
LEARNING ACTIVITIES /TEACHING STRATEGIES:

1. **Recognize that teenagers are alike in some ways and different in others, and that each teen is unique and valuable.**

- 1-1 **Chocolate Chip Cookies**

The teacher will place a chocolate chip cookie on the desk of each student. Instruct the students not to touch the cookies. They may smell them, and study them carefully, but can't touch them. Have the students list 10 ways they can compare a cookie to a teenager on the **CHOCOLATE CHIP COOKIES** student activity guide (page I-A-26). This is to be individual work, so ask the students to be as thoughtful and creative as possible.

Some possible answers might be:

- lots of ingredients make up a cookie,
- lots of traits make up a teenager,
- they look alike, but each is different.

NOTE: Chip A'hoys or other packaged brands work well for this activity.

- 1-2 **Personalized Teen Living License Plates**

Give each student a copy of the student activity guide, **TEEN LIVING PERSONALIZED LICENSE PLATES**, on page I-A-27, and assign the students to design a license plate that would represent his/her teen years. Their individual license plate could reflect:

- Originality and creativity
- Personal talents or hobbies
- Personal likes or dislikes
- Personal descriptions
- Personal feelings about the teen years
- Colorful graphics.
- Humorous comments on teen years (clean and legal, of course!)

Class time could be used for this assignment, or it could be a homework project.

If desired, when the students have completed their license plates, display the plates around the classroom without exposing the names of students, and let the students vote on their favorite(s). Some possible categories are:

- Most Original
- Most Colorful
- Best Description of Teen Years
- Best Overall
- Best Design.

Small rewards could be given to the winners if desired.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

2. Identify the developmental tasks that occur during the teenage years.**2-1 Introductory Activity: "Kids" from Bye-Bye Birdie**

Play the song "Kids" from Bye-Bye Birdie, available on either cassette or video, and have the students compare themselves to the kids described .

2-2 Developmental Tasks

Write the following sentence on the board (or use the overhead transparency from page I-A-28):

"Teenage years are a waste of time; there is no purpose for them ."

This statement was made by a radio announcer after a dialogue about teenagers of the past. He made the point that up to around 1920 public schooling ended at the 8th grade in some areas. The student then became a worker. Boys were productive farm employees and began full-time work either on the family farm or ranch and girls helped raise younger siblings or worked for neighbors doing housework, baking bread, sewing clothes, etc. These tasks gave the teenagers a sense of accomplishment and taught them how to work.

Teenagers of today are in school a minimum of four years longer and spend "too much time and money on frivolous activities, or getting into trouble". These, of course, are the opinions of one radio announcer.

Ask students if they agree or disagree with this statement and to identify some purposes for the teenage years, as well as the importance of those years. Point out that there are four different (4) areas in which teens should mature:
1) physical, 2) emotional, 3) mental, and 4) social.

Some additional vignettes for comparison of today's teens vs. children of previous generations are provided on page I-A-29. These illustrate the change in the level of responsibility society has come to expect from children during the developmental years.

Using the teacher background information provided on pages I-A-31 to I-A-33 as a guide, lead the students in identifying some developmental tasks. The teacher can write the tasks on the board as the discussion progresses, or place the mile markers along the Teenage Highway. The students can use the **DEVELOPMENTAL TASKS** student activity guide (page I-A-46) for their notes.

Developmental Tasks:

Skills required for successful progression from childhood to adulthood. (I-A-30)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Suggested learning environment: This curriculum has been developed around the concept of teenagers preparing for life the same as they would for driving. Automotive and highway symbols are used throughout the activities as the main thread. It is suggested that the teacher begin a "**Teenage Highway**" on one wall, the ceiling, or wherever, using the various pieces provided as the class progresses through the curriculum. A couple of beginning diagrams are included in this topic, and from there on, it is only limited by the teacher's imagination! The patterns for some of the beginning components, which are the basis upon which the curriculum is built, are on pages I-A-34 through I-A-45. Have fun with this!

2-3 Road Map of Life

Have the students make individual road maps of their personal developmental tasks, using pictures, icons, etc., to mark the various tasks. The tasks listed in activity 2-2 could be included, along with other developmental tasks already accomplished in their lives. They may use the student activity guide, **ROAD MAP OF LIFE**, provided on page I-A-47

Note: If this activity was used in the 8th Grade Life Skills program in your school, do not use it here again.

3. Identify conditions that can impede, delay or interrupt these developmental tasks.**3-1 Roadblocks to Development**

Using the background information provided on page I-A-48 as a guide, the teacher can lead the class into an open discussion regarding possible interruptions of progression through the developmental tasks. The students can use the **ROADBLOCKS TO DEVELOPMENT** student activity guide (page I-A-49) to take notes as the teacher presents the information. The teacher can share examples from personal experiences as each condition is discussed. A diagram for adding the roadblocks to the **Teenage Highway** is provided on page I-A-50 with patterns for the roadblocks on pages I-A-51 through I-A-55.