

## **TEACHER BACKGROUND INFORMATION INDEPENDENCE**

A famous psychologist, Dr. Erik Erickson, defined adolescence as a moratorium. It is a pause between childhood and adulthood when a person is free from both the restrictions of childhood and the burdens of adulthood. It also is a time of great experimentation. Experimentation can lead to personal growth, greater competence, and self-confidence. Experimentation involves taking chances and dealing with the unknown. Mistakes are expected and necessary. The process of trial and error is utilized in order to adjust, change, and find something that works.

During teenage years, parents/guardians are coming to grips with the fact that they are reaching middle-age. Many have not accomplished all they wanted to accomplish. This may produce frustration on the part of the parent. When they see their children nearly grown, it may cause greater conflict and more restrictions. Parents/guardians may feel torn between their own responsibilities for their children and their children's need for greater freedom and independence.

One way to gain freedom is to gain parental trust. Doing what you say you are going to do is an important step in this process. If you tell your parents/guardians you'll be home by a certain time, come home a few minutes earlier. This indicates that you are willing to take responsibility. Once parental trust is lost, it is very difficult to gain it back. Lying is one way of losing trust. If you lie often, your parents/guardians may never believe you even if you are telling the truth. Take the initiative to complete tasks on your own without being asked. This also impresses parents. The more responsibility you take, the more freedom that will come your way.

It is unrealistic to think that anyone can have all of the freedom that they want. We are all connected together. For example, if an adult constantly shows up late for work, that adult will probably lose his/her job. Adults have rules they must follow related to jobs, community, church, and leisure time. The same is true for teens. Freedom takes the support of those around you. In order to live a comfortable life, you have to have food furnished by the farmer who grows it, the trucker who hauls it to market, the store owner who sells it to you. The same is true with the electricity that you use daily. Thousands of people make it possible for you to use your hair dryer in the mornings--the electricity comes from the generators run by technicians through the power lines installed by hundreds of people to your home through the wires that someone placed throughout your home. In all aspects of our lives, it takes hundreds of people working within the confines of their jobs to make life comfortable for everyone.

Families also offer support. Parents/guardians work to pay for rent or mortgage, food, clothing, shelter, and safety. Psychological support is given through advice, love, and

**TEACHER BACKGROUND INFORMATION**  
**INDEPENDENCE - Page 2**

bonding. Even though you may want to be away from home and have your own freedom, home is usually the first place you go when you have a problem. You trust everything will be okay when your parents take over.

The saying: "No Man Is An Island" is realized more fully as we grow and mature. The older we get, the more we discover that we need support from our families, jobs, and communities.



**INDEPENDENCE**

**FREEDOM  
CONTROL  
POWER**



**John ran away from home because he wanted more freedom.**

**After serving 15 years in prison, the prisoner was given his freedom.**

**We went to rent a movie and got one for free.**

**Bosnia is fighting for its freedom.**

**Who was responsible for getting flowers for the secretaries?**

**Susie is known as being responsible.**

**I will be responsible for bringing the refreshments.**

**If anything happens to Ms. Jones car, I will hold you responsible!**

**FREEDOM**

**THE POWER TO  
GAIN RESPONSIBILITY  
OVER ONE'S OWN LIFE**



## FREEDOM

Freedom ain't a state like Maine or Virginia,  
Freedom ain't across some county line.  
Freedom is a flame that burns within ya',  
Freedom's in the state of mind.

Freedom ain't a boat that's leavin' without ya',  
Freedom ain't a place ya' float to find.  
Freedom is the how ya' think about ya',  
Freedom's in the state of mind.

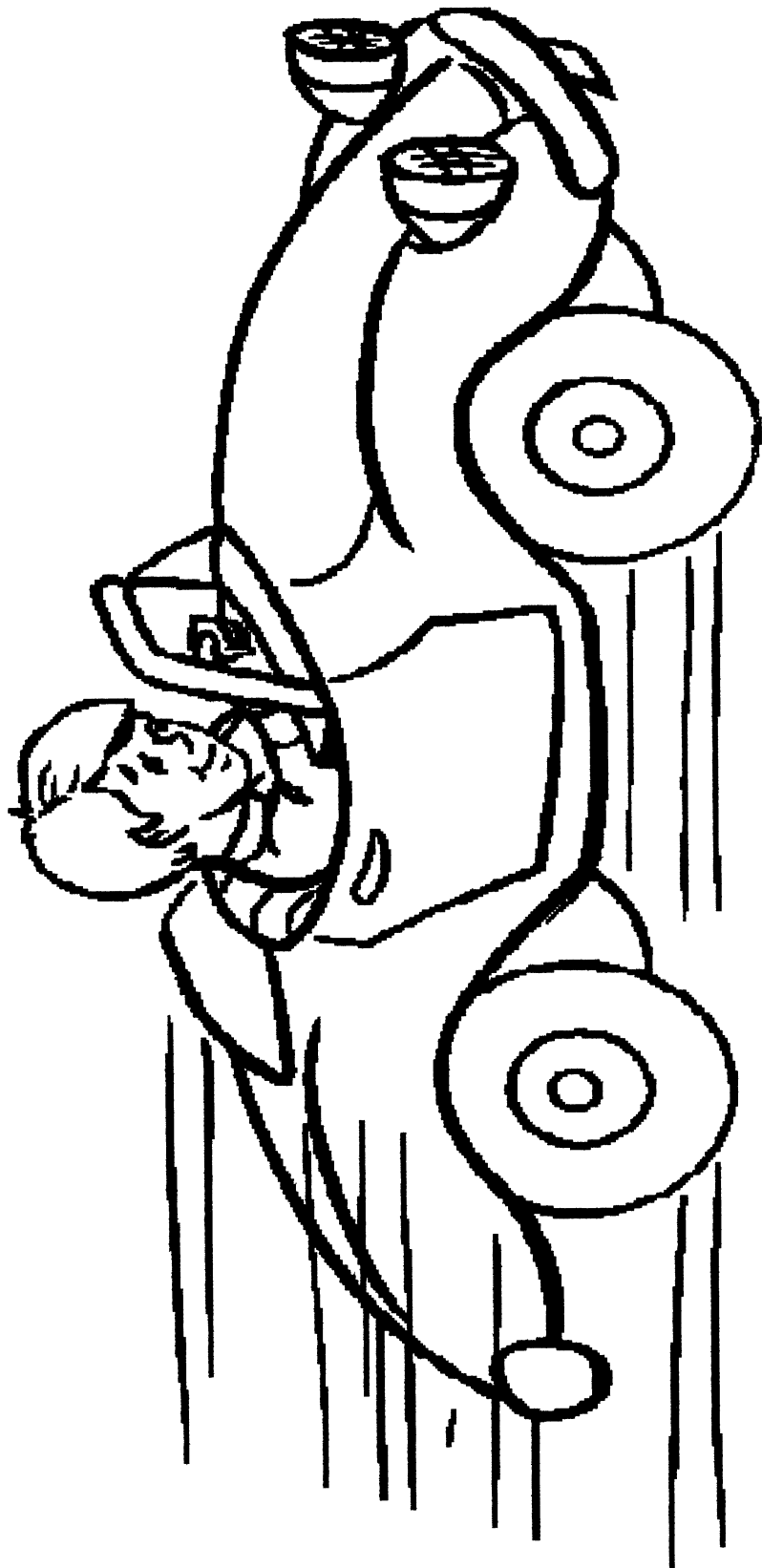
You can't get to freedom by ridin' on a train;  
The only way to freedom is right on through your brain.

Freedom is a notion sweepin' the nation,  
Freedom is the right of all mankind.  
Freedom is a body's hallelujah,  
Freedom's in the state of mind.

Freedom is a notion sweepin' the nation,  
Freedom is a body's 'magination,  
Freedom is a full time occupation,  
Freedom's in the state of mind.


**Freedom!**

- from Shenandoah





<b>Utah</b>		<b>DRIVER LICENSE</b>		<b>ADULT</b>
<b>ADULT</b>	<b>CLASS D</b>	<b>#1234567</b>		
YOUR NAME HERE 1000 ANY STREET YOUR CITY		<b>UTAH</b>	<b>84000</b>	
WEIGHT	EYES	BIRTHDATE		
LBS	SEX	EXPIRES ON BIRTHDAY		
HEIGHT	FT	IN	SOCIAL SECURITY NUMBER	
HAIR COLOR	DONOR		DATE ISSUED	
SIGNATURE				
<b>X</b>				





**MY PARENT(S)/GUARDIAN**

**Directions:** Pretend that you could have your parents/guardians change in some way. For each idea, check the box that best expresses how you would like your parent to respond. There are no right or wrong answers.

	<b>Much more than they do now</b>	<b>More than they do now</b>	<b>The same as they do now</b>	<b>Less than they do now</b>	<b>Much less than they do now</b>
<b>Trust me on my own.</b>					
<b>Smile and laugh with me.</b>					
<b>Show me they really understand how I feel.</b>					
<b>Give me more responsibilities.</b>					
<b>Give me more restriction and guidelines.</b>					
<b>Give me freedom to do as I choose.</b>					
<b>Let me help make family decisions.</b>					
<b>Sit down and talk with me.</b>					

**WHAT COULD YOU DO?**

**TRUST YOU MORE:**

**SMILE OR LAUGH WITH YOU MORE:**

**SHOW MORE UNDERSTANDING:**

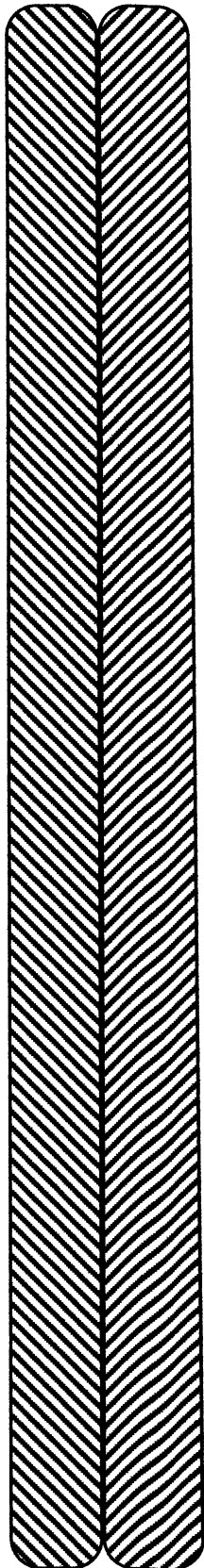
**BE LESS DEMANDING:**

**DISCIPLINE YOU LESS:**

**GIVE YOU MORE FREEDOM:**

**LET YOU HELP MAKE FAMILY DECISIONS:**

**COMMUNICATE WITH YOU:**



## I AM A ROCK; I AM AN ISLAND

A winter's day  
In a deep and dark December;  
I am alone,  
Gazing from my window  
To the streets below  
On a freshly fallen silent shroud of snow.  
I am a rock; I am an island.

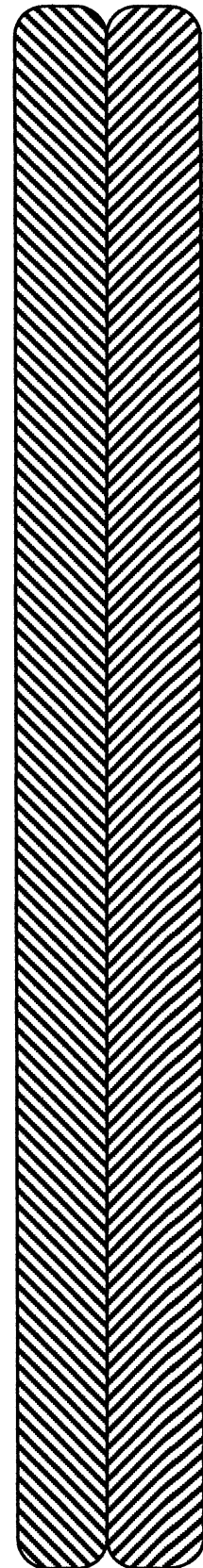
I've built walls,  
A fortress deep and mighty,  
That none may penetrate,  
I have no need of friendship;  
Friendship causes pain.  
It's laughter and it's loving I disdain.  
I am a rock; I am an island.

Don't talk of love;  
But I've heard the word before;  
It's sleeping in my memory,  
I won't disturb the slumber  
of feelings that have died.  
If I never loved I never would have cried.  
I am a rock; I am an island.

I have my books  
And my poetry to protect me;  
I am shielded in my armour,  
Hiding in my room,  
Safe within my womb.  
I touch no one and no one touches me.  
I am a rock; I am an island.

I am a rock,  
I am an island.  
And a rock feels no pain;  
And an island never cries.

Written by Paul Simon  
As recorded by Paul Simon and Art Garfunkel



## THE SPIDER WEB

**Purpose:** This exercise explores the concept that developing independence involves cultivating strong networks of social interdependence.

### Supplies and preparation:

1. Two volleyball stands from the P. E. Dept or two poles that will stand alone, OR, You can make your own stands by placing PVC pipes in two paint buckets and filling in around the pipes with cement. The pipes in the buckets should extend about 5 or 6 inches out of the cement. This will act as a support when you place the smaller diameter PVC poles in them. Place smaller diameter PVC pipes of the desired height (6 to 7 feet) in the supports which are cemented in the buckets. These can be easily disassembled and stored.
2. A thin rope or 1 skein of yarn.
3. Small bells to attach to the yarn.
4. A rubber or felt spider--just for fun!

**Procedure:** Set up volleyball stands or poles about two (2) yards apart. Using the rope or yarn, weave a spider web with several holes large enough for a person to pass through at various spots in the web.



Tie small bells to the web. Select 6-8 students from the class to stand on one side of the web. The object of the activity is for the students to get each other through the web without ringing the bells. Each hole can only be used once. Once they are through the web they cannot return to the other side. If the bells ring, they have alerted the spider and that person must start over. The students cannot crawl under the web or over the top, only through the holes.

**Processing:** Ask the students the following questions?

1. What did you need to do to get everyone through the web?  
(cooperation, reciprocity, trust, ability to take turns, team work, energy, planning holes to meet need, patience, etc.)
2. What obstacles did you face? (bells, size of people, time, etc.)
3. How did you feel when you got to the other side? (excited, free)
4. Once you were on the other side, what responsibilities did you have? (needed to help others through, etc.)
5. What is independence?  
How is this exercise like independence?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**TYPES OF SOCIAL SUPPORT SYSTEMS**

Emotional - A person with whom you share your feelings; a good listener who treats your life as if it was his/her own.

Informational - A person who provides needed knowledge; one who serves as a resource.

Instrumental - A person who uses his/her circle of influence as a means of making his/her success at something possible.

Status - Because of your association with this person, you are provided with a relative position of rank; your circle of influence.

Service - A person who provides help as a result of his/her labor; not a source of goods and money.

Goods and Money - A person who provides for you; someone who helps maintain your physical and monetary needs and wants.

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**Directions:** Label each of the following situations according to the type or types of social supports listed above:

\_\_\_\_\_ 1. Roger is having trouble deciding whom he'll take to the dance. Ann, from down the street, is nice and he likes her. In fact, he tells her things he would never even tell his mother. Mary sits next to him in church and helped get him elected as class president. She makes him feel like he can go out and do and be anything he wants. Now, Rosie is different. She isn't the kind of girl you can talk to. She is beautiful and everyone wants to go out with her. Seeing her makes him all excited so he'll ask her to the dance. What type of support is Rosie?

\_\_\_\_\_ 2. Ann's mother just got married. Ann's new father is good at math and helps her with algebra, her worst subject. Ann can do more things now that her mother is married, because her mother has more money to give her. She doesn't like asking her new dad for money because he always wants to know what she is going to do with it. He's OK but... What type of support is Ann's new father?

\_\_\_\_\_ 3. I tried out for a chair in band today. Mr. Sanchez picked me to be first chair. I can't wait to get home and tell Mom. She knows how much this means to me. What type of support is Mom?

\_\_\_\_\_ 4. Phoung got to the corner just in time to catch the bus. On her way to school, she remembered that her homework and cookies for the bake sale were on the desk at home. She called home. Her mother saved the day by bringing them just in time. What type of support is Mom?

\_\_\_\_\_ 5. Jim is my best friend. We go everywhere together. I have been wanting to try out for the basketball team. Jim doesn't like to play basketball as much as I do but he said he would come with me to ask the coach what I needed to do to make the team. What type of support is Jim?

\_\_\_\_\_ 6. I have always dreamed of going to college. When I signed up for classes, the school counselor told me that I needed to take a foreign language because many colleges require one. What type of support is the counselor?

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## TYPES OF SOCIAL SUPPORT SYSTEMS TEACHER KEY

Emotional - A person with whom you share your feelings; a good listener who treats your life as if it was his/her own.

Informational - A person who provides needed knowledge; one who serves as a resource.

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GOODS AND MOINEY \_\_\_\_\_ 2. Ann's mother just got married. Ann's new father is good at math and helps her with algebra, her worst subject. Ann can do more things now that her mother is married, because her mother has more money to give her. She doesn't like asking her new dad for money because he always wants to know what she is going to do with it. He's OK but... What type of support is Ann's new father?

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**MY SOCIAL SUPPORT SYSTEM**

**Directions:** Write your name in the middle of this paper. Around your name write the initials of people you consider to be part of your support system. People who have strong ties with you should be placed relatively close to your name. People with weaker ties should be placed correspondingly further away. Make this diagram as complete as possible.

Divide the people listed above into the following seven categories. One person can go in as many categories as you wish:

<b>Emotional</b>	<b>Information</b>	<b>Instrumental</b>	<b>Status</b>	<b>Service</b>	<b>Goods/\$\$</b>

**My Social Support System Questions:**

1. How adequate do you feel your support system is? (This is based on feelings, not logic.)
2. How adequate do you feel your support is in each category?
3. How much does that adequacy or inadequacy contribute to your perception of:
  - your total support system?
  - your independence?

If it seems inadequate:

- a. Is it a question of too few people in some areas?
- b. Is it a question of unrealistic expectations from those people?
- c. Is it a question of reciprocity? (give and take)

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## TEACHER BACKGROUND INFORMATION

### MASLOW'S HIERARCHY OF NEEDS

Maslow did much research on human behavior. He discovered that everyone has these five (5) basic needs to be met: 1) physical, 2) safety, 3) love, 4) esteem, and 5) self-actualization. Some lower level needs have to be addressed before higher level needs can be fulfilled. It is difficult to reach self-actualization (fulfillment) when you are so hungry or cold that you can't think of anything else.

**Physical Needs** are those needs that provide for our physical well-being. Food, warmth, and shelter fall into this category. This is the first need that must be met for basic survival.

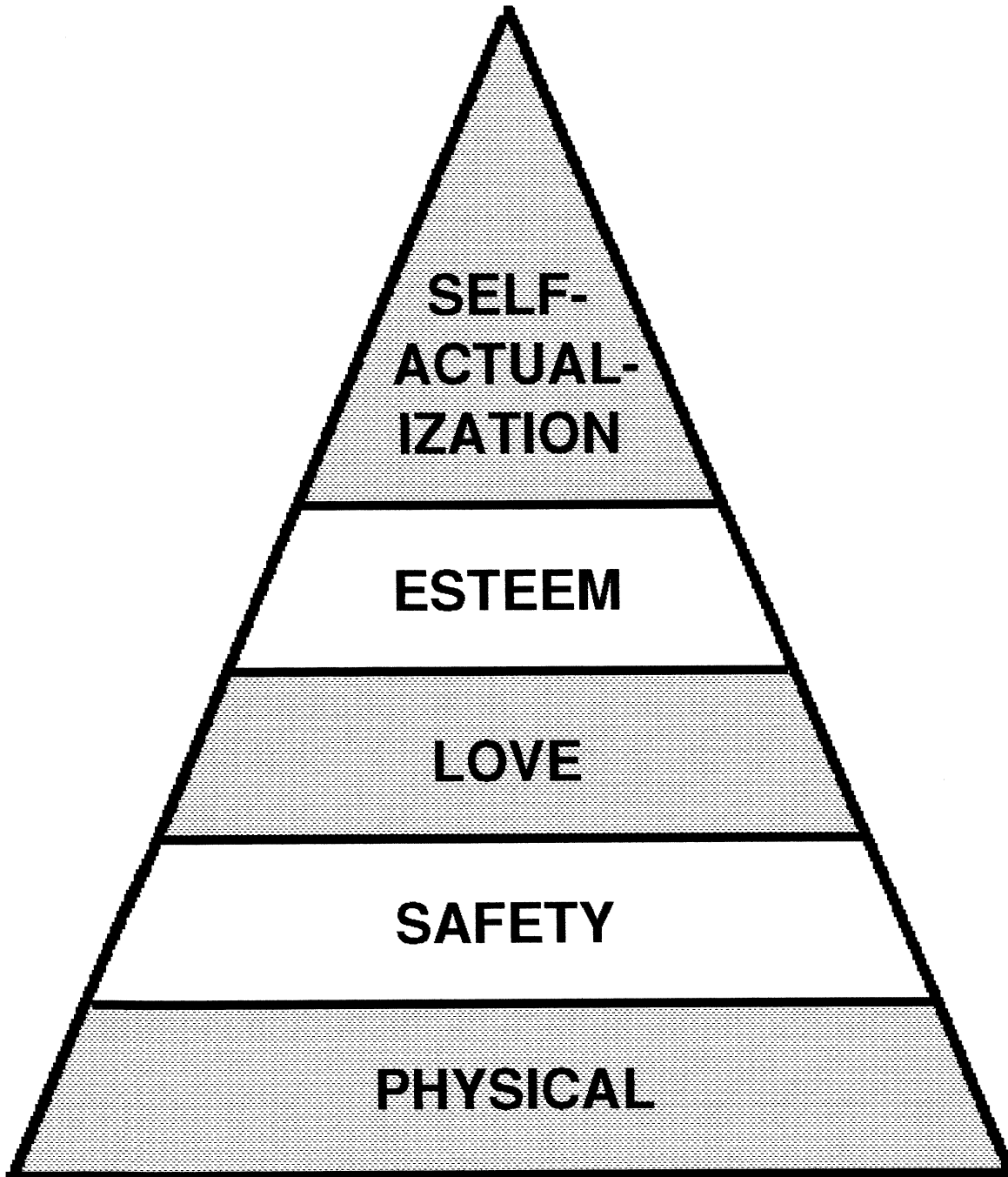
**Safety Needs** are those needs that involve physical and mental security. This means living in an environment that is free from abuse (physical and mental harm), hostility, and danger. A person who was deprived of food would probably not worry about safety in obtaining that food (stealing, physical harm, etc.) because the need for food would outweigh the need for safety.

**Love Needs** are the needs for love and acceptance. Everyone needs to feel loved and needed. This is found in the phenomenon of "Failure To Thrive" children. Dr. Rosenthal discovered that babies who do not have the love and attention they need will give up the will to live.

**Esteem Needs** are higher needs that everyone must have. Poor self-esteem will prevent individuals from fulfilling their highest potential. Productive members of society have the self-confidence to contribute to the whole. People with esteem "buy in" to life. This cannot be done without a sense of purpose.

**Self-Actualization** is a sense of purpose and fulfillment. Sacrificing for principle, achieving goals, or fighting for a cause are all examples of self-actualization. Sometimes higher level needs become so great that lower level needs are sacrificed. Gandhi would starve for weeks to achieve discipline and purpose. Our forefathers would sacrifice most of the lower level needs to see their dream of freedom achieved.

# MASLOW'S HIERARCHY OF NEEDS



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### **NEEDS IDENTIFICATION**

**Directions:** For each situation below, identify the need fulfilled by the action.  
Use the highest level of Maslow's hierarchy possible.

1. \_\_\_\_\_ Susan's mother is on a special diet consisting of lots of fruits and vegetables.
2. \_\_\_\_\_ Bob did not like the area in which his family was living because of the high crime rate. He moved to an area where his children would feel comfortable walking to school.
3. \_\_\_\_\_ Grandma couldn't keep anything down so they took her to the doctor for tests.
4. \_\_\_\_\_ Dad thanked me for the note I wrote telling him how much I loved him. He said it made his day!
5. \_\_\_\_\_ Mom went back to college and got her degree.
6. \_\_\_\_\_ I mowed the lawn for Dad because he had a hard day.
7. \_\_\_\_\_ Mom got a promotion at work. They told her she was the best worker they had.
8. \_\_\_\_\_ My mom and dad immigrated to the United States where our family could live in freedom.
9. \_\_\_\_\_ My mother divorced my father because he was abusive to her.
10. \_\_\_\_\_ Grandpa can fix anything so I bring my friends over to have him help them repair their headphones.

**NEEDS IDENTIFICATION  
TEACHER KEY**

**Directions:** For each situation below, identify the highest level of Maslow's hierarchy represented by the need.

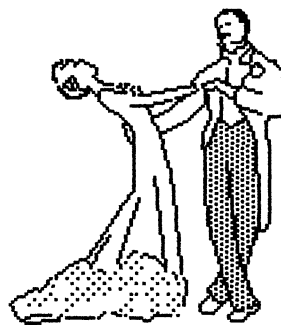
1. PHYSICAL Susan's mother is on a special diet consisting of lots of fruits and vegetables.
2. SAFETY Bob did not like the area in which his family was living because of the high crime rate. He moved to an area where his children would feel comfortable walking to school.
3. PHYSICAL Grandma couldn't keep anything down so they took her to the doctor for tests.
4. LOVE Dad thanked me for the note I wrote telling him how much I loved him. He said it made his day!
5. SELF-ACTUALIZATION Mom went back to college and got her degree.
6. LOVE I mowed the lawn for Dad because he had a hard day.
7. ESTEEM Mom got a promotion at work. They told her she was the best worker they had.
8. SELF-ACTUALIZATION My mom and dad immigrated to the United States where our family could live in freedom.
9. SAFETY My mother divorced my father because he was abusive to her.
10. ESTEEM Grandpa can fix anything so I bring my friends over to have him help them repair their headphones.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**PARENTS/GUARDIANS HAVE NEEDS, TOO!**

**Directions:** For each basic need below, analyze what needs parents have in each area.

Physical	Safety	Love	Esteem	Self-Actualization



List some ways you can help meet the needs of your parents/guardians:

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## **TEACHER BACKGROUND INFORMATION PARENTS WERE ONCE TEENAGERS, TOO**

Many times teens see their parents as being "its". Martin Buber, a psychologist, described individuals who manipulate others as having "I"- "IT" relationships. They view others as being objects to be used. To them others have no feelings, so anything can be said or done to them because it doesn't matter. Teens often view their parents in this manner. It is important that teens see their parents as being young, having feelings, hopes, desires, and needs, and being human.

The "teen" has developed as a result of the modern society. In earlier times, a young person was either a child or adult--there was no in-between. Since our society has pushed forward to realize a greater amount of leisure time and a longer life span, there have been teens in every decade to challenge parents.

Teens in the 1920's had to contend with parents' complaints about flapper dresses and the immoral Charleston dance. Parents complained in the 40's about short skirts (hubba, hubba, hubba), the jitterbug, and the loud band music. The 50's brought Elvis-- just one look at him, and the innocent were sure to be tarnished. The 60's had parents really going--mini skirts, go-go boots, acid rock, long hair, the Beatles, and sideburns were common sources of contention.

All through the generations teens have been reprimanded by parents. It is the nature of the beast (i.e., differences of generations). Parents find themselves getting older and teens in the home just remind them of the fact. Many parents are frustrated because goals and dreams have not been accomplished. All of these frustrations contribute to the tensions at home.

Teens are at crossroads in their lives. Their emotions play an important part in their moods. Many may feel afraid because they are not sure what is going to happen to their futures. They also want greater freedoms. Parents are often afraid to give them more freedoms. All of these factors play upon the emotions of teens and parents and can ultimately lead to conflict and tensions in the family.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**HOW WELL DO YOU KNOW YOUR PARENTS?**

**Directions:** The following exercise is a test to see: 1) how well you know your parents, and 2) how well your parents/guardians know you. Answer the questions on the left concerning your parents. Take the test home and have them grade your answers. Then have your parents answer the questions on the right about you and you grade their answers. Bring the results to school for discussion.

**Student Test**

**Parent Test**

<p>1. What do you imagine was your parent's secret ambition at your age?</p> <p>_____</p> <p>_____</p>	<p>1. What do you think is your child's secret ambition?</p> <p>_____</p> <p>_____</p>
<p>2. What do you think your parent was like as a teen? (Check as many as apply)</p> <p>shy and quiet                      rebel</p> <p>good kid                              popular</p> <p>wild and crazy                      loner</p>	<p>2. What do you think your child is like as a teen? (Check as many as apply)</p> <p>shy and quiet                      rebel</p> <p>good kid                              popular</p> <p>wild and crazy                      loner</p>
<p>3. Who will your parent tell you was the biggest celebrity of his/her day?</p> <p>_____</p> <p>_____</p>	<p>3. Who will your child tell you is the biggest celebrity today?</p> <p>_____</p> <p>_____</p>
<p>4. Who do you think was your parent's hero at your age ? _____</p> <p>_____</p>	<p>4. Who is your child's hero?</p> <p>_____</p> <p>_____</p>
<p>5. What do you think is your parent's single biggest concern today?</p> <p>_____</p> <p>_____</p>	<p>5. What do you think is your child's single biggest concern today? _____</p> <p>_____</p>



HOW WELL DO YOU KNOW YOUR PARENTS? - PAGE 2

STUDENT TEST

PARENT TEST

<p>6. When your parent was your age, what do you think was his/her biggest conflict with his/her parents?</p> <hr/> <hr/>	<p>6. What do you think is your child's biggest conflict with you?</p> <hr/> <hr/>
<p>7. What was your parent's favorite subject in school? _____ Least favorite subject _____</p>	<p>7. What is your child's favorite subject in school? _____ Least favorite subject _____</p>
<p>8. What does your parent like most about you? _____ What does he/she dislike most?</p> <hr/>	<p>8. What does your child like most about you? _____ What does he/she dislike most?</p> <hr/>
<p>9. How would your parent describe you today? _____</p> <hr/>	<p>9. How would your child describe you today? _____</p> <hr/>
<p>10. What is the one thing you do that makes your parent(s) feel:</p> <p>proud of you _____</p> <p>hurt _____</p> <p>embarrassed _____</p> <p>angry _____</p> <p>happy _____</p>	<p>10. What is the one thing you do that makes your child feel:</p> <p>proud of you _____</p> <p>hurt _____</p> <p>embarrassed _____</p> <p>angry _____</p> <p>happy _____</p>

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Music Time Line**

**Directions:** After listening to the discussion on music through the ages, list some of the popular songs and artists of each period.

	1600	1700	1800	1900	1930	1940	1950	1960	1970	1980	1990
Popular Song:											
Popular Song:											
Popular Song:											
Popular Song:											

==B-43

**Processing:**

1. Do you think that music is a reflection of the times in which people live? Why?  
 1930's: \_\_\_\_\_  
 1940's: \_\_\_\_\_  
 1950's: \_\_\_\_\_  
 1960's: \_\_\_\_\_  
 1970's: \_\_\_\_\_
2. What problems did teens have during the following decades?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**\* \* \* \* \* ACADEMY AWARDS \* \* \* \* \***

**Directions:** For each activity listed, write the role that your parent is playing.

**Movie: THIS IS YOUR LIFE**

**Starring:** \_\_\_\_\_ (Your Parents' Names)

<b><u>The Scene:</u></b>	<b><u>The Role:</u></b>
1. Your dad calls your grandmother.	1.
2. Your parents meet for lunch.	2.
3. Your dad mows the lawn.	3.
4. Mom makes sis's prom dress.	4.
5. Dad helps you with algebra.	5.
6. Mom has to leave for work by 8:00 a.m.	6.
7. Dad took your little brother's temperature.	7.
8. You helped your mom with dinner.	8.
9. Your parents help with PTA.	9.
10. You talk to parents about friend problems.	10.
11. My parents are planning a trip to Hawaii.	11.
12. My mom pays the bills in our family.	12.
13. Dad and Mom complain about all of the places that they have to take us.	13.
14. Mom decided not to work away from our home so she could be with our baby.	14.
15. My dad does the laundry.	15.

\* \* \* \* \* **ACADEMY AWARDS** \* \* \* \* \*  
**TEACHER KEY**

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**Movie: THIS IS YOUR LIFE**

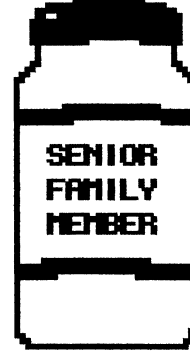
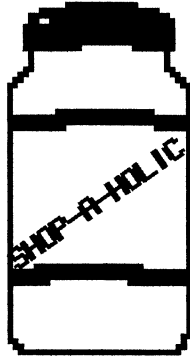
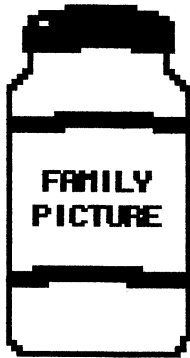
**Starring:** \_\_\_\_\_ (Your Parents' Names)

<b>The Scene:</b>	<b>The Role:</b>
1. Your dad calls your grandmother.	1. SON
2. Your parents meet for lunch.	2. SPOUSE/COMPANION
3. Your dad mows the lawn.	3. GARDENER
4. Mom makes sis's prom dress.	4. SEAMSTRESS
5. Dad helps you with algebra.	5. TEACHER
6. Mom has to leave for work by 8:00 a.m.	6. CAREER WOMAN
7. Dad took your little brother's temperature.	7. NURSE
8. You helped your mom with dinner.	8. COOK
9. Your parents help with PTA.	9. COMMUNITY VOLUNTEERS
10. You talk to parents about friend problems.	10. COUNSELORS
11. My parents are planning a trip to Hawaii.	11. TOUR DIRECTOR
12. My mom pays the bills in our family.	12. ACCOUNTANT
13. Dad and mom complain about all of the places that they have to take us.	13. CHAUFFEUR
14. Mom decided not to work away from our home so she could be with our baby.	14. NURTURER
15. My dad does the laundry.	15. LAUNDRY PERSON

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### HEADACHES

**Directions:** For each headache listed below, list the possible problem(s) that could cause each headache (what you might have done to contribute to it!) in the spaces at the top and bottom of the bottle. Then draw some pills to the side and write on them what you could do to relieve the headache!



## TEACHER BACKGROUND INFORMATION

### STYLES OF COMMUNICATION - Page 1

In the quest for gaining understanding between parent and child, it is important to know some techniques that may help achieve that understanding. Below are some of those techniques:

#### **Transactional Analysis:**

Transactional analysis focuses on the premise that within each of us are three (3) basic personalities: the parent, the child, and the adult. The Parent is the rule giver and rep-ri-mander, and as you get older, it becomes your conscience. "Hold my hand before you cross the street!", "Eat your vegetables before you have dessert", and "Don't go outside without a jacket!" are all examples of a parent. The Child is the emotional part of our personalities-crying, laughing, tantrum throwing--these activities are the child in us. The Adult is the thinker, critic, problem solver and decision maker aspect of our personality. "I wonder why I always take my frustrations out on others?", "Let's see how we can make this better", and "I'll pick up my room before I go to the mall" are adult statements.

The message you send out affects the message you receive in return. The best way for communication to take place is adult to adult. An adult message is far more likely to get back an adult response. The more you act like an adult, the more likely it will be that your parents will deal with you adult to adult. When you respond as a child to your parents, they have no recourse but to respond to you as a parent. When you are asked to help with the dishes and you throw a tantrum by yelling and saying that you "always do the dishes! ", your parent has no recourse but to say, "Everyone has to pull his/her own weight around here. If you can't help with the dishes, you will be grounded until you do!" More rules and restrictions are imposed by the parent. A childish answer elicits a parental response.

A childish answer can also elicit a childish response. If you yell and throw tantrums others may yell and throw tantrums back. This gets people nowhere when communicating. The goal is to get two individuals on the adult level of communication. So when you say, "There is nothing to do around here!", your parent may respond by saying, "Nothing to do! I'll give you something to do! Start on that room of yours!" Instead of saying, "I don't want to do that; I always have to clean the house!" (which is a childish response), you might say, "You're right, my room is a little messy." This is an adult response that helps to elicit an adult response in parents.

The diagram below makes the sending and receiving of responses easier to visualize:



**TEACHER BACKGROUND INFORMATION  
STYLES OF COMMUNICATION - Page 2****Fogging:**

This is an assertive technique taught by Dr. Manuel Smith. He asks you to describe a fog bank. Is it touchable? Can you penetrate it? Capture it? Contain it? Manipulate it? No! He tells us to respond to others in the same way. It is when we give others the power to manipulate us that others learn to control us.

**There are three principles in fogging:**

- 1) You agree with any truth**
- 2) You agree with any odds, and**
- 3) You agree with any principle.**

The following scenario illustrates the above examples:

Sean and his mother are always fighting about his coat. Sean doesn't want to wear it because it's not the thing to do. It is winter and Sean's mom is concerned that he might get sick. Here is their conversation:

Mother: Sean, are you going outside without your coat?  
Sean: Mom, I don't need a coat. I'm too hot.  
Mother: It is sub-zero out there. You'll catch pneumonia.  
Sean: No I won't. I don't want to wear it.  
Mother: If you don't put on your coat, you'll be grounded.  
Sean: Fine. Ground me. I'm not wearing my coat.  
(Sean storms out of the house; Mother and Sean are mad.)

Here is an illustration of how the fogging technique could have been used in the above situation:

Mother: Sean, are you going outside without your coat?  
Sean: Yes, Mom. (*Agree with any truth*)  
Mother: It is sub-zero out there. You could catch pneumonia.  
Sean: You're right, Mom. I'll bring my coat along and when I get cold, I'll have it. (*Agree with any odds.*)  
Mother: The reason why I bought you that expensive coat is so that you would wear it to school.  
Sean: Mom, I really like the coat and appreciate it. When I get cold, I promise to put it on. (*Agree with any principle.*)  
(Sean leaves with the coat; Mother is happy.)

Where many teenagers go wrong in their communication is their need to have the last word. By having the last word, he or she feel as if he/she has won. Teens also tend to

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**TEACHER BACKGROUND INFORMATION**  
**STYLES OF COMMUNICATION - Page 3**

feel that if they agree with the individual then that means they have lost the battle. Fogging provides a way to disarm attackers so that conversations become constructive instead of destructive. There is a fine line between being assertive and being sarcastic. Many times conversations can be planned in advance so that dialogue can be practiced and sarcasm can be avoided. Sarcasm precipitates arguments. Many teens and parents have the same arguments and conversations over and over. Fogging is a technique that can enhance communication. It is very effective when used properly.

**Positive/Negative Reinforcement:**

Pavlov was a Russian behavioral psychologist. He was the father of a theory known as "Positive and Negative Reinforcement." Reinforcement is something that happens again and again. For example, when you purchase Levis that have a reinforced seam, that seam has been stitched twice to give it extra strength. It has been made stronger. This same theory is applied to human behavior. When something positive happens to you again and again, you probably will have a strong positive feeling about yourself. When something negative happens again and again, the feelings that you have about yourself will probably be negative. Feelings about self and human behavior, good or bad, are reflected by the reinforcement they receive.

Pavlov tested this theory by using a dog, a light, and a cage. He placed the dog in a cage and put a light at the top. He was going to see how the dog would respond to the experiment. He turned the light on and observed the dog; nothing happened. He then turned the light on and placed food in the cage. He did this several times. He discovered that now when he turned the light on, the dog would salivate. Pavlov wouldn't have to place food in the cage in order for the dog to salivate. All he would have to do is turn on the light. This is known as positive reinforcement. He tested his theory of negative reinforcement in the same way except instead of using food as the positive reinforcement, he used electricity that was wired to the cage. This became negative reinforcement. Every time the light would go on, he would give the dog a jolt of electricity. The dog would flinch in expectation. Pavlov would not have to jolt the dog in order for the dog to flinch. All he would have to do is turn on the light. This is negative reinforcement.

Teens use this technique on their parents all of the time. For example: John is supposed to clean his room when he comes home from school. John had a rough day. He decides that he will listen to his headphones for a while. He lays on his bed listening to his favorite tunes. John's mother comes home and sees John on his bed instead of cleaning his room. She reminds John that he needs to clean his room.



## TEACHER BACKGROUND INFORMATION STYLES OF COMMUNICATION - Page 4

He tells her he will in a minute. Thirty minutes later Mom returns and John is still on his bed. She raises her voice and tells him to get up and clean the room. John states that he will. One hour later he is still lying on his bed because he fell asleep. John's mom is now yelling at the top of her voice and has grounded John for one week. John now gets up and starts cleaning his room. John has reinforced his mother's yelling behavior by showing her that the only time he will clean his room is when she yells. Many parents know that the only time they can get their children to work is when they yell. So they give up on quietly communicating because they know it doesn't work. This is negative reinforcement.

Ralph Keyes gives suggestions for improving father and son communication in his article, *"If Only I Could Say, 'I Love You Dad'"*. He interviewed psychologists who claim that there is a need for men to feel they are valued and appreciated by their fathers. In our society it is hard for men to be able to express emotion freely. We need to break through those barriers. He also states that, "Talking to your father won't make up for all the hurt. But it's a healing point. Things can change a bit." Here are seven suggestions:

1. Keep in mind that your father is a son too.
2. Take the initiative. Sons are in a better position to do this than fathers. If sons don't begin talking to their dads, that conversation may never take place.
3. Don't begin a conversation with grievances, no matter how justified. Ease into a discussion of your feelings about your father with a more general conversation about his childhood and yours.
4. Listen to what your father has to say. Don't butt in, argue or mentally compose a response as he's talking. Look for dimensions of your father that you didn't know existed.
5. Search for some common ground. Are you experiencing some of the same things he went through? Do you have fond memories of time you spent together? Say so.
6. Remember, it's as important for your father to hear that you care about him as it is for you to hear this from your dad.
7. Tell him--and tell him soon! Next year may be too late-or next week, or even tomorrow. The best day to tell your father that you love him may be today.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### **STYLES OF COMMUNICATION**

#### **Transactional Analysis:**

Describe the basic transactional analysis technique: \_\_\_\_\_

\_\_\_\_\_

Give examples of the following:

Child: \_\_\_\_\_

Parent: \_\_\_\_\_

Adult: \_\_\_\_\_

Draw the diagram of the three types of sending and receiving responses here:

How could understanding this technique help you improve your communication with your parents?

\_\_\_\_\_

#### **Fogging:**

Describe the fogging technique: \_\_\_\_\_

The three principles of fogging are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

How could understanding and using this technique help improve communication with your parents?

\_\_\_\_\_

\_\_\_\_\_

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**STYLES OF COMMUNICATION - Page 2**

**Positive and Negative Reinforcement:**

Describe the positive and negative reinforcement technique: \_\_\_\_\_

\_\_\_\_\_

Positive reinforcement is: \_\_\_\_\_

\_\_\_\_\_

Negative reinforcement is: \_\_\_\_\_

\_\_\_\_\_

Who was Pavlov? \_\_\_\_\_

What was his experiment? \_\_\_\_\_

\_\_\_\_\_

How is his theory reinforced when you communicate with your parents? (Give an example.)

\_\_\_\_\_

\_\_\_\_\_

How can understanding this technique help you to communicate with your parents?

\_\_\_\_\_

\_\_\_\_\_

**RACE FOR LIFE**  
**By Dr. Ivan Muse**  
**TEACHER INSTRUCTIONS**

**COURSE 1:**

Students are to divide into pairs. One person from each pair will be given the race track sheet. He/she is to turn it face down. At the teacher's signal, the student with the sheet turns it over. The other partner is to close his/her eyes and the sighted partner places the blind student's hand (with the pencil) on the start of course #1.

The teacher places the starting time on the board, including seconds. When the teacher says go, the sighted person leads, by voice direction, the blind person through the course. The sighted person is NOT to touch or guide the blind person physically-- ONLY BY VOICE. When the pair finish, they place their stop time on their paper. Then they total their errors. (An error constitutes crossing the course line (going off-track), hitting another car, etc.) For each error, five (5) seconds is added to the finish time. The pair with the lowest score wins.

**COURSE 2:**

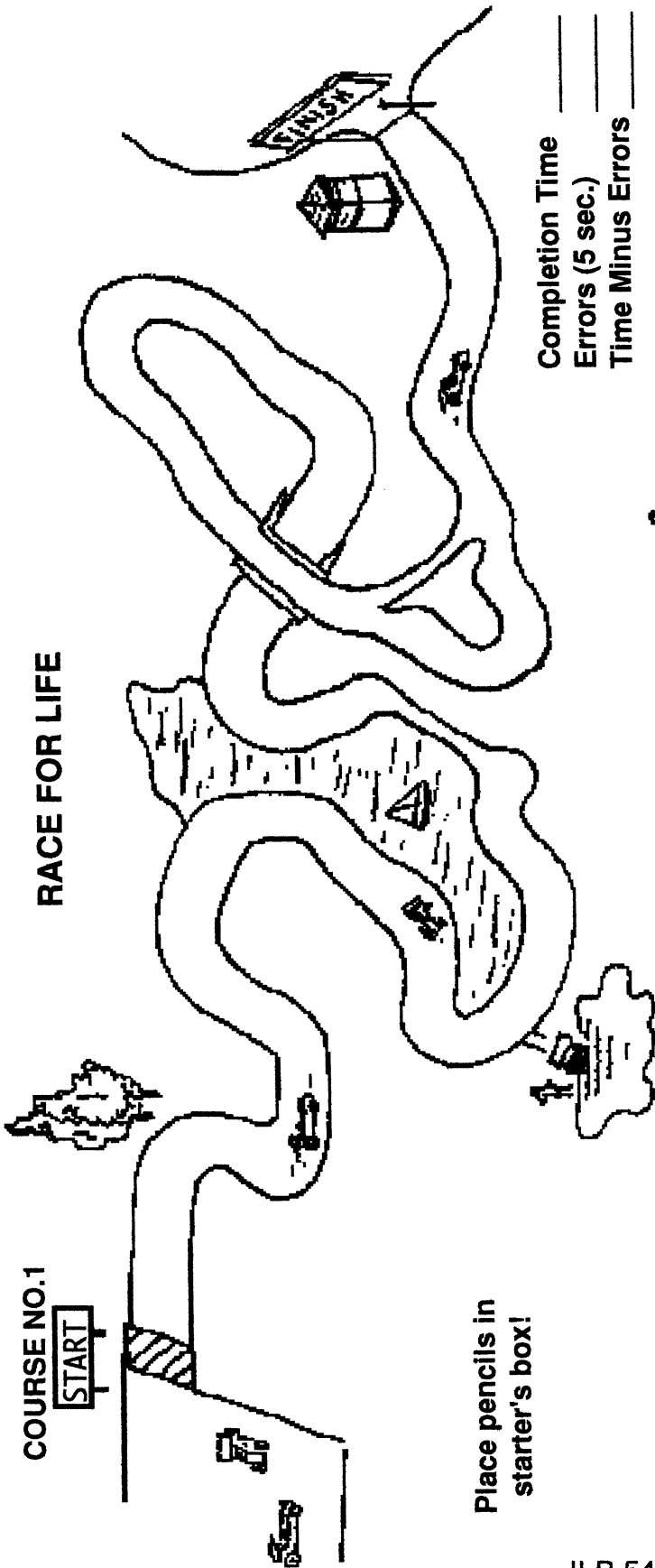
The pairs switch rolls. The directions are the same as Course 1, except the racer (blind person) is to do the opposite of what the sighted person says, i.e., when he/she says "up", the blind person moves down; "right" the blind person moves left, etc. The racer also has a bridge where the road is washed out. The driver must lift the pencil off the paper and place it on the opposite road.

Good Luck!!

**DISCUSSION QUESTIONS:**

1. Were the directions given to the blind racer easy to follow? Why? or Why not?
2. What contributed to the ability to follow the sighted person's directions.
3. When the opposite directions were given, who had the most difficult time following? Why?
4. What are some important aspects (basics) of effective communication?
5. What factors contributed to the inability to communicate?

**RACE FOR LIFE**



Completion Time \_\_\_\_\_  
Errors (5 sec.) \_\_\_\_\_  
Time Minus Errors \_\_\_\_\_

Place pencils in starter's box!

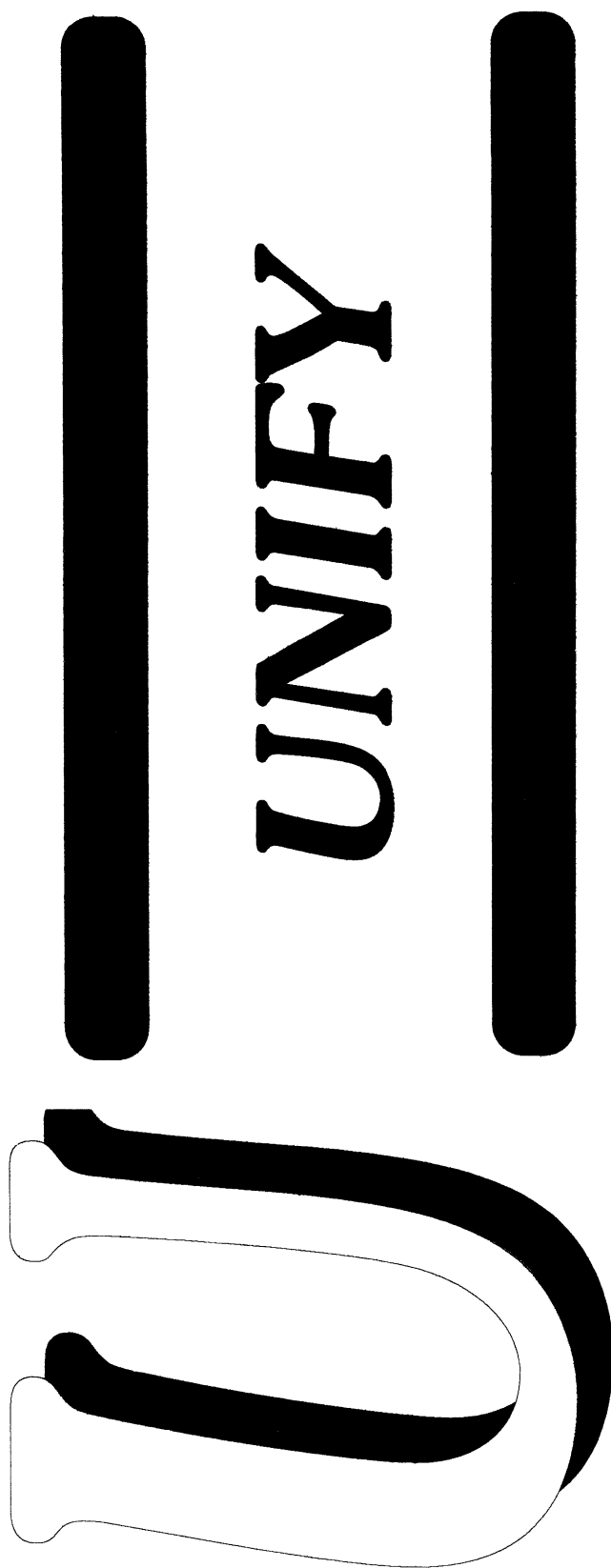


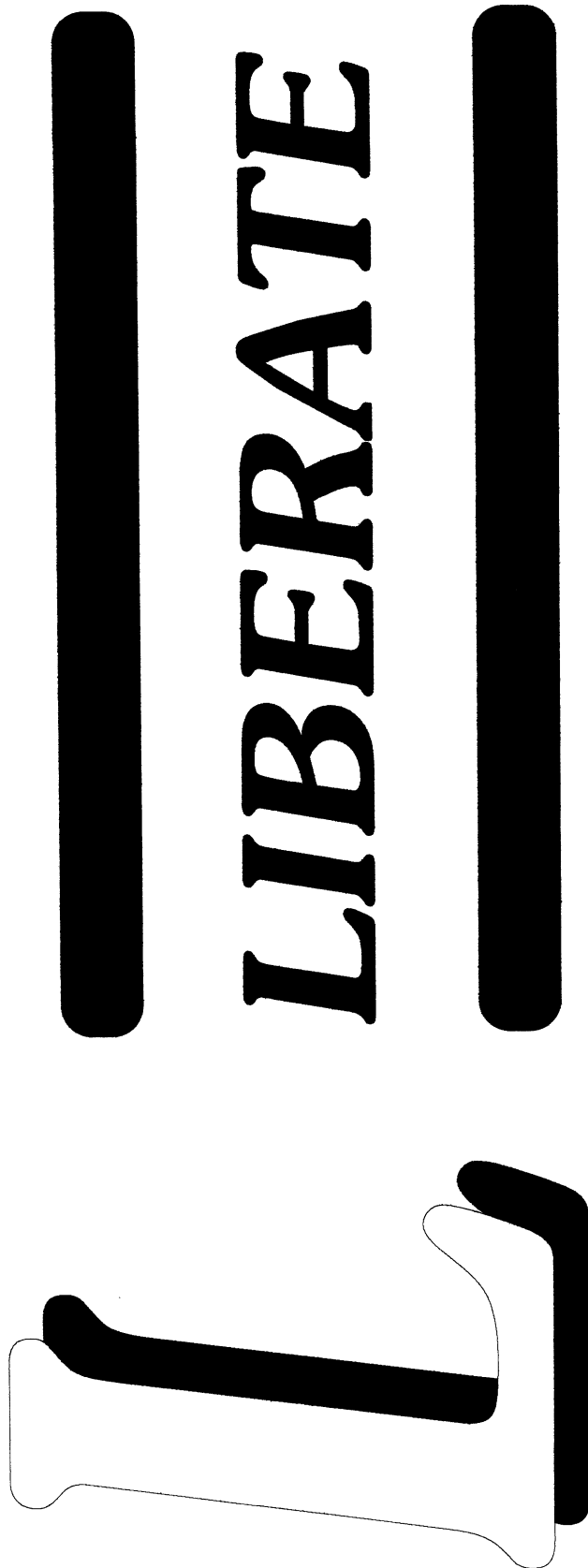
Completion Time \_\_\_\_\_  
Errors (5 sec.) \_\_\_\_\_  
Time Minus Errors \_\_\_\_\_

COURSE NO.2

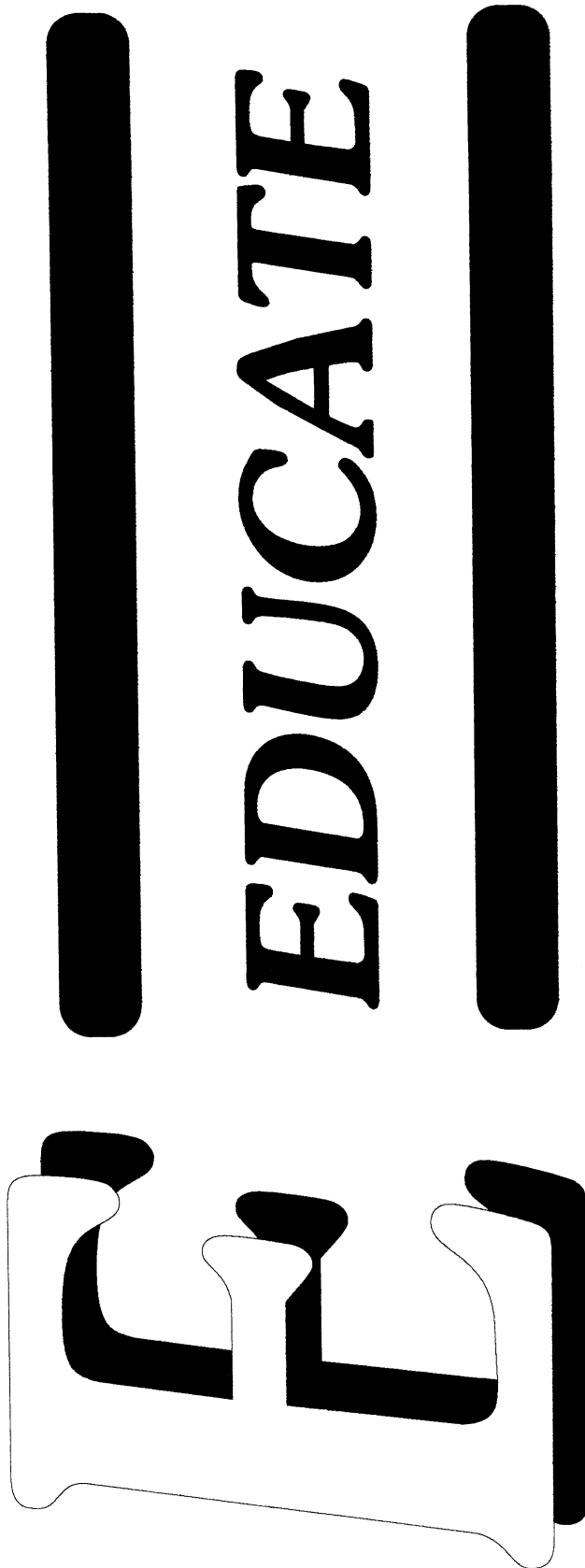
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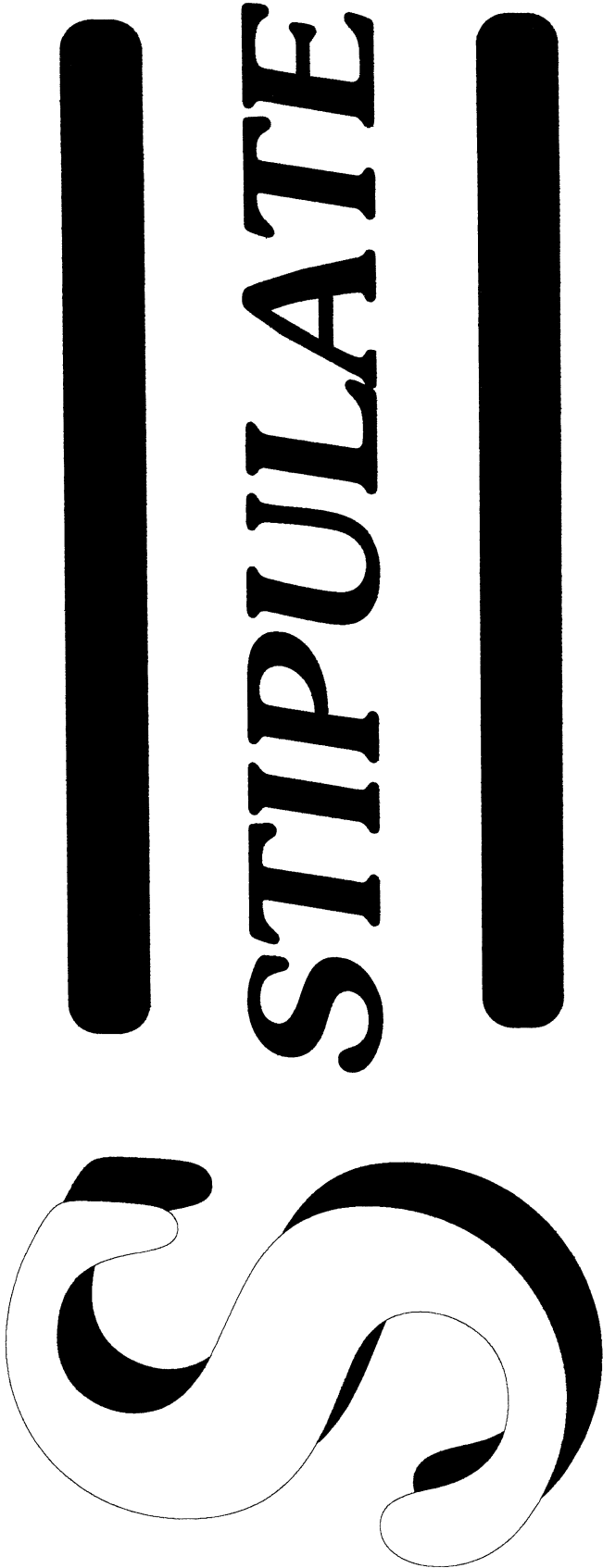
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**STIPULATE**

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**HOW TO WIN WITH PARENTS**

**Directions:** Read the following scenerio below. When a mistake is indicated by a star and a number, state what error was made in the appropriate spot following the conversation.

Ashley: "Mom, guess what? Tyson called me and asked me what color dress I'm wearing to the dance on Saturday. That means he is going to buy flowers!"

Mother: "That's wonderful, Joan. Where are you going?"

Ashley: "Well, first we're going to..."

Mother: "Oh, would you turn that oven down to 300?" \* 1

Ashley: "Sure. First we're going to the dance at school and then all the kids are going back to Al Miller's house for pizza and Coke."

Mother: "But **Joan**, you **know** you have to be home at 12:30!"

Ashley: "That's what I wanted to tell you. I can't be home at 12:30." \* 2

Mother: "Ashley, your curfew has been 12:30 for the past year. Here, drain these beans while you're standing there."

Ashley: "They're all going. I didn't think you'd mind just this once. Besides, I'm fifteen already and all my friends have a later curfew. I think it's time I had one too!" \* 3

Mother: "Well, I **do** mind. Your curfew is 12:30 and that's when you'll be home!"

Ashley: "But Mom, absolutely **all** my friends..." \* 4

Mother: "I don't care about your friends. I care about you!"

Ashley: "But I already told Tyson I could go." \* 5

Mother: "Then you can go **un** tell Tyson. What do you mean by saying OK before speaking to me? Hand me that salad bowl!!!"

HOWTO WIN WITH PARENTS - Page 2

Ashley: "Well, I thought you'd be a little open-minded about it. But you're not. You treat me like a baby! You never listen to me..." \* 6

Mother: "You're certainly acting like a baby right this minute."

Ashley: "I am not! I am not!" \* 7

Mother: "Ashley, I'm warning you! Stop it right now!"

Ashley: "You never understand, you don't even try to understand. All you do is say "No, No, No!" \* 8

Mother: "Ashley, stop it! **Just stop it!**"

Ashley: "I **won't** stop it! You **never** listen! You **never** care..." \* 9  
*Ashley exits in a flood of tears.*

Identify the mistakes that were made in the appropriate space below:

Mistake 1	
Mistake 2	
Mistake 3	
Mistake 4	
Mistake 5	
Mistake 6	
Mistake 7	
Mistake 8	
Mistake 9	

**HOW TO WIN WITH PARENTS  
TEACHER KEY**

Mistake 1	<b>Don't bring up a problem when parents are busy.</b>
Mistake 2	<b>When a favor is wanted, ask for it--don't tell.</b>
Mistake 3	<b>Stick to only one problem at a time. Do not bring up past problems. This becomes too overwhelming to parents.</b>
Mistake 4	<b>Never say, "All my friends!" This makes parents angry. Another hint is to not ask for things in front of friends.</b>
Mistake 5	<b>Always ask parents before making plans. They like to feel as if they are in control. It is unfair to both parents and friends when you don't ask permission first.</b>
Mistake 6	<b>Do not be sarcastic. Parents will respond as a parent when sarcasm is used.</b>
Mistake 7	<b>Shouting is seldom convincing and only leads to accelerated confrontation.</b>
Mistake 8	<b>It is hard to carry on a meaningful conversation when composure is lost.</b>
Mistake 9	<b>Inaccurate accusations never help. They only create a larger gap.</b>

## FEUDING FAMILIES TEACHER GUIDE

**Objective:** To illustrate that family members have differences of opinions and ideas.

**Supplies needed:** A call bell or small tennis size ball, a white board or chalkboard and markers, a list of questions, paper for audience responses

**Participants:** Two families of 4 to 5 members, a scorekeeper, and an announcer (the teacher). The remainder of the class is the audience.

**Room Arrangement:** Place enough chairs for each family member in the front of the room facing the audience. A small desk or table is placed in the center separating the families.

**Who wins:** The winner is the family whose answers match the majority of the audience's answers.

### **Directions:**

1. Divide the class into families (4 to 6 to a family is best). Have each family select a family name.
2. Place a small table or desk at the front of the room in the center. Five (5) chairs are placed to the right of the desk and five (5) chairs to the left. Place a call bell on the desk that will ring when the students hit it with their hands.
3. Have one student keep score at the board. He/she will write the names of the families on the board at the beginning.
4. Two families are called up to the front to sit to the left and right of the table.
5. The score keeper will note how many class members make up the audience (those not sitting as families) so that the total possible answers can be noted.
6. The class is asked to have paper and pencil so that they can silently write the answers to the questions as the teacher presents them.
7. A representative from each family comes up to the front by the table and stands at opposite sides with one hand behind his/her back. The other hand is down at his/her side.

**FEUDING FAMILIES  
TEACHER GUIDE - PAGE 2**

8. The announcer (teacher) will pose a question to the families (see possible questions on page II-B-65). The first family representative to think of the answer will ring the bell or pick up the ball. That family has the option of playing or passing. It is important that the answers are not shouted out until requested. This is so the audience can quickly write their answers without bias. Time is allowed for the audience to write their answers.
9. The family who won the right to play will then verbally say their answers starting with the representative. The teacher asks the class; "How many answered the same as \_\_\_\_\_?" Audience members who matched the response will hold up their hands while the scorekeeper counts and records the number on the board under the family name.
10. The representative sits down. The other family members respond to the same question with the score keeper totaling class responses (raised hands) matching theirs. If a family is successful in giving all of the class responses, they win.
11. If a team member gives an answer that does not correspond to the class responses or if he/she cannot think of a response, that family receives a STRIKE. If a family totals 3 strikes then the opposing family has one chance to steal and think of an answer that the class might have. If a family steals they receive all of the points of the opposing family, and they become the winners.
12. Winning families stay seated at the front and losing families return to the audience to allow another family to challenge the winning family.
13. If a family wins two games in a row, they receive a kiss or a hug (Hershey's that is!) or the candy kisses can be given to the winning family at the end of the game.

## **FEUDING FAMILIES QUESTIONS**

### **GAME 1**

1. Name an occupation that deals with emergencies.
2. Name something that is not good for you.
3. Name another word for friend.

### **GAME 2**

1. Name an occupation that requires working with animals.
2. Name an occupation that a small town might need only one of.
3. Name an occupation associated with the Old West.

### **GAME 3**

1. Name something that operates at several speeds.
2. "Time to Eat" is one phrase used to get you to the table. Name another one.
3. Name an occupation in which people cover their faces.

### **GAME 4**

1. Name something that people raise and lower.
2. Name something you should keep in your car for emergencies.
3. Name an occupation that requires using your hands a lot.

### **GAME 5**

1. Name a food that comes in different colors.
2. When people want something done quickly, they often say, "Make it Snappy". Give another phrase often used.
3. Name an occupation that uses a whistle.

### **GAME 6**

1. Name an occupation that requires wearing special shoes.
2. Name a husband and wife comedy team of the past or present.
3. If you were stranded on a desert island, name something you would not miss.

### **GAME 7**

1. One hundred children were asked to name something they could do when they're grown up but can't do as children. What did they say?
2. Name a decision people have to make every day.
3. Name the first thing a new wife learns to cook.

### **GAME 8**

1. Name something you serve with fish.
2. Name a brand of canned goods.
3. Name your favorite movie star.



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### **BECKY**

**Directions:** Read the story below. As you read, circle all of the factors that lead to a positive environment in the home. Put an X through all of the factors that lead to emotional abuse. In the space between the lines, give the reason why you circled or Xed the situation.

My name is Becky. I am 10 years old. My mother is a single parent and works two jobs. I am responsible for the care of our home. I have two sisters. Sarah is two and Brook is eight. I have a brother Sam, who is five, and not cooperative at all. I have to tend all of them when I come home from school. Sometimes I have to miss school to take care of them when they are sick.

I have to get all of my work done before Mom comes home. If I don't, Mom will start yelling again. I try to be understanding. I know that Mom is under a lot of stress because of our family situation. Mom has a hard time handling stress, especially when my dad comes to the house after he has been drinking. He will start hitting her or calling her or us horrible names. He usually asks for money and then he goes away for a long time. Mom says that if it wasn't for him, we would have better things and a nicer place to live.

When we are bad, Mom will make us skip dinner or breakfast to punish us. I don't think she can help it because she said that is what Grandpa George used to do to her and she survived childhood okay!

Sometimes I will go to my best friend Laura's house. I like to go there because an adult is always there and I feel safe. Laura doesn't have to do all of the work that I do. She has some chores, but all of the family shares the work.

Laura's mom is always telling her how pretty she is and how much she loves her. I think my mom loves me. She has never told me so. When Laura gets into trouble, she never has to go without food. She can't watch T.V. or use the phone for

**BECKY - Page 2**

a while. If the problem is bad, the family members talk about it. No one seems to be stressed out where they say things that hurt feelings or use words that scare me.

The thing that I like about Laura the most is that I have someone to talk to when I need help. Laura is trying to get me to talk to my teacher at school to see if she can help.

In the section below, make a list of all of the negative factors that could contribute to emotional abuse, then list all of the positive aspects of parenting in the appropriate space.

<b>Negative</b>	<b>Positive</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

What advice could you give Becky to help her with her situation?

**BECKY  
TEACHER KEY**

<b>Negative</b>	<b>Positive</b>
1. Low self-esteem	1. Takes responsibility for child care
2. Can't handle stress	2. Loves the children
3. Blames others	3. Has a close friend
4. Has a serious problem	4. Knows and likes kids
5. Can't provide right food, clothing, etc.	5. Has a tight bond with children
6. Expects too much from children	6. Knows about child development
7. Parents were abused	7. Doesn't expect more from child than possible
8. Spouse abused in front of children	8. Is emotionally mature
9. Threatens children	9. Has a good self image
10. Withhold food etc.	10. Seeks help
11. Doesn't accept children as individuals	11. Respects individuals

**BECKY  
TEACHER KEY**

<b>Negative</b>	<b>Positive</b>
1. Low self-esteem	1. Takes responsibility for child care
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9. Threatens children	9. Has a good self image.
10. Withhold food etc.	10. Seeks help
11. Doesn't accept children as individuals	11. Respects individuals

## **COPING WITH PARENTS CASE STUDIES**

**Directions:** Use the case studies below to complete the corresponding student activity guide.

### **Case Study No. 1:**

Suzie's mother insists that Suzie have the table set by 6:00 p.m. when Suzie's father gets home from work. Today Suzie decides to call her girlfriend at 5:45 p.m. Her mother walks in and reminds her, "Suzie would you set the table?" Suzie says, "OK, in a minute." Suzie continues talking and four (4) minutes later her mother reminds her again to set the table. She replies, "OK!", but continues talking to her friend, and at 6:00 p.m., Suzie's mother yells, "Get off of that phone right now! I forbid you to use the phone for one week!" Suzie hangs up the phone after exclaiming to her girlfriend how cruel her mother is.

### **Case Study No. 2:**

John and his father are always arguing about yard work. John is supposed to mow the lawn on Saturday morning, but he likes to sleep in. His father calls to him to get up and get started, but John rolls over for a few more winks. An hour later, John's father comes upstairs and tells John to get out of bed and mow the lawn. John looks at the clock and realizes he has a baseball game in 30 minutes. John's father shouts, "Now I'm stuck with the yard work again. Don't come to me for any favors!"

### **Case Study No. 3:**

Jeff's mother is ironing clothes when he comes home. Jeff tells his mother that he is hungry and wants her to fix him something to eat right now. He also wants her to iron his blue shirt, and mend his trousers before he goes out tonight. Normally Jeff's mother would do it, but she is irritated because he has been issuing such orders for the last month. She shouts back, "What am I? Your servant?" and storms out of the room. Jeff exclaims, "What got into her?"

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**COPING WITH PARENTS**

**Directions:** Explain how each of the teenagers were reinforcing or causing his/her parent's negative behavior.

Case Study No.1: Suzie and her mother \_\_\_\_\_

Case Study No. 2: John and his father \_\_\_\_\_

Case Study No. 3: Jeff and his mother \_\_\_\_\_

List some needs that you think the parents in the case studies had. Add some needs that you think your own parents have.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

"Behavior that gets attention gets repeated." Explain this statement.

\_\_\_\_\_  
\_\_\_\_\_

How does it apply to these case studies?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Think of a problem that you frequently have at home with one of your parents or a brother or sister. Describe it briefly on the first line below. Now, try to think of a strategy or plan for how not to reward the behavior. Write your plan down in one or two sentences. Try your plan more than once.

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TEACHER KEY**

1. Suzie is rewarding her mother's nagging by saying, "OK" and then continuing to talk on the phone. Her mother is reinforced from Suzie's behavior to once again nag her.
2. John has made a commitment with his father. John broke this commitment by oversleeping. John's father is reinforced in his thinking that John never follows through with his promises and thus is led to his statement, "Don't come to me for favors!"
3. Because of his orders, Jeff's mother was irritated with his behavior. Jeff reinforced her behavior by continuing to give orders which prompted her words of response.

**Needs:**

Case Study #1: Suzie's mother needed for her to share some of the work responsibilities at home and her cooperation.

Case Study #2: John's father needed love, cooperation, help.

Case Study #3: Jeff's mother needed appreciation, love.

**Statement application:**

If a child doesn't do something when asked, the parent will keep nagging because the child isn't responding. If the child responds to the request in a responsible manner, that type of behavior is stopped and the nagging ceases.