

TEEN LIVING – TEENS AND PARENTS

<p>OBJECTIVE: Discuss and explore the relationships of teens and their parents/guardians. Discuss a teenager’s struggle for independence. Discuss how parents have the same basic needs as teens in their multiple roles and how teens can contribute to or relieve parental stress. Explore effective methods of communicating and building trust with parents.</p>	<p>STANDARD: Students will discuss the importance of families and the role each student plays in their families.</p>
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MOTIVATOR	DESCRIPTION: Bell Ringer Question	MATERIALS: Bell Ringer Cards
TIME: 5 min.		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Have the students answer the following question on their bell ringer cards, “What year was your mother born?” 2. When done, have the students return their cards to the class basket. 		

ACTIVITY 1 (Individualistic)	DESCRIPTION: My Declaration of Independence	MATERIALS: <i>TEENS AND PARENTS STUDY GUIDE</i> <i>MY DECLARATION OF INDEPENDENCE</i> Teens and Parents PowerPoint (slides 2-5)
TIME: 10 min.		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Discuss with the students about their independence. 2. Discuss the concepts of freedom, control and power in relation to their independence. 3. Have the students complete the “My Declaration of Independence” worksheet. Discuss what the students recorded on their papers. Collect the papers when they are done. 		
<p>PROCESS QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are the three basic reasons for struggles related to independence with teens and parents? 2. How is independence tied to responsibility? 3. If independence is freedom, what are you free from? 4. If independence is control, what do you have control of? 5. If independence is power, what kind of power? 		
<p>REFERENCES: Information found in the Teen Living Curriculum – Utah State Office of Education</p>		

ACTIVITY 2 (Individualistic)	DESCRIPTION: Freedom and Responsibility	MATERIALS: <i>TEENS AND PARENTS STUDY GUIDE</i> Teens and Parents PowerPoint (slides 6-10)
TIME: 10 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Read the following scenarios found on slides 6-7 and discuss with the students what it means to them. 2. Discuss with the students the relationship of freedom and responsibility. 3. Discuss with the students what freedom means. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. How can freedom and responsibility be used together in your life? 2. Define the word freedom. 3. Increased freedom brings increased what? 4. Increased responsibility brings increased what? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 3 (Individualistic)	DESCRIPTION: Multiple Roles of Parents	MATERIALS: <i>TEENS AND PARENTS STUDY GUIDE</i> Teens and Parents PowerPoint (slides 11-15)
TIME: 10 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. List the various roles parents have. 2. Define what a role is. 3. Discuss with the students the challenges parents have in fulfilling those roles. 4. Discuss with the students how teens can either be a stress-giver or a stress-reliever. Analyze specific situations on how that would occur and how to better help our parents. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. What are the different roles parents have? 2. Define the word role. 3. What's hard about being a parent? 4. How do roles change? 5. How can teens be stress-relievers and not stress-givers? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 4 (Cooperative & Competitive)	DESCRIPTION: Methods of Communication	MATERIALS: <i>TEENS AND PARENTS STUDY GUIDE</i>
TIME: 30 min.		Teens and Parents PowerPoint (slides 16-20) Mother and Daughter Role Play Scripts Family Feud Game Instructions
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Discuss mature communication styles between parents and teens. 2. Discuss conflict resolution between parents and teens. <ol style="list-style-type: none"> a. Ask for two volunteers to role play a mother and daughter discussion. b. After the role play, discuss with the students the tips on how to win with a parent. 3. Discuss resolving conflict with integrity between parents and teens. <ol style="list-style-type: none"> a. Discuss how family members should be able to have differences of opinions and ideas without the conflict. b. Play the game family feud. Instructions for the game are attached to this lesson plan. 		
<p>PROCESS QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are the three preferred methods of communication between a teen and parent? 2. How can a teen create an atmosphere of mature communication? 3. How can a teen help in conflict resolution? 4. How can a teen help resolve conflict with integrity? 		
<p>REFERENCES: Information found in the Teen Living Curriculum – Utah State Office of Education</p>		

SUMMARY:
Teenagers will always struggle to find their independence. Just remember, increased freedom = increased responsibility. Parents have many roles to fulfill. Make sure you are part of the solution and not the problem. Choose effective methods of communication with your parents.

STUDENT EVALUATION:
Homework Assignment: “How Well Do You Know Your Parents?” Hand out and explain this assignment to the students. It will be due next class period.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

Discuss with the students appropriate methods for requesting increased independence from their parents. The activity and discussion guide is attached to this lesson plan.