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**LEARNING ACTIVITIES/TEACHING STRATEGIES:****1. Discuss teenagers' (personal) struggle for independence.**

- a. Identify the basic reasons for struggles related to independence (i.e., freedom, control, power).**

**1.a-1 My Declaration of Independence**

Using the teacher background information, **INDEPENDENCE**, on pages II-B-18 and II-B-19 as a guide, discuss with the students some of the major concepts regarding independence:

- what independence means
- how to gain and/or lose independence
- the basic reasons for the struggle teens have (i.e., power, control and freedom)
- the relationship of independence between individuals, families, etc.
- independence is tied to responsibility
- independence does not mean that we don't need others

Continue the discussion with this concept:

**INDEPENDENCE = Freedom, Control, Power**

- if independence is freedom, what are you free from? free to do?
- if independence is control, what do you have control of?
- if independence is power, what kind of power?
  - what or whom do you have power over?

(Overhead transparency pattern is provided on page II-B-20.)

Have the students complete the student activity guide, **MY DECLARATION OF INDEPENDENCE**, (page II-B-21) and identify the basic reasons for the struggle teens have related to power, control, and freedom.

- b. Explain how increased freedom brings increased responsibility.**

**1.b-1 Freedom and Responsibility Discussion**

Lead a discussion on the relationship between freedom and responsibility; i.e., how increased freedom brings increased responsibility, and vice versa.

To start the discussion, place the following sentences on the board or cut them apart and give each one to a different student. Ask the students to read them and explain what they think each sentence means:

(The enlarged pattern of these sentences is on page II-B-22.)

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1. John ran away from home because he wanted more freedom.
2. After serving 15 years in prison, the prisoner was given his freedom.
3. We went to rent a movie and got one for free.
4. Bosnia is fighting for its freedom.
5. Who was responsible for getting flowers for the secretaries?
6. Susie is known as being responsible.
7. I will be responsible for bringing the refreshments.
8. If anything happens to Ms. Jones car, I will hold you responsible!

Discuss the different ways in which freedom and responsibility can be used. Most teens view freedom as being free from the restrictions of parents. The images that this brings is being free from any restrictions and rules. This type of belief is unrealistic. "Freedom to..." is a much better concept--freedom to act, freedom to make your own choices, and freedom to be yourself. In this case, freedom and responsibility go hand-in-hand. The playwright, George Bernard Shaw, once said, "Liberty means responsibility. That is why most men dread it!"

**FREEDOM: The power to gain responsibility over one's own life.**

An overhead transparency or poster pattern for this definition is provided on page II-B-23.

**1.b-2 "Freedom" from Shenandoah**

Have students listen to the song, "Freedom", from the play Shenandoah, and discuss what freedom is and the relationship of "freedom" to "responsibility".

The basic concept is simply:

With freedom comes responsibility;  
Being responsible gives one freedom.

One analogy could be when students get their driver's licenses, they are free to drive, but must drive in a responsible manner. Driving in a responsible manner brings them freedom and the right to continue driving.

The words to the song, "Freedom", are provided on page II-B-24. The inter-relationship between freedom, responsibility, and rights can be depicted using enlarged copies of the graphics on pages II-B-25 through II-B-27. The graphics are of a driver's license, a car, and a driver. Each of these is of little or no value without the other two, and in order for driving to occur, all three components are necessary. The car can't go without a driver and a license, the driver can't go without a license and a car, and the license can't go without a driver and a car; all are interdependent upon each other. The same is true about freedom, responsibility, and rights.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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The teacher could have the students write a statement paper about freedom. Some things they might be required to address would be:

- what is your definition of freedom?
- where do you feel freedom exists in your life?
  - what are the responsibilities that come with those freedoms?
  - what are the disadvantages that come with those freedoms?
- where would you like to have freedom that you don't?
  - what responsibilities would come with those freedoms?
  - are there any disadvantages that might come with those freedoms.

**c. Develop appropriate methods for requesting increased independence.**

**1.c-1 My Parents/Guardians**

Project the resource **MY PARENTS/GUARDIANS** (page II-B-28) on the overhead. Survey the class to see how they would change their parents if they could.

- Example: How many of you want your parents to trust you on your own:
- more than they do now?
  - a little more?
  - the same?
  - a little less?
  - much less?

After each response, count the hands and place the number in the box. If two or more periods are responding, divide each box into two (2) or three (3) parts to compare the responses between periods.

Upon completion, place the transparency, **WHAT COULD YOU DO?**, on the overhead (page II-B-29). Have the students list things that a teen could do to promote trust, laughter, understanding, etc., at home. Discuss how this list could help a teen become a contributing member of the family. As a class, have the students develop appropriate methods for requesting increased independence in various areas of their lives.

It is important to emphasize that teenagers are really the ones in control of their level of freedom--the more responsibility they exhibit, the more freedoms they will have. **If they expect more, they must respect more!**

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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- d. **Explain how becoming independent involves cultivating strong networks of social interdependence.**

**1.d-1 Introductory Activity: I Am A Rock, I Am An Island**

Play Simon and Garfunkle's: I Am A Rock, I Am An Island. The words are provided on page II-B-30 as a reference. Ask the class to listen to the song and pose these questions:

- Can people live all by themselves?
- Could you live without your parents? Why?
- Could you live without your friends or other people? Why?
- What does the phrase in the song, "For a rock feels no pain, and an island never cries", mean?
- Is anyone truly a "rock and an island"?

An overhead transparency or poster pattern of the saying, "**No Man is An Island**", is provided on page II-B-19. Have the students explain what that phrase means and contrast the theory to the one presented in the song.

**1.d-2 The Spider Web**

Have students participate in **THE SPIDER WEB** activity described on page II-B-31. Discuss how this relates to their own personal support systems.

**1.d-3 Types of Social Support Systems**

Discuss the various types of social support systems and then have the students complete the student activity guide, **TYPES OF SOCIAL SUPPORT SYSTEMS**, (page II-B-32) according to the directions.

**1.d-4 My Social Support System**

Have students complete the student activity guide, **MY SOCIAL SUPPORT SYSTEM**, (page II-B-34) and diagram their own personal support systems they have in place.

**2. Recognize that parents were once teenagers, too.**

- a. **Describe basic human needs of parents and teens.**

**2.a-1 Introductory Activity: The Three Little Pigs**

Have the students relate the story of the The Three Little Pigs. Ask the students how they know if those are the real facts in the The Three Little Pigs. Whose opinion was expressed in the story? Then read The True Story of the Three Little Pigs (see list of Resources on page II-B-13). Discuss why the stories are

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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different when they both told about the same events. Emphasize that we need to understand that people view events and situations from different perspectives. This is often a problem between parents and teenagers--their perspectives are simply different. Surprisingly enough, when the teenagers get to be parents, their perspectives will probably be very similar, if not identical, to their parents!

**2.a-2 Maslow's Hierarchy of Human Needs**

Describe and discuss basic human needs. Use **MASLOW'S HIERARCHY OF HUMAN NEEDS** (pages II-B-35 and II-B-36) or other resources as the basis for discussion. Have students use the information provided to complete the student activity guide, **NEEDS IDENTIFICATION**, (page II-B-37).

- b. **Recognize that parents/guardians are human and have needs that must be met.**

**2.b-1 Parents/Guardians Have Needs, Too**

Have the students analyze the needs their parents/guardians have and list ways they can help meet those needs by completing the student activity guide, **PARENTS/GUARDIANS HAVE NEEDS, TOO** (page II-B-39).

- c. **Compare differences of the teenage years between parent, grandparents, and student.**

**2.c-1 How Well Do You Know Your Parents?**

Refer to the teacher background information on page II-B-40 for the activities in this competency.

Bring articles of clothing, old records, pictures, etc., of the time when most teens' parents and grandparents would have been teens. Use these articles as a sounding board for discussion of what the world was like when their parents were teens. Have students complete the student section of the activity guide, **HOW WELL DO YOU KNOW YOUR PARENTS?**, (pages II-B-41 and II-B-42) and then take it home for their parents to complete the parent section.

**2.c-2 Music Time Line**

Trace a very general history of music from prehistoric to modern times. Draw a timeline on the board starting with zero. The teacher might discuss how he/she thinks teens in prehistoric times might have expressed themselves through

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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music. Move on to Gregorian Chants and the beginning of harmony. (Gregorian Chants can be checked out through the library). Examine a few master composers and how they were the "rock" stars of their day. Women would faint or throw apartment keys on the piano just like some do today! Play a little music of a few of the great composers. Discuss how our Afro-American culture had a profound effect on American music. Bring out how they were the precursors of the rhythm and blues music today. Analyze how past musicians influenced teen's music today (big bands, Elvis, the Beatles, Alice Cooper, protest music, etc.). Play a little from each one. Discuss how parents are a product of the society in which they grew up. Talk about how music reflects the time of their parents. Understanding parents' past will help the student gain a better understanding of their parents today.

Have the students complete the student activity guide, **MUSIC TIME LINE**, (page II-B-43) as each era of music is presented. The resources for this activity are available at many school and public libraries.

**Alternate teaching strategy:**

Have the students write down five (5) examples of the popular music of their time. Then have them obtain the names of five (5) examples of the popular music of their parents' time, five (5) examples of the popular music of their grandparents' time, and five (5) examples of the popular music of their great-grandparents' time. After listening to some of the music from each time period, have the students write a brief analysis of some of the differences.

**d. Identify multiple roles of parents.****2.d-1 Multiple Roles of Parents**

Discuss the many roles of parents. For example, parents are: sons/daughters, brothers/ sisters, wives/husbands, nurses, taxi drivers, teachers, housekeepers, care providers, etc. In each role they have a particular set of responsibilities. Have students specify some responsibilities parents have in their different roles.

**Role:**        **A function or position inherited, acquired, delegated, or assumed by someone.**

Some points to include in the discussion could be:

- the difficulties presented by each role
- how the parents tackle the difficult times
- what's hard about being a parent
- what's hard about being an adult child of an older parent
- what's hard about being the parent of a teenager
- how the roles change, etc.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**2.d-2 Academy Awards**

Have students complete the student activity guide, **ACADEMY AWARDS**, (page II-B-44) about their parents. Print them on nice colored paper. When the students are finished, have them give the awards to or share them with their parent(s).

- e. **Identify causes of parental stress and ways teenagers can contribute to and/or relieve stress.**

**2.e-1 Headaches**

Identify causes of parental stress by completing the student activity guide, **HEADACHES**, (page II-B-46). Upon completion, discuss ways that teens can contribute to and relieve stress for parents..

**3. Explore methods of communicating with parents**

- a. **Identify styles of communication (transactional analysis; fogging; passive, aggressive and assertive; positive and negative reinforcement {Pavlov}).**

**3.a-1 Styles of Communication**

Using the teacher background information, **STYLES OF COMMUNICATION**, (pages II-B-47 through II-B-50) as a guide, have the students complete the corresponding student activity guide (pages II-B-51 and II-B-52).

Note: Some of this material was introduced in Unit I Topic C. The teacher may wish to use this material as a review and build upon the concepts already developed, or he/she may choose to focus on the new styles of communication introduced here; i.e., 1) fogging, and 2) positive and negative reinforcement.

- b. **Demonstrate the use of effective communication skills.**

**3.b-1 Race for Life**

Have students participate in the **RACE FOR LIFE** activity described on page II-B-53. The corresponding map for the activity is provided on page II-B-54. Upon completion, use the discussion questions to reinforce the factors that lead to good communication.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**c. Analyze methods of conflict resolution with parents.****3.c-1 The Reasons for Rules**

Use a short story or children's book to illustrate and explain why parents have rules and expectations for their children. Try to make slides, use pictures, or if the book is large enough, use the book to add visual learning. An example of a book you might use is *Corduroy*, by Dan Dreeman.

Begin a discussion by asking:

- Why do we have rules?
- What are they for?
- Are they necessary?
- What purpose do they serve?
- Are they important?
- What would life be without some rules?
  - at home
  - in the community
  - in the country

Lead the class to the recognition that rules do serve a purpose. They help us to reach our objectives, especially within the family. In answer to the leading question, "Why do we have rules?", the following illustration can be used:

R	=	Regulate
U	=	Unify
L	=	Liberate
E	=	Educate
S	=	Stipulate (or Safety)

Small posters can be made from the patterns on pages II-B-55 through II-B-59 for use as a bulletin board or lesson emphasis.

**3.c-2 How to Win With Parents**

Use the resource materials, **HOW TO WIN WITH PARENTS**, on pages II-B-60 and II-B-61 to present the scenarios. These scenarios can be acted out or read out loud and discussed as a class. The scenario should be presented first; then go back and discuss what mistakes were made and how to correct them.

**d. Develop ways to resolve parent/teen conflicts with integrity.****3.d-1 Introductory Activity: Feuding Families**

Have students participate in the **FEUDING FAMILIES** activity that is based on the TV show, Family Feud. This activity illustrates how family members have differences of opinions and ideas. The directions and resources for this game are provided on pages II-B-63 through II-B-65.



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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**3.d-2 Complaint Session**

Divide the class into small groups. Each group will receive a marker and piece of poster paper or butcher paper. The groups will have five (5) minutes to write all of the complaints that each group member has about his/her parents. Have a representative from each group give the results. Develop a list on the board of ways that some of these complaints could be resolved positively, realistically, and legally. Some of the following techniques might be discussed:

1. Relax and stay calm
2. Have an open mind
3. Be direct; don't avoid the issue or bring up past issues
4. Don't judge or criticize
5. Compromise or give in once in a while. (You give friends and others around you a break. Why not your parents?)

**3.d-3 Becky: A Short Story**

Have students read the short story of **BECKY** on pages II-B-66 and II-B-67. Have the students analyze and identify the positive and negative aspects of parenting depicted in the story.

**3.d-4 Coping with Parents: Case Studies**

Have the students read the **COPING WITH PARENTS** case studies (page II-B-69) and complete the corresponding student activity guide (page II-B-70). After everyone has completed the assignment, a class discussion could follow.

**Quality relationships are never an accident;  
they are always the result of**

- high intention,
- sincere effort,
- intelligent direction,
- skillful execution;

**they represent the wise choice of many alternatives.**

- Willa A. Foster (paraphrased)

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**RESOURCES:****Videos:**

*Seventeen and Going Nowhere.* Paulist Productions, Box 1057, Pacific Palisades, CA 90272. This video stars Emilio Estevez. A son fears the fact that he is becoming an adult with all of the responsibilities it brings.

*My Mother Was Never A Kid.* 30 minutes. Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019. A movie about a child who goes back in time to see her mother as a child. She gains a better understanding of her mother.

**Books:**

Erickson, Erik H., *Identity: Youth and Crisis.* W. W. Norton & Co., Inc., 500 Fifth Ave, New York NY 10110-0017. 1961. ISBN: 0-39331-144-9.

Scieszka, Jon, *The True Story of the Three Little Pigs.* Viking Publishing, A Division of Penguin Books, 375 Hudson Street, New York, NY 10014. 1995. ISBN: 0-14054-056-3.

Smith, Dr. Manuel J., *When I Say No, I Feel Guilty.* Bantam Books, Inc., 666 Fifth Avenue, New York, NY 10103. 1981. ISBN: 0-55320-066-6.

Vedral, Dr. Joyce L., *My Parents are Driving Me Crazy.* Ballantine Publishing Group, 1540 Broadway-11th Floor, New York, NY. 1989. ISBN: 0-34533-011-0

**Articles:**

Bregman, Mark. *The Scars of Emotional Abuse.* Choices Magazine. February 1991. pp. 10-13.

Keyes, Ralph. *If Only I Could Say 'I Love You Dad'.* Parade Magazine. February 7, 1993. pp.4-7.

**Songs:**

*Freedom* from Shenandoah, by John Cullum. RCA. 1975. Original Broadway Cast Recording.

*People Who Need People*, recorded by Barbara Streisand. 1965. Columbia label.

