

**LEARNING ACTIVITIES/TEACHING STRATEGIES:**

1. **Define the terms *sibling*, *sibling rivalry*, and *supportive sibling behavior*.**

**1-1 Siblings**

Display pictures of individuals that look as if they could be brothers and sisters. (For this discussion, three children work best.) Get pictures from magazines, borrow real family pictures, etc. Place the pictures at the front of the room. They need to be large enough they can be seen easily throughout the room.

Tell the students that these are pictures of brothers and sisters. The teacher can assign a name to each one, call them by name, etc. Point out which one is the oldest, middle, and youngest child.

Ask the students to write about each person on a piece of paper, describing what they think his or her personality would be like. After the students have had time to write, ask for volunteers to share their thoughts about these brothers and sisters with the rest of the class.

Discuss the concept that brothers and sisters (siblings) can be best of friends or worst enemies, and they can be both within a few minutes. Explore some of the reasons why this is true and examples of this behavior.

Acquaint the students with the following terms for use in this topic. The teacher can use word associations as a means of helping the students learn the terms. For example, the teacher says "sibling", the class answers, etc.

**SIBLINGS:** Brothers and sisters in a family

**SIBLING RIVALRY:** Competition between brothers and sisters

**SUPPORTIVE SIBLING BEHAVIOR:** Any action that helps or encourages a sibling

(Patterns for overhead transparencies or small posters of these definitions are provided on pages II-C-9 through II-C-11.)

Sibling rivalry is usually caused by jealous feelings as they compete for their parents' love and attention, or other things.

Supportive sibling behaviors can take place in the home or outside the home.

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

**2. Discuss birth order and analyze how it influences sibling relationships.**

**2-1 Birth Order Analysis**

**TEACHER BACKGROUND INFORMATION:** The role a child plays in the home is greatly influenced by his/her birth order. This role is transferred to school and peer groups. It is helpful for students to understand birth order roles in order to gain a perspective into their behavior.

The role of a child in a family of several siblings depends on many factors. The age span, the number of years between children in a family, is important but the primary factor that has the greatest influence on their role in the family is the order.

As this information is covered, some students will recognize their family members immediately and the information will fit perfectly. Other students could have other circumstances causing a shift in birth order patterns. More information on deviations can be found in the "The Birth Order Book" listed in the Resources on page II-C-6.

Using an overhead transparency of **THE BIRTH ORDER QUIZ** on page II-C-12, read the descriptions of each category to the students. Have the students select the category that they think best describes them, and write their answer on a piece of paper.

Explain that every word in the description may not be exactly as they are, but they are to choose the one that fits the best.

Read the categories again and have the students raise their hands if they selected that particular category for themselves. Ask the students that have their hands raised if they match with the birth order of that category.

<b>Category A:</b>	<b>Youngest</b>
<b>Category B:</b>	<b>Oldest</b>
<b>Category C:</b>	<b>Middle</b>

The teacher may choose to repeat this test and plug in students' siblings to see if these descriptions are correct for any of the students' siblings.

The materials on pages II-C-13 through II-C-15 can be used as supplementary resources for further discussion.

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

**2-2 Making Your Birth Order Work for You**

Make overhead transparencies of pages II-C-16 through II-C-18 and discuss strategies for making your birth order work in your best interest. Explain that people who are wise learn to make their birth order work for them and to their advantage.

**3. Explain how sibling relationships affect the family infrastructure.**

- a. Identify causes of sibling rivalry.
- b. Identify positive ways to deal with sibling rivalry.
- c. Recognize ways siblings can be friends.
- d. Develop a plan to enhance sibling relationships.
- e. Identify results of supportive sibling behaviors.

Note: This unit is designed to get the students involved in gathering information from peers and family members to address the issues of siblings and families. The research approach will allow students to feel ownership in the results and feel motivated to find solutions. The intent is that students will recognize that there are many families who enjoy each other's company and have found ways to compromise with siblings and have fun together.

**3-1 Sibling Research Project**

This project is designed for students to conduct a survey of a large population of the student body, and family members of the students enrolled in Teen Living. When the information is returned and tabulated, results will show :

1. Causes of sibling rivalry
2. Ways to deal positively with sibling rivalry
3. How siblings can be friends
4. Ways to reduce sibling rivalry
5. The results of supportive behaviors from family members

It is very important that the teacher decide how detailed he/she wants the assessment to be prior to giving this assignment.

The procedures for the project are outlined on page II-C-19.

The questionnaires are provided on pages II-C-20 through II-C-22.

The survey results assessment guide is on page II-C-23.

The pages for compiling the survey results are on pages II-C-24 through II-C-26.

Upon completion of the survey and the analysis, have the students complete the student activity, **SIBLING RIVALRY STUDENT REACTION**, on page II-C-27.

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

**3-2 Brotherly Love**

Read the story, **BROTHERLY LOVE**, on pages II-C-28 and II-C-29 to the students. After reading the story, have the students analyze the following as exhibited in the story:

- a. How sibling relationships affect the family infrastructure
- b. What are causes of sibling rivalry
- c. What are positive ways to deal with sibling rivalry
- d. How siblings can be friends
- e. What are some results of supportive sibling behaviors

Then have the students develop a plan/identify strategies to enhance sibling relationships. (If a student has no siblings, the focus could be changed to parents, friends, etc.)

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**RESOURCES:**

**Textbooks:**

*Child Development: Roles, Responsibilities, Resources*. Prentice Hall School Division, Englewood Cliffs NJ 07632. 1-800-922-0579. 1990. ISBN: 013-132-0106.  
*Teen Living*. Prentice Hall School Division, Englewood Cliffs NJ 07632. 1-800-848-9500. 1990. ISBN: 0-13-903964-3.

**Books:**

Leman, Kevin, *The Birth Order Book*. Fleming H. Revell Co., 6030 E. Fulton, Ada MI 49301. 1993. ISBN: 0-8007-8596-7.

**Video:**

*Your Place in the Family*, 1990. 23 minutes. Learning Seed, 330 Telser Road, Lake Zurich IL 60047. 1-800-634-4941. Catalog Item No. 130.

**Article:**

*Theories of Birth Order and Personality*, Choices Magazine, March 1987, page 17.

**Never one thing, and seldom one person, can make for a success.  
It takes a number of them, merging into one perfect whole.  
- Marie Dressler**