

TEEN LIVING – TEENS AND SIBLINGS

<p>OBJECTIVE: Discuss sibling relationships and how they affect the family. Discuss birth order theory and analyze how it may influence sibling relationships.</p>	<p>STANDARD: Students will discuss the importance of families and the role each student plays in their family.</p>
---	---

MOTIVATOR	DESCRIPTION: Bell Ringer Question	MATERIALS: Bell Ringer Question 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 do you love best about your brother or sister? If you do not have a sibling, what would you want in a brother or sister?” 2. When done, have the students return their cards to the class basket. 		

ACTIVITY 1 (Individualistic)	DESCRIPTION: Definitions of Siblings	MATERIALS: <i>TEENS AND SIBLINGS STUDY GUIDE</i> Teens and Siblings PowerPoint (slides 2-4)
TIME: 10 min.		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Define what a sibling is. Discuss how they can become friends or enemies. 2. Define what sibling rivalry is. Discuss how that is created. 3. Discuss supportive sibling behavior. Discuss how you can implement that into your sibling relationship at home. 		
<p>PROCESS QUESTIONS:</p> <ol style="list-style-type: none"> 1. Define siblings. 2. How can siblings become best friends or worst enemies? 3. Define sibling rivalry. 4. How is sibling rivalry created in a family? 5. Define supportive sibling behavior. 6. What can you do better to support your siblings? 		
<p>REFERENCES: Information found in the Teen Living Curriculum – Utah State Office of Education</p>		

ACTIVITY 2 (Individualistic)	DESCRIPTION: Birth Order	MATERIALS: <i>TEENS AND SIBLINGS STUDY GUIDE</i> Teens and Siblings PowerPoint (slides 5-20) Conduct a survey of teachers in the school concerning their birth order within their families of origin
TIME: 20 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Conduct a Birth Order Quiz with the students. List off three slides of characteristics and have the students guess which best describes them. At the end, show the results on which birth order they fall into – oldest, middle, or youngest. 2. Discuss the characteristics of each of the birth orders – first born, middle born, and youngest. 3. Once these characteristics have been discussed, have the students guess what birth order their teacher is. Have them also guess what birth order other teachers you surveyed are as well. 4. Discuss with the students how to make their birth order work for them. Share with the students the different tips recommended for each birth order. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. What are the characteristics for the birth order of oldest, middle and youngest? 2. What are some tips that should be followed if you are the oldest, middle or youngest in your family? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 3 (Cooperative)	DESCRIPTION: Sibling Research Project	MATERIALS: <i>SIBLING RIVALRY RESEARCH QUESTIONNAIRE</i> <i>SIBLING RIVALRY STUDENT SURVEY RESULTS</i> <i>SIBLING RIVALRY STUDENT REACTION</i> Teens and Siblings PowerPoint (slides 21-23) Sibling Rivalry Student Survey Results Transparency Sibling Rivalry Survey Assessment Guide Transparency Marker (dry or wet)
TIME: 30 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Tell the students that they will be conducting a sibling research project on the class. 2. Hand out the “Sibling Rivalry Research Questionnaire” to each student and allow them a few minutes to complete that worksheet. 3. Once all the students are done, collect all of the questionnaires and begin the tallying process. 4. To tally, split the class into four groups. Group one will tally the answers to questions 1-5. Group two will tally the answers to questions 6-10. Group three will tally the answers from questions 11-15. Group four will tally the answer for questions 16-19. Each group will tally the entire class’s answers, not just a few. Cut the questionnaire 		

into pieces and hand the appropriate numbered questions to the assigned group.

5. Once each of the groups have tallied the entire class's questionnaires, have each group report their findings out loud to the teacher. The teacher will then record the final results on the "Sibling Rivalry Student Survey Results Transparency" using a dry marker. Instruct the students to copy down the information on their own "Sibling Rivalry Student Survey Results" worksheet that the teacher will hand out. This worksheet will be needed to complete their homework assignment.
6. After the students have a personal copy of the total class's questionnaire, explain the homework assignment to them. They are to take the survey results, analyze them and complete the "Sibling Rivalry Student Reaction" worksheet. This will be due next class period.

PROCESS QUESTIONS:

1. What are some common causes of sibling rivalry?
2. What are some ways in which teens can deal positively with sibling rivalry?
3. In what ways can siblings become friends?
4. If you were to develop a plan to enhance your sibling relationship, what would that include?
5. What are some results of using supportive sibling behaviors?

REFERENCES:

Project Idea came from the Teen Living Curriculum – Utah State Office of Education

SUMMARY:

Living with siblings is not always easy, but your siblings will always be part of your life and they can be good friends. It is in the best interest of the family to understand sibling interaction and sibling dynamics in order to contribute to good relationships.

STUDENT EVALUATION:

The students will complete the Sibling Rivalry Student Reaction for homework. It will be due next class period.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

If there is time left, complete the Brotherly Love Activity. The instructions to this activity are attached to the lesson plan.

Another idea could be to conduct the research project on another class.