

◇ Chapter 12  
Balance Work and Family Life

Enrichment Activities

## CREATING QUALITY TIME

**Directions:** Quality time refers to time people spend together in ways that help them know each other better. Busy schedules can make it difficult to find time for quality interactions. Read how some people built quality time into their schedules. Then plan quality family time by writing in the spaces provided.

*Margo and Kevin both have demanding jobs, working ten or more hours a day. Most evenings, they don't have much energy left for their young daughter, Kacie. However, they get up an hour early each day to play with Kacie, help her pick out clothes, and have a leisurely family breakfast. Margo and Kevin also block out the hour following Kacie's bedtime, so they may spend quality time with each other.*

*Keisha and Mark have four children, ranging in age from six to fifteen. Even with a flexible work schedule, they find it hard to give individual attention to the children. To make sure that each child has an opportunity for one-on-one quality time, Keisha and Mark plan regular weekend excursions, when one parent takes one child shopping or goes on an outing chosen by the child.*

**What are some ways you could spend quality time with one or more family members . . .**

1. in a one-on-one situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. on a weekday evening? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. in the morning before school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. on a weekend? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. on a holiday? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## MAKE A DECISION — STEP BY STEP

The decision-making process can be a valuable tool when you're faced with a situation in which several options seem to have equal merit. Read the following example, and use the decision-making process to help Alex with his dilemma.

*The food-canning plant where Alex's father worked was shut down just before Christmas. The company, however, offered him a job in its Millbrook plant, located 120 miles away. Alex and his dad moved from Alex's grandmother's house, where they had been living, in time for Alex to start the spring semester at a*

*new high school. Alex was happy with his new life and happy for his father, but he missed his old friends and his grandmother.*

*Just before school ended, Alex's grandmother asked him to stay with her for the summer. Alex had been looking forward to the chance to see his old friends and his hometown again. At the same time, however, he had been offered a summer job as a lifeguard at the Millbrook community pool. The job sounded like fun, and it would allow him to earn money for a used car he wanted to buy. Alex had a decision to make.*

**Directions:** Put yourself in Alex's shoes. Go through the decision-making process, step by step.

<b>STEP 1: IDENTIFY THE PROBLEM</b>	
<b>STEP 2: IDENTIFY THE OPTIONS</b>	
<b>Option A</b>	
<b>Option B</b>	
<b>Option C</b>	
<b>Option D (if needed)</b>	
(Chart continued on next page)	

<b>STEP 3: IDENTIFY THE PROS AND CONS OF EACH OPTION</b>		
	<b>Pros</b>	<b>Cons</b>
<b>Option A</b>		
<b>Option B</b>		
<b>Option C</b>		
<b>Option D</b>		
<b>STEP 4: GATHER NEEDED INFORMATION</b>		
<b>What information or resources might help you make a decision?</b>		
<b>STEP 5: CONSIDER THE CONSEQUENCES</b>		
<b>Option A</b>		
<b>Option B</b>		
<b>Option C</b>		
<b>STEP 6: CHOOSE THE BEST OPTION</b>		

<b>Focus In</b>		
1. What might have happened if Alex had procrastinated?	2. From whom could Alex have asked advice?	3. Besides helping you make a decision, what are some benefits of using the decision-making process?