Professor Paul Rozin says that our “working memory” can hold about _____ items at one time.
4. Professor Barry Schwartz suggests that depression may have increased because people have “so much _____ of choice, and they don’t know how to make choices.”
5. Schwartz studies “extreme choosers” who stress over decisions. “He calls them _____.”

Cohousing Communities Help Prevent Social Isolation – PBS NewsHour

6. Denmark’s Saettedammen is perhaps the first _____ community in the world.
7. According to Dr. Lisa Berkman, “Cohousing can reduce social _____ and the detrimental health effects associated with it.”
8. Berkman says, “People who are very isolated, who are disconnected, have a mortality rate that’s about three times as high. That is, they’re about three times as likely to die over maybe a decade, as people who have many, many more _____.”
9. Berkman also notes that cohousing allows for residents to age in their _____.
10. “Americans are particularly vulnerable to social isolation—in part because we value _____ so much.”

People Positive

Name: _____

Lesson 15 – Listening Handout

Techniques for Talking to Strangers – The Atlantic

1. *Civil inattention* is treating others “like human beings” and noting each other’s presence—“and then, we leave each other _____.”
2. *Triangulation* is talking about a third _____ near you and the stranger.
3. Social media and the digital world is “curated in a way that is meant not to challenge your _____ and expand your horizons.”
4. The presenter suggests making yourself available by taking your headphones off, looking up from your phone, and signaling with your _____ language that you’re open to talking.

The Art of Active Listening – Harvard Business Review

5. Amy Gallo suggests we consider *listening* as “an active, noncompetitive, two-way _____.”
6. Gallo mentions four listening styles . . .
 1. _____-oriented – Intending to get something done
 2. *Analytical* – Intending to understand and dissect an issue
 3. _____ – Intending to connect and empathize with others
 4. *Critical* – Intending to judge and categorize something or someone
7. If we ask ourselves what the speaker needs from us, we may “listen without an _____” and better hear what the person tells us.
8. If we speak up and ask good questions, we signal that we heard what the speaker said, understood it, and want more _____.
9. Gallo says, “Leaders must develop the discipline to listen purely for _____—without judgment, agenda, or distraction.”

People Positive

Name: _____

Lesson 16 – Listening Handout

How social media sabotages your brain's friendship mechanism | Arthur Brooks – Big Think

1. Brooks argues that our methods of staying in touch are “inadequate to what our brains and _____ need.”
2. Brooks presents oxytocin as the hormone that “links us to our kin, to our _____” and other loved ones.
3. Brooks says that oxytocin requires “two things—_____ and touch.”
4. Brooks offers a firm rule: “If something is a substitute for in-real-life relationships, it’s going to be bad for your happiness. If something is a _____ to it, it can be really productive and good.”

Train your brain's emotional intelligence with metacognition | Arthur Brooks – Big Think

5. Arthur Brooks says, “Emotions proceed from a part of the brain called the _____ system.”
6. Brooks defines _____ as “awareness of awareness” or “thinking about thinking.”
7. Brooks says, “First, interrogate your _____. Then say what you want to say, not what you feel.”
8. Brooks believes that people who can regulate their feelings are “dramatically _____ than people who are reactive.”

Former Friend to Fake Heiress Anna Sorokin on How She Says She Was Conned out of \$60K – ABC News

9. According to this report, Anna claimed to be a German heiress worth tens of _____.
10. According to Rachel Williams, she was charged \$_____,000 for a trip to Marrakesh, Morocco, after which she realized her friend was a fraud.

Lesson 17 – Listening Handout

Laurence Fishburne Reads a Former Slave's Incredible Letter to His Old Master – Letters Live

1. During the war, the plantation owner hid rebel soldiers at his house, and he also may have killed a union soldier left behind at a _____.
2. Jourdan writes that he could have gone back to visit, but he had heard that "Henry" wanted to _____ him.
3. Jourdan writes that he received his free papers in 1864, and his wife wouldn't go back without some proof of their freedom. Jourdan asks his old master, "We have concluded to test your sincerity by asking you to send us our _____ for the time that we served you."
4. Jourdan says that the slaves didn't receive wages—any more than the cows or horses did. "Surely there will be a day of reckoning for those who defraud the laborer of his _____."

Bible Belt Atheist | Op-Docs – The New York Times

5. Jerry DeWitt says that he did not lose his faith, but that he "graduated from the _____ of my family."
6. Jerry was first the pastor of Grace Church, and he says, "In so many ways, it was the _____ years of my life."
7. Kylee Perkins, a congregant in DeWitt's former church, says that for "our leader, Jerry, to say, 'Guys, I'm sorry, but I think we took a wrong turn somewhere'—it was very much a _____."
8. Bridgett Crutchfield, a former Pentecostal, really related to Jerry's story of rejection. She said, "When you come out, it's _____."
9. Kylee states that Jerry's "entire method is just, love. He takes all the walls down and says, 'Hey, we can all sit in one room, and love each other, and have a successful, progressive _____'."
10. Jerry used to encourage people to invest in the next life, but now he says he wants to "encourage people to enjoy the life that they _____."

People Positive

Name: _____

Lesson 19 – Listening Handout

Ex-Cult Member Explains How He Escaped the Moonies – VICE

1. “The ‘Moon Cult,’ or ‘Moonies,’ refers to the Unification Church founded in the ‘60s by Sun Myung Moon. The group was known for its mass _____ and staunch anti-Communist beliefs.”
2. Steven was recruited by the Moonies after being dumped by his girlfriend. _____ women flirted with him, and they denied having any agenda.
3. Steven says his duties involved “a lot of recruiting, or _____, or political actionizing.”
4. Steven says cults influence followers through “deceptive recruitment . . . thought-stopping, _____ language, totalist black-and-white ideology.”
5. Asked how he tries to help people, Steven says he tries “empowering people to think for themselves and give them information to _____-test—so they can actually make a choice.”

Inside the New Ku Klux Klan – ABC News

6. As you watch this video, note ways people can twist or ignore Scripture. What do Christians act like when they refuse to act like Christ?

People Positive

Name: _____

Lesson 20 – Listening Handout

Pastors Take Church to the Metaverse – CNBC

1. Jason Poling is a pastor at Cornerstone Church, which now holds services in California—and also within the _____.
2. The pastor sees his virtual church as “a form of _____ work” to people who might not attend an in-person church.
3. “I think some of the anonymity that’s initially there allows people to be more _____ about their life.”

Why San Francisco Church Planting Is Like Launching a Startup – CNBC

4. This report states that about _____% of people in San Francisco Bay Area are “churchless.”
5. Pat Gelsinger, CEO of the tech corporation VMware, calls himself the “the full-time _____ of VMware,” with “23,000 souls” that he serves. He donates nearly half his salary to charity.
6. Andy Wood, the Echo.Church lead pastor, thinks that one benefit to making meeting spaces, music, and messages follow familiar styles is that “there’s a commonality that allows there to be a greater level of _____.”
7. The reporter states that it often takes over one million dollars for a new church “to reach _____ in the Bay Area.”

Hymns for Home, in Arabic – The New York Times

8. Pastor El-Yateem states that “The Christian community in the Middle East is between a rock and a hard place, where you have to deal with the _____ struggle . . . but also sometimes they are bothered” by “Muslim fanatics.”
9. The Salam Alam Arabic Lutheran Church welcomes attendees from different denominations. “Many come here in need of legal and family services. Others are looking for somewhere they can pray in _____ and be around people who empathize with them.”
10. When church attendees bring up concerns over politics in Middle Eastern countries, the pastor encourages them to think about “what is our role as the church to work for _____ and _____ in the world.”

People Positive

Name: _____

Lesson 21 – Listening Handout

Christianity in China | Simon Reeve: Sacred Rivers – BBC Earth

1. “In the second half of the twentieth century, Christianity was ruthlessly suppressed by China’s _____ leaders.”
2. Some estimate that in 30 years, there could be _____ million Christians in China.

Bible Downloads Banned in China – BBC News

3. The presenter says, “Downloading unauthorized versions of the Bible is now an _____ in China.”
4. In China, you can buy Bibles in physical stores but not _____.
5. According to Bob Foo, in 2017, “Over 220,000 Christians alone were targeted for persecution, and over 3,700 were _____.”
6. Persecution is inconsistent across the country. In some Chinese provinces, believers cannot have private _____ meetings in their homes.

Is China Rewriting the Bible? – Radical

7. Steven Morales says, “The same country that _____ the Bible for the entire world doesn’t want it to reach the hands of its own people.”
8. Amity Printing Company in China prints about 70 Bibles per _____.
9. Morales says, “China is okay with you being a Christian, as long as it’s on their _____. They don’t mind if you have a Bible, as long as it’s their Bible.”
10. Morales cites an approved Chinese academic translation of John 8, which includes the story of Jesus and the woman caught in adultery. In this version, Jesus kills the woman, saying, “I too am a _____. But if the law could only be executed by men without blemish, the law would be dead.”

People Positive

Name: _____

Lesson 22 – Listening Handout

Birds Aren't Real: The Conspiracy Theory that Satirizes Conspiracy Theories – 60 Minutes

1. "Bird truthers" claim that the US government replaced birds with robotic _____.
2. Explaining his joke, Peter McIndoe says, "It's taking this concept of misinformation and almost building a safe space within it and _____ at it, rather than being scared by it."
3. The "confession" of Eugene Price got over _____ million views on the streaming platform TikTok.
4. According to McIndoe and his friends, birds charge on _____.

There Are 8 Classes of Intelligence. Which Are You? | Howard Gardner – Big Think

As listed by Gardner, the classes of intelligence include . . .

5. _____ *Intelligence* – Using language and meaning
Logical-Mathematical Intelligence – Understanding measurements, formulas, and experimentation
6. _____ *Intelligence* – Ability to discern, play, and compose
7. _____ *Intelligence* – Awareness of surroundings and motion
Bodily-Kinesthetic Intelligence – Dexterity and athleticism
8. _____ *Intelligence* – Self-awareness and reflection
Intrapersonal Intelligence – Social skills and leadership
9. _____ *Intelligence* – Discerning kinds and species in nature

People Positive

Name: _____

Lesson 23 – Listening Handout

This Woman Deconstructs 100-Year-Old Books to Restore Them | Obsessed – WIRED

1. The narrator says, "Restoring a book like this takes immense patience and _____."
2. Book restoration requires many steps, including deconstruction, opening the spine, scraping the old spine, matching colors, page washing, page repair, and then _____ the book.
3. "Sometimes in the restoration process, pages themselves need to be removed from the book and _____."

Whatever Happened to the Hole in the Ozone Layer? - Stephanie Honchell Smith – TED-Ed

4. The narrator says, "Thankfully, about 98% of [the sun's] radiation is absorbed by _____ molecules dispersed in the stratosphere."
5. CFC's (chlorofluorocarbons) were used in the 1920s as coolants in _____.
6. If ozone depletion continued, "photosynthesis would be _____, making plants . . . less productive and more susceptible to disease."
7. "As the use of CFCs declined, the ozone hole began shrinking and is predicted to disappear entirely by _____."

1966: Children Imagine Life in the Year 2000 – BBC Archive

8. As you listen, write 2–3 concerns or worries from these children.

People Positive

Name: _____

Lesson 24 – Listening Handout

Fighting Workaholism: You Are Not a Success Machine – Big Think

1. Arthur Brooks claims that “workaholism” is actually a secondary addiction. The primary addiction is to _____.
2. Brooks says, “Work can’t really _____ you back.”
3. As you look for people who can offer you love, Brooks recommends cultivating your spiritual life. “Maybe that means reading the wisdom literature, getting in touch with the Stoic philosophers, studying the works of Johann Sebastian Bach. I don’t know, going back to the _____ of your youth—something that gives you a relationship with the divine.”
4. Brooks says, “Deal friends are incredibly useful. Real friends are _____. They’re just people who love you.”

Can Work Make You Happy? Should It? – Big Think

According to Brooks, to gain happiness from work, we need . . .

5. Earned _____
6. _____ to other people

The Many Lives of a New York City Doorman – The New Yorker

7. As you watch, write down what purposes or motivations drive this doorman.

People Positive

Name: _____

Lesson 25 – Listening Handout

Ukrainian Christian Groups Face Violent Crackdown from Russian Forces – PBS NewsHour

1. “Since the occupation, evangelical congregations, Protestant churches, all the non-Russian Orthodox faiths have been deemed undesirable, and tens of thousands of believers have been forced to flee. Those who remain gather in secret in private _____ for fear of angering the new regime.”
2. At Grace Evangelical Church, Russian soldiers shut down a service. The pastor says, “They started to fingerprint everybody. They copied their _____, made pictures, addresses.”
3. The Institute for Religious Freedom reports that “at least _____ evangelical churches have been expropriated or destroyed.”
4. According to Steven Moore, at least _____ Christian leaders in Ukraine have been murdered by the Russian military.
5. Russian media broadcasted a search of one pastor’s home and claimed to find “a _____ cache,” including a bomb and firearms.
6. According to Mikhaylo Brytsyn, there are no more Protestant churches in all of the Russian _____ territory.

KGB Past, Church’s Billions and War | Patriarch Kirill Explained – TV Rain

7. The leader of the Russian _____ Church is Patriarch Kirill—a billionaire with longstanding ties to Russian intelligence services.
8. Kirill says, “If anyone, while being led by his sense of duty, or the obligation to fulfill an oath, goes and fulfills his duty and dies in the process, then he indeed commits an act akin to a sacrifice. And indeed this sacrifice washes away all his _____.”
9. Kirill became Patriarch of Moscow in 2009, and after 2012, he began to appear often with Russian president _____.
10. Since the Russian Orthodox Church now seems to support all Russian policies, Kirill has faced economic sanctions, with “many of his own foreign jurisdictions cutting all ties with the Moscow patriarchate. Even Pope Francis has famously warned Kirill not to become ‘Putin’s _____ boy.’”
11. Putin says, “As martyrs, we will go to heaven, and they will die like _____.”

People Positive

Name: _____

Lesson 26 – Listening Handout

Ex (Detransitioning) Trans Man interview - Laura – Soft White Underbelly

1. When asked about the evolution of her public identity, Laura says, "I'm just careful around the language that I'm using because I don't believe you can . . . You can pass as the opposite sex, but you can never really _____ as them, and you can never become the opposite sex."
2. "Obviously I had many complex problems. They all come back to essentially feeling unloved and _____—and hopeless of ever being loved, and not knowing how to access love within myself or, sort of, create loving connections or purpose."
3. Laura says that when she was 19, she was "fast-tracked" to receive experimental treatments. She received doses of _____ to inject into her thigh.
4. Describing herself on cross-sex hormones, Laura says, "That was really bad for me. I felt very out of control and reckless—and I was still _____, so it just made me more impulsive."
5. Asked if she ever felt like a man, even after hormones and a mastectomy, Laura says, "I mean, I don't know really what it feels like to be a man, right? I can't ever really know that. In my mind, I had a _____ of what a man would be . . ."
6. Laura now views the scars from her mastectomy as "_____ scars,"—not "intentional," but still "destructive."
7. Laura suggests that people who feel distressed about their physiology look into "alternative methods of treating gender dysphoria. Radical _____ is the number one thing. It's also the most difficult thing."

People Positive

Name: _____

Lesson 27 – Listening Handout

The Disappearance of Men | Christine Emba – Big Think

1. According to Christine Emba, many men struggle because of current trends in the _____ market, education, and domestic life.
2. Emba says, “We’re seeing a drop in employment in men, especially _____ men.”
3. *NEET* stands for “Not in Education, Employment, or _____.”
4. Many “manfluencers” describe _____ as an aspirational process men can face as a challenge.
5. Emba suggests, “Positive masculinity means using traits that feel _____ to men for the good of others and for the good of society as a whole.”
6. Emba says, “And if we want our broader society to survive and flourish too, both _____ have to be doing well.”

How This Man Found His Calling as an Early Elementary Teacher – PBS NewsHour

7. At the high school level, around 40% are male teachers, but in elementary, the percentage of male teachers is between 1–_____%.
8. A qualified male elementary teacher would be _____ quickly.
9. According to Harold Johnson, “If you hold them to a higher standard, then they will _____.”
10. Harold Johnson said that the most gratifying part about being a teacher is seeing his students have an _____ moment.

People Positive

Name: _____

Lesson 28 – Listening Handout

Marriage Is a Partnership (1951) – Coronet Instructional Films

1. The couple already had housing taken care of: Pete's mom lived upstairs and they would live downstairs. Pete had a job, working at the same place as his wife's _____.
2. The wife says, "We were learning to live together . . . But time doesn't stand still, and marriage is far more than loving together and enjoying companionship. It's making _____ together, and we had to learn to plan as partners."
3. She says, "We had decided I should quit my job when we married. Maybe I should say, quit my paycheck; I still had a job. As the weeks went by, sometimes I regretted that decision, to quit my job. For one thing, I missed those _____, and staying home was hard."
4. The wife says she enjoys "Pete's contributions to my sense of accomplishment." She also tries to learn about Pete's job, saying, "Sometimes I shared his enthusiasms, and there were times when I had to help absorb his _____."
5. When Pete suggested it, the wife invited her mother to her party. The mother-in-law brought a cake, which "helped make a good party. But it wasn't _____ party."
6. Pete began spending more and more time with his mother when he got home from work. The wife didn't bring it up, but said, "Somehow, it seemed on those nights, we always got into an _____, sooner or later."
7. When the wife spent time with her parents, she noted, "It was a joy to see the way Mom and Dad understood each other, _____ each other's needs, sometimes without a word being spoken. They had really grown together in their marriage."
8. Pete told his wife that he received a job offer. He wanted to leave town, and he felt that her _____ were influencing their marriage badly.
9. Pete said that he felt hurt by his wife praising her dad's part in Pete's raise. He thought he had earned it himself. He said, "You appreciated your dad's efforts. I wanted—I wanted you to appreciate _____."
10. The wife brought up her frustration with her mother-in-law, trying to be fair and avoid attacking him. Pete admitted that they both "needed to grow up more, to grow away from our _____ a bit more."

Lesson 29 – Listening Handout

Who should handle the money in the home? (1961) | RetroFocus – ABC News In-Depth

Based on these interviews, what did people believe were the main responsibilities of . . .

1. A wife? _____
2. A husband? _____

Should husbands watch the birth of their children? (1962) | RetroFocus – ABC News In-Depth

3. What reasons were offered for or against husbands being present during birth?

Is Marriage Dying? | Richard Reeves – Big Think

4. Richard Reeves says, "There's a blend of reasons between religion, romance, economics, and _____ that have traditionally led people to the marital state."
5. Reeves notes that women today have "exit power" and "are twice as likely as men to file for _____."
6. Reeves says many young people are now "entering the labor market . . . establishing themselves. In some ways, you do all that first, then you _____" as a sort of "capstone" to other successes. A wedding seems to mark the "end of a journey" rather than the beginning of one.
7. Reeves says, "The model of marriage that was founded on economic dependency—of women on men—is completely obsolete. Now, I think we've created models of the family that are much more equal and much fairer, but maybe not quite as _____ in many cases."

People Positive

Name: _____

Lesson 30 – Listening Handout

Love Bank | Episode 2.1 – CNBC

1. Is it worth borrowing money to buy an engagement ring? ☐ Yes | ☐ No
2. Would you rather have your dream job or dream house? ☐ Job | ☐ House
3. Do you enjoy haggling? ☐ Yes | ☐ No
4. If someone makes more money than their spouse, should they pay more for shared expenses? ☐ Yes | ☐ No

Love Bank | Episode 2.2 – CNBC

5. How frequently should you check your account or credit balances? _____
6. What's the strangest thing you regularly spend money on? _____
7. Do you budget and track extra expenses on your phone and devices? ☐ Yes | ☐ No | ☐ N/A
8. Would you be willing to take a pay cut for a better-quality job? ☐ Yes | ☐ No
9. Would you want any future children to have paying jobs in high school? ☐ Yes | ☐ No

Love Bank | Episode 2.3 – CNBC

10. At what age should parents stop supporting their children financially? _____
11. Should married couples know what's in each other's bank accounts? ☐ Yes | ☐ No
12. When should couples start to talk seriously about finances? _____
13. How much money would someone need to spend on a date for you to consider it "expensive"? _____
14. Would you move to a less desirable city for better financial stability? ☐ Yes | ☐ No

Love Bank | Episode 2.4 – CNBC

15. If you already worked full-time and you suddenly had financial trouble, would you take on another part-time job?
☐ Yes | ☐ No
16. As an adult, would you share financial details with friends? ☐ Yes | ☐ No
17. What is the best thing you've purchased with your own money? _____
18. Is it necessary to take more than one vacation per year? ☐ Yes | ☐ No

People Positive

Name: _____

Lesson 31 – Listening Handout

Divorce Lawyers Give Relationship Advice – Glamour

1. Lawyer James Sexton recommends respecting the commitment needed for marriage. He notes that _____% of marriages end in divorce in New York State.
2. Sexton contrasts marriage with buying a house, and says that when you get married, “You just did the most legally significant thing, other than _____, you’ll ever do.”
3. The lawyers remind people that a spouse “may not change.” Val Kleyman says, “It’s critical that those expectations are communicated _____.”
4. Linda Zhou says, “One of the most important conversations you need to have with your partner before getting married is about your _____.”
5. Klayman says that during a divorce, people get “so caught up in standing their ground, that they lose focus of what really matters and the collateral _____ that’s happening around them.”
6. Sexton tells his clients “what they should try to hold onto is that sense of being this other person’s _____, and being connected with them.”

Marriage to Remember | Alzheimer’s Disease Documentary | Op-Docs – The New York Times

7. Pam was diagnosed with Alzheimer’s. She says, “I don’t feel sad, and I don’t feel regret. I feel blessed that I have this wonderful family, and a husband who is extraordinarily _____.”
8. Pam’s husband knew he’d be drafted into the Vietnam War, and he had family history with the US Navy, so he “applied to naval _____ school.”
9. Pam’s husband says he likes it when his wife smiles at him, “but there’s a lot more that, you know, I used to get from her, that she would do for me. That’s _____.”
10. Pam’s husband says, “I have made a commitment to this beautiful woman that I will live with her forever. So whatever happens, we’re definitely doing it _____.”

People Positive

Name: _____

Lesson 32 – Listening Handout

How the Sexual Revolution Changed the World | Louise Perry

1. Louise Perry says that the 1960s sexual revolution resulted from significant changes in the late twentieth century, “the most important one being the _____,”—that is, hormonal birth control, which allowed “women to control their fertility themselves, invisibly.”
2. Perry notes that historians often present the sexual revolution as “straightforwardly a good thing,” but “I want to say, look, there are some _____ here, which we need to talk about.”
3. Perry argues that the revolution remained “hegemonic”—that is, culturally dominant—because “it became possible to basically sever sex from _____ for the first time ever.”

The Paradox of #MeToo | Louise Perry

4. Perry notes that Christianity holds sex to have a “sacred status in marriage,” but after World War 2, many people argued that sex should not even be considered special. In her book, Perry describes this process as “sexual _____.” Sexual activity becomes a mere social interaction.
5. The hyper-progressive position holds that sex can be commodified or sold without consequence, but Perry says, “No one actually _____ as if that is true.”
6. Perry argues, “People are trying to hold to the idea of sexual disenchantment in an intellectual way, but actually it’s not true. You know, people feel very strongly, instinctively that sex does have a special _____ even if they try and deny it to themselves.”

The Battle Between Feminism and Motherhood | Louise Perry

7. Perry defines “hyper-liberalism” as an “ideology that prioritizes _____ above absolutely everything else.”
8. Perry argues in her book that “liberal feminism . . . cannot accommodate _____.” The bond between mother and child is so strong and existential that “you can’t really understand the mother or a baby as being ‘individuals.’ They’re a _____.”
9. After noting technology that allows women to modify themselves or bypass pregnancy, Perry says, “If freedom is your goal, then the human _____ is very much an impediment.”

Lesson 33 – Listening Handout

How to Date & Get Married & Have Children in Stardew Valley – Luprik

As you watch, think about how the game designer depicts an approach to dating, romance, and marriage.

How Chinese Marriage Markets Help Parents Find a Love Match for Their Child – BBC

1. At the park, signs are posted with the marriage candidates' information, like "their height, their material needs, their _____ background, and what qualities they are looking for," as well as their parent's contact information.
2. The reporter notes, "Over the last 15 years, these marriage markets have appeared in major cities all over China. And while the need for them might be a symptom of time-starved modern lifestyles, they also plug into the tradition of _____ having a role in arranging marriages."
3. Because of China's old one-child policy, parents wanted to have boys over girls. But now, there are _____ million more men than women.
4. When asked if society pressures parents to find spouses for their children, a man answers, "Most of the pressure comes from the parents themselves based on traditional values, but many young people are not that anxious. They have other things to spend _____ on."
5. The reporter points out some younger women taking pictures of the market, and he speculates they feel embarrassed. "There they go, being advertised, and you almost being sold to a potential suitor. . . . I know that if my mother put up a form with my details on it, I think I'd be _____."

Mormons Flock to Scandinavia to Find True Love – The Wall Street Journal

6. Diego says, "I don't think there's a true way or like, a correct way of love. Some people are weird, and they find love. Some people are really—looks like perfect, and they _____."
7. Catherine says she feels like there aren't many Mormons in Europe, and they are "spread out, so it's kinda difficult meeting someone who is of the same faith as you and kinda has the same _____."
8. Alena says, "The strangest part about Festinord is that anyone I look at or talk to, I think like, could I marry them? Like, is this the first conversation with my _____?"

People Positive

Name: _____

Lesson 34 – Listening Handout

Why Men Get So Few Matches on Dating Apps – Memeable Data

1. The narrator says, "Dating apps can paint a distorted picture of what the real world is like. Some studies indicate that dating apps can have a negative impact on _____, with a stronger impact on men. And women often have to find strategies to deal with intrusive behavior from men in these apps."
2. As the video producer tries to figure out why men and women have such different experiences on dating apps, he first suggests that "there are _____ male users than female users."
3. As for the second reason, "men give more _____ than women" do.
4. The third reason is that "a small share of the users get a _____ share of the likes."
5. The producer notes the limits of his simulation, but argues that cultural and mathematical conditions will distort most users' experience on the apps. Most men will receive far less attention than they would in-person. Most women, when they receive a like from a man, will learn "there's a good chance he's not even genuinely _____."

Why Dating Apps Are Causing Burnout – CBS Mornings

6. The presenter notes, "Some experts say these dating apps keep people locked in an endless _____ of matches and rejections, and many end up feeling more disconnected and lonely than before."
7. One app user says that the burnout partly "comes from being overwhelmed by _____."
8. Sociologist Eric Klinenberg cautions that "too many people think of the faces on their screen as options. The truth is, you're not an option until you show up for the date and express _____ in someone."
9. The producer, Adam Yamaguchi, also describes the "phenomena of deindividuation" where the "veil of _____" encourages people to treat others like objects and engage in worse behavior.
10. Yamaguchi notes that many dating apps are "built from the ground up to feel like a _____." This encourages engagement even when the apps don't offer meaningful results.

