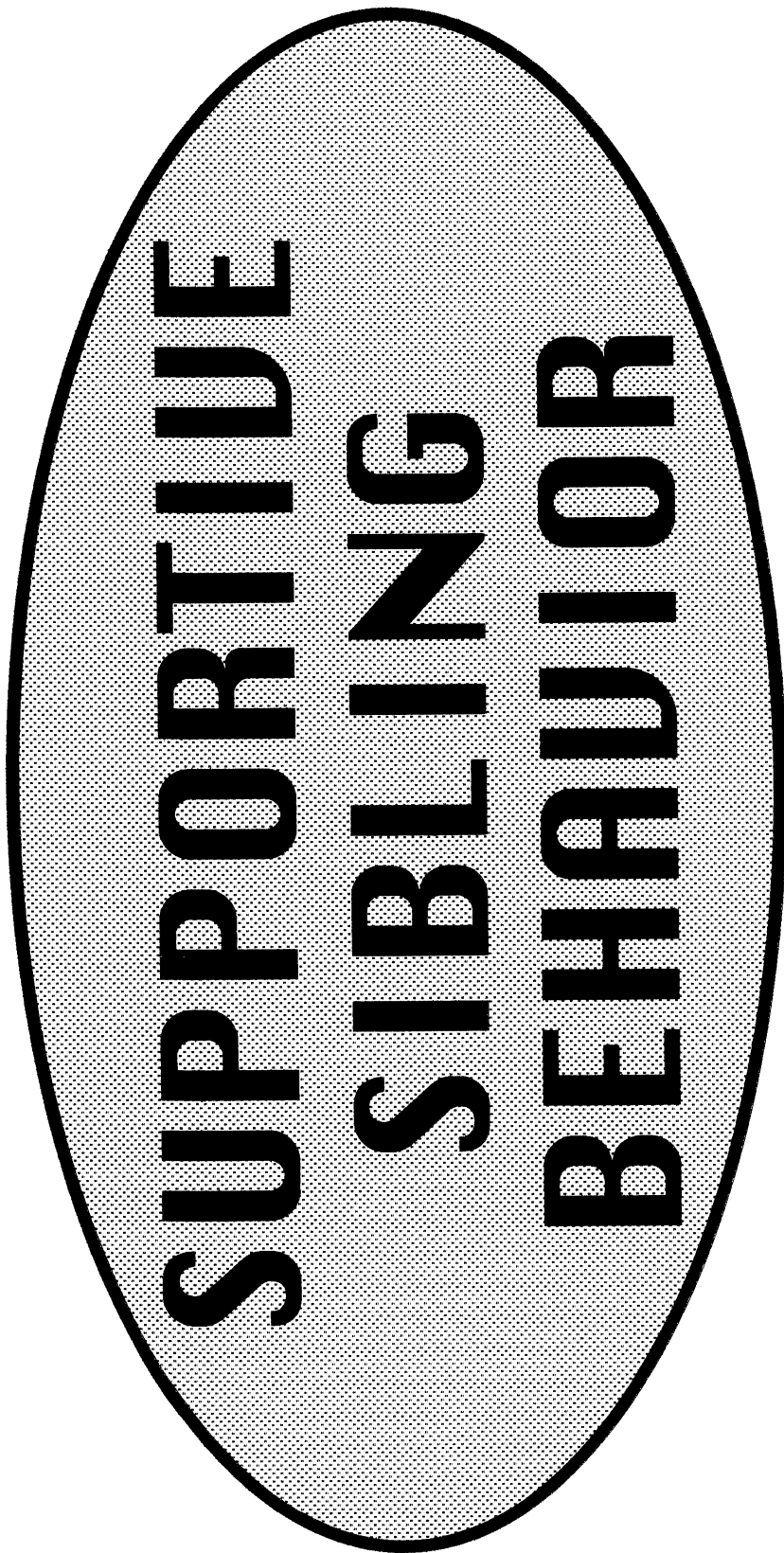
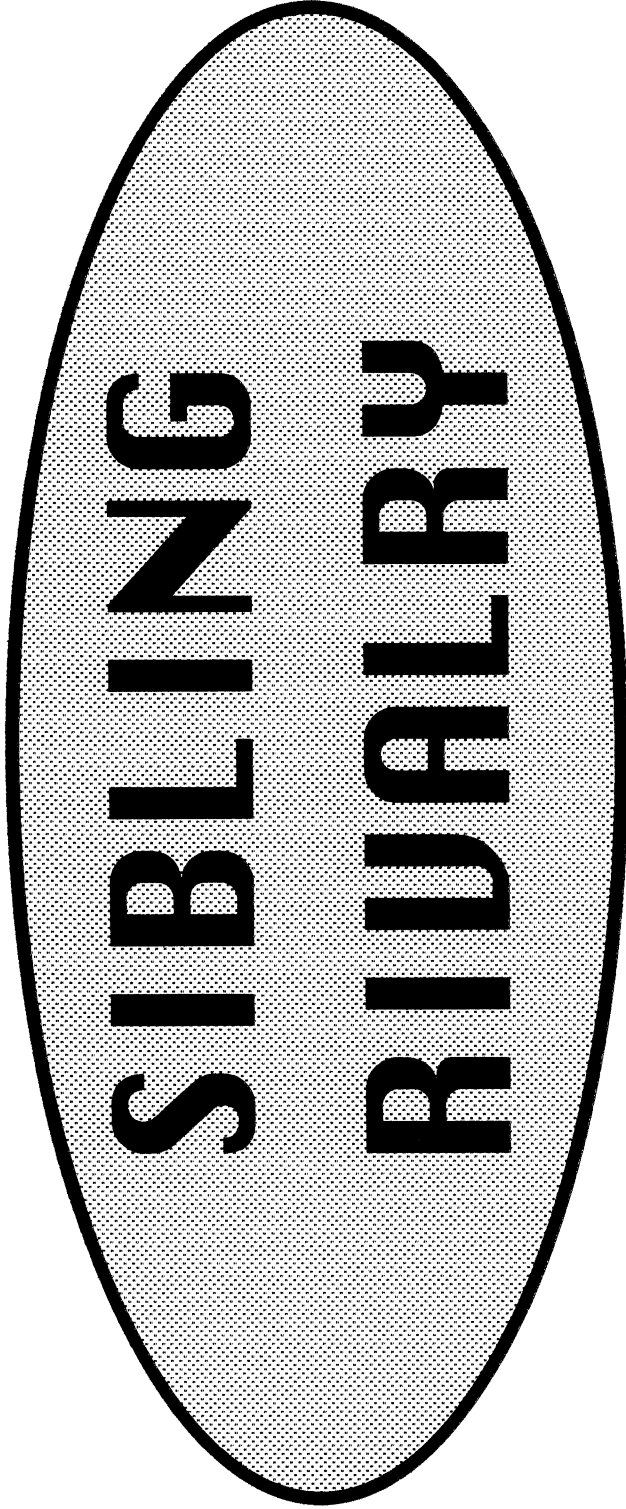


BROTHERS AND SISTERS IN A FAMILY



II-C-10

**ANY ACTION THAT HELPS OR
ENCOURAGES A SIBLING**



COMPETITION BETWEEN BROTHERS AND SISTERS

THE BIRTH ORDER QUIZ

CATEGORY A: manipulative, charming, usually gets his/her way, blames others for things that happen, witty, a show-off, loves people, good salesperson, draws favorable attention.

CATEGORY B: perfectionist, reliable, makes lists, conscientious, well-organized, serious, critical, does well in school, usually neat and tidy.

CATEGORY C: acts as a go-between in family conflicts, has the fewest pictures in the family photo album, avoids conflict, extremely loyal to peer group (gets mad if parents criticize friends, etc.), has many friends, seems to do things differently than the rest of the family, independent

FIRST-BORN OR ONLY CHILDREN

**GUINEA PIGS
PERFECTIONISTS
RELIABLE
CONSCIENTIOUS
LIST MAKERS
WELL-ORGANIZED**

**CRITICAL
SCHOLARLY
SERIOUS
GOAL-ORIENTED
PEOPLE PLEASERS**

**CONSERVATIVE
SUPPORTERS OF LAW AND ORDER
BELIEVERS IN AUTHORITY AND RITUAL
LEGALISTIC
LOYAL
SELF-RELIANT**

MIDDLE-BORN CHILDREN

INDEPENDENT

LOYAL TO PEER GROUP

MAVERICKS

MANY FRIENDS

USUALLY LEAVE HOME FIRST

FIND COMPANIONSHIP OUTSIDE THE HOME

FEELS LEFT OUT OF THEIR OWN FAMILY

MEDIATORS OF THE FAMILY

AVOID CONFLICT

LEAST NUMBER OF PICTURES IN FAMILY ALBUMS

PRONE TO EMBARRASSMENT, BUT WON'T ADMIT

IT

MOST MONOGAMOUS OF ALL BIRTH ORDERS

SECRETIVE

LAST TO SEEK PROFESSIONAL HELP

RUN WITH THE PACK

LAST-BORN CHILDREN

**MANIPULATIVE
CHARMING
BLAME OTHERS
SHOWS OFF
PEOPLE PERSONS
GOOD SALESPERSONS
PRECOCIOUS
ENGAGING
MESSY
CLASS CLOWNS
LOVE LIMELIGHT
PERSONABLE MANIPULATORS
AFFECTIONATE
ABSENTMINDED
CAREFREE
NOT TAKEN SERIOUSLY**

TIPS FOR THE OLDEST OR ONLY CHILD

DON'T OVEREXTEND YOURSELF

LEARN TO SAY NO--YOU CAN'T DO
EVERYTHING

DON'T EXPECT SO MUCH FROM YOURSELF.
YOU DON'T HAVE TO BE PERFECT.

DON'T BE AFRAID OF BEING A DETAIL
PERSON.

TAKE PROBLEM SOLVING STEP-BY-STEP.

DON'T LET OTHERS PRESSURE YOU INTO
MAKING DECISIONS.
TAKE YOUR TIME.

TRY TO DEVELOP A SENSE OF HUMOR AND
LAUGH AT YOUR MISTAKES.

NEVER APOLOGIZE FOR BEING
CONSCIENTIOUS OR OVERORGANIZED.

TIPS FOR THE MIDDLE CHILD

USE YOUR PEOPLE SKILLS TO SEE
BOTH SIDES OF ISSUES AND
DEAL WITH LIFE AS IT REALLY IS

IF YOU ARE A FREE SPIRIT,
FIGHT TO KEEP YOUR UNIQUE QUALITIES.

MIDDLE CHILDREN GROW UP THINKING
THAT NO ONE EVER LISTENED TO THEM
AND THEY NEVER HAD A CHANCE TO
EXPRESS THEIR IDEAS. SHARE YOUR IDEAS!

ENJOY YOUR MANY FRIENDS,
BUT DON'T SPREAD YOURSELF TOO THIN.

DON'T COMPARE YOURSELF TO OTHERS--
JUST BE YOU!

DON'T THINK ONLY FIRSTBORNS ARE
LEADERS; YOU UNDERSTAND, NEGOTIATE,
AND COMPROMISE. TRY BEING A LEADER!

TIPS FOR THE YOUNGEST CHILD

ACCEPT RESPONSIBILITY FOR YOURSELF!

MANY LASTBORNS ARE MESSY;
LEARN TO PICK UP AFTER YOURSELF.

CHOOSE JOBS WHERE YOU INTERACT WITH
PEOPLE BECAUSE YOU WILL DO WELL!

BE LESS SELF-CENTERED
AND OFFER TO HELP OTHERS.

DON'T BLAME OTHERS IF YOU'RE THE ONE
WHO REALLY CAUSED THE SITUATION.

YOUR GIFT OF HUMOR WILL BE AN ASSET;
USE IT CORRECTLY.
DON'T BE A CARROT SEEKER.

GIVE OTHERS A CHANCE TO SHARE THE
LIMELIGHT. CONCENTRATE ON ASKING
OTHERS ABOUT THEM!

LASTBORNS TEND TO BE THE MOST
COMPATIBLE.

SIBLING RESEARCH PROJECT TEACHER GUIDELINES

PROCEDURE:

1. Decide on the target group or class for your survey.
 - Possibilities within school: social studies classes, home economics classes, health classes, etc.
 - Possibilities outside school: friends and their families, church or community groups, neighbors.

For this survey to be valid, a cross section of population is needed.
2. When you have selected your target group, print enough copies of the questionnaire for everyone in your group. (pages II-C-20 through II-C-22).
3. Distribute the questionnaire to every member of your target groups.
4. Allow 2-3 days for completion of the questionnaire and collect the surveys from the target groups. Time may vary according to the needs the groups involved.
5. Tally the data from your group(s). There are many possible ways to sort the data, so predetermine what is wanted. Here are some possibilities:
 - A. Cut the questionnaires in sections, questions 1-5, 6-10, etc., and assign a small group of students to examine the results of that section. Then, meet together as a class and share data assessment.
 - B. Assign each student to do a tally sheet for all the data sheets collected back; i.e., how many yes answers, so many checks for this answer, etc. Then each student reports back to the class, and the class works together on a master tally sheet.
 - C. Compile a master finding sheet with results of the entire survey. However you choose to do this, it is important that all the data be compiled into one finding.
7. Assess and analyze the data using the **SIBLING RIVALRY SURVEY RESULTS** on pages II-C-24 through II-C-26. For example: the results of Question 8 might be that 178 people out of 225 of the persons who starts the fighting are the younger sisters in the family, etc.
8. Publish the results of the survey and give a copy to all of the participants. It might also be possible to have the results published in the school newspaper with an article about the class/department, etc.

SIBLING RIVALRY RESEARCH QUESTIONNAIRE
Teen Living Class
_____ **School**

As part of our Teen Living studies on Teens and Siblings, we are conducting a survey to learn more about the nature of sibling relationships. Please answer the following questions truthfully. Sources of information will remain totally anonymous. We appreciate your help in our research!

1. How many children are living in your home?
How many boys _____? What are their ages? _____
How many girls _____? What are their ages? _____

2. Where are you in the sibling birth order?
_____ Oldest
_____ Middle
_____ Youngest

3. Regarding sibling disagreements, check the statements that apply to your family:
_____ We have disagreements about twice a month.
_____ We have disagreements about once a week.
_____ We have disagreements twice a week.
_____ We have disagreements about every day.
_____ I disagree with each of my siblings equally.
_____ I disagree with one sibling more than another one.
_____ There is one sibling I disagree with most of the time.

4. Would you like to have less disagreements with your siblings? _____ Yes _____ No

5. Do your disagreements add stress to your home life? _____ No _____ Yes
If yes, check the appropriate amount of stress they cause.
_____ low, twice a month
_____ low-moderate, once a week
_____ moderate, three times a week
_____ moderate-high five times a week
_____ high, daily
_____ very high, several times a day.

6. Do you feel that your parents:
_____ favor the younger children? _____ favor the older children?
_____ treat them the same?

SIBLING RIVALRY RESEARCH QUESTIONNAIRE - Page 2

7. Number in order (1-7) the things you and your siblings disagree over.
- What to watch on TV
 - Household chores
 - Borrowing clothes
 - Using any other item(s) without permission
 - Use of the telephone
 - Interfering with friendships or activities with friends
 - Teasing
8. Who starts the fighting most often in your family?
- | | |
|--|---|
| <input type="checkbox"/> Older brother | <input type="checkbox"/> Older Sister |
| <input type="checkbox"/> Middle brother | <input type="checkbox"/> Middle sister |
| <input type="checkbox"/> Younger brother | <input type="checkbox"/> Younger sister |
| <input type="checkbox"/> You | |
9. What is the age of the child who most often starts the sibling fights? _____
10. Do your parents expect you and the other children to work out your problems, or do they get involved to settle disputes? _____
11. When do you feel parents should get involved?
- Never
 - Everytime
 - When disputes turn physical
12. Put the following statements in number order from the most common (1) to the least common (5).
- Our disagreements end within 5 minutes.
 - Our disagreements last more than 10 minutes?
 - Our disagreements continue for a day?
 - Our disagreements get physical (hitting, wrestling, etc.)
 - Our disagreements end up with someone really getting hurt
13. List 3 ideas you might use for improving sibling relationships.
- a. _____
 - b. _____
 - c. _____
14. Do you consider your siblings to be your friends? ___No___ Yes
15. Would you like your siblings to be more like friends? ___No ___ Yes

SIBLING RIVALRY RESEARCH QUESTIONNAIRE - Page 3

16. From the following list, check three (3) items that would make the most positive impact on the relationship with your siblings.

- Talk more friendly to each other
- Stop making teasing or rude comments
- Borrow things only with permission
- Using polite phone manners (not tying up the phone, etc)
- Helping out when asked
- Allowing personal privacy

17. What do you like most about your siblings?

18. What one thing do YOU do that drives THEM crazy? _____

19. Check the things you would be willing to do to decrease sibling fighting and reduce family stress.

- Attend activities siblings are participating in to show family support.
- Help with household chores when a sibling is overloaded with homework or activities on occasion.
- Be there to listen or encourage them when they need you
- Loan clothes, cash, etc., for important occasions
- Treat their friends better

THANKS FOR YOUR HELP!

PLEASE RETURN THIS TO _____

SIBLING RIVALRY SURVEY ASSESSMENT GUIDE

Questions: Information given:

- | | |
|-----------------------|---|
| 1, 2 | Identifies family demographics. |
| 3, 4 | Shows the nature and frequency of sibling disagreements. |
| 5 | Indicates the level of family stress resulting from sibling fighting. |
| 6 | Addresses the parent "favoring a certain child" opinion. |
| 7 | Orders the reasons for sibling fighting. |
| 8, 9 | Addresses who starts the fights. |
| 10, 11, 12 | Gives information concerning parent involvement. |
| 13, 14, 15, 16 | Looks at the nature of disagreements and possible solutions. |
| 17, 18 | Shows positive and negative personal qualities in sibling relationships. |
| 19 | Shows solutions each student would be willing to put into practice. |

SIBLING RIVALRY STUDENT SURVEY RESULTS

DIRECTIONS: Now that you have collected the data, answer the following questions. The information requested corresponds with the question numbers on the questionnaire.

1. What is the average number of children per family? _____
Average number of boys _____ Average number of girls _____

2. How many of the people responding were:
_____ The oldest child
_____ A middle child
_____ The youngest child

3. From the survey, tally number of disagreement frequencies marked on each line. Then, record the frequency of sibling disagreements in order below.
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

4. What percent would like to have less disagreements with siblings? _____

5. What percent felt disagreements added stress to their family life? _____
Record the number of responses on each line:
_____ low, twice a month
_____ low-moderate, once a week
_____ moderate, three times a week
_____ moderate-high five times a week
_____ high, daily
_____ very high, several times a day

6. How many students felt younger children were favored? _____
Look back at question 2 on each survey and find out how many who answered yes WERE the youngest child. _____
How many students felt older children were favored? _____
Look back at question 2 on each survey and find out how who answered yes WERE the oldest child? _____
How many students felt they were treated the same? _____
(By referring back to question 2, the perspective of the student answering the question will be shown.)

SIBLING RIVALTY STUDENT SURVEY RESULTS - Page 2

7. Number in order (1-7) the things siblings fight over most to the least.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

8. Who starts the fighting the most often? What percentage said:

- _____ Older Brother
- _____ Older Sister
- _____ Middle Brother
- _____ Middle Sister
- _____ Younger Brother
- _____ Younger Sister
- _____ You

9. Was there one age that most often started the fights? _____ What was it? _____

10. Do most parents expect siblings to settle their own disputes? What percent said:
yes _____ no _____.

11. When do students think parents should get involved? What percentage said:

- _____ Never
- _____ Everytime
- _____ When disputes turn physical

12. Give the ranking order of nature of disagreements

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

13. What ideas were listed more commonly to improve sibling relationships?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

SIBLING RIVALTY STUDENT SURVEY RESULTS - Page 3

14. What percent considered their siblings to be their friends? _____
15. What percent would like their siblings to be more like friends? _____
16. Which three items were checked most often regarding behavior that would make a positive impact on the relationships within families?
1. _____
 2. _____
 3. _____
17. Make a list of the qualities students liked most about their siblings. Try to narrow the list to three or four main qualities that were most often mentioned.
1. _____
 2. _____
 3. _____
 4. _____
18. What one thing did students admit they do that drives their siblings crazy? Try to narrow the list to three or four main things that were most often mentioned.
1. _____
 2. _____
 3. _____
 4. _____
19. Of the choices given in question 18, rank them in the order students would be willing to do them to decrease sibling fighting.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Name _____ Period _____ Date _____

SIBLING RIVALRY STUDENT REACTION

Directions: Now that you have collected the data, answer the following questions:

1. What are the most common causes of sibling rivalry?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. What are some positive ways to deal with sibling rivalries?
 - a. _____
 - b. _____
3. In what ways do families benefit when siblings are friends?
 - a. _____
 - b. _____
 - c. _____
4. What can siblings do to enhance relationships with each other?
 - a. _____
 - b. _____
 - c. _____
5. What ideas that showed siblings could support each other did you like?
 - a. _____
 - b. _____
 - c. _____
6. What surprised you the most in the survey findings?

Why did that surprise you? _____
7. Did your family fit into the norm? _____ How? and How not?

8. Do you feel this survey honestly represents teens and sibling relationships?
Why? or Why Not? _____

BROTHERLY LOVE

I am the youngest child in our family, the baby of the bunch, and my older sisters loved to tease me. I was the brunt of their pranks many times! I've been fed dog food sandwiches, drank warm milk off of oyster stew that had "floaties" in it, and drank horse milk. I've been folded up inside a hide-a-bed while my sisters put the cushions back and sat on it! I remember being very afraid of closing the curtains in my bedroom because my sisters would run outside and scratch on the screens and scare me. They would hide under my bed at night and grab my ankles and pull me under. They once told me that a convict who ate little children had escaped from the prison. Then one of them put on a mask and old overalls, rang the doorbell, and lunged and grabbed me when I opened the door. I've been tickled until I wet my pants, thrown outside the house with no clothes on when the neighbor boy was in his yard, and dropped off at night in the graveyard and made to run out.

I feel like "torture" was a more appropriate word for all of these antics, because I would always cry and threaten to tell Mom, but I never did. Jolynne, my closest sister, was seven years older than I. She would take a belt from her closet, whip it on the bed next to me, and in her meanest voice while trying not to laugh, tell me that I'd pay if I ever told Mom. I guess I believed her, so I never did tell.

The strange thing was that through all of the teasing, I really loved Jolynne. Maybe that's why I never told on her. She was everything I wanted to be. She was my idol. If she listened to a group or certain kind of music, so did I. If she dressed a certain way, I copied it and even tried to steal her clothes. I talked the way she talked and even used her same nickname. She let me tag along with her and her friends, and even took me on dates with her boyfriends.

We shared a bedroom and sometimes at night we'd talk. She'd answer my questions about life and growing up. Sometimes I'd overstep my bounds and try to give her advice on how not to get in trouble with Mom and Dad or what to do about one of her friends, but then I'd get the usual, "Mind your own business," and she would roll over in bed. End of discussion!

I'll never forget attending her graduation with my family, and she was one of the speakers. She talked about the importance of having heroes in our lives and how they can guide us and influence our directions. She went on to tell that she had a special hero who helped her make it through some of the hardest times in her life. I remember sitting in the audience wondering who this hero was so I could worship them, too.

BROTHERLY LOVE - Page 2

Jolynne looked down at me and said, "My hero is sitting in the audience tonight, and it is my little sister." "Me?", I thought, "how could it be me?" She continued, "She's often made me think about which direction I was going."

Since then Jolynne and I have continued to have our ups and downs as sisters, but we are best friends and always will be. We look back at the teasing and fighting and always have a good laugh. Brothers and sisters can be the biggest "pain", but remember, whether you're the youngest or the oldest, you may be someone's hero.

