

Module 5: Control and Responsibility

In order for teens to gain more freedom, they need to be able to demonstrate skill in taking responsibility. They also need to understand when they do and do not have control in situations, as well as when they need to use self-control. This model helps adolescents to identify how they have control and responsibility with regard to their actions. The main purpose of the “control and responsibility” module is to promote teens’ awareness of aspects of their lives that are under their control and how they are always responsible for the decisions they make and the ways they behave.

Cohesion Building Activity 1: “Guess that Goal!”

- Task Objectives: To acknowledge students’ accomplishments of goals in their daily lives.
- Materials: paper, pencils, shoebox
- Directions: Get into small groups of 6-8 people. Have each student write down his/her name and a goal he or she accomplished during the previous week. Tell students that the goals they accomplished might be things like: “got up for school on time”, “got a good grade on a test” or paper” “finished homework” “cleaned my room” “helped a family member with a problem” “made time to work on a hobby”... After writing down this information, have the students fold their papers and drop them in the shoebox. Have students take turns selecting a paper from the box and then giving clues about what the goal accomplished was. When the goal is guessed, the student who accomplished it is named and then receives applause from the group.

Cohesion Building Activity 1: We’re All Connected

1. Have students get into groups of 6-8 people.
2. Give each group a ball of yarn.
3. Tell them that their task is use the yarn to connect every body in their group.
4. Next tell each group to form a line.
5. Ask all of the people in the group to close their eyes, except the person at the front of the line, who needs to keep his or her eyes open.
6. Tell each group that their task is to travel all the way around the room 3 times without running into any of the other groups. (you can make this more challenging by asking them to weave through desks or tables several times).
7. Have all groups do the task simultaneously. Tell them to go slow so no one gets hurt. Warn them that you will make a group stop the task if they are being unsafe.
8. When the groups have finished, ask them how it went?
9. Ask whose responsibility it was to get the group around the room 3 times?
10. Ask whose responsibility it was to make sure the group members did not run into any of the other groups?
11. Ask who had control over whether the group made it around the room 3 times?
12. Ask who had control over whether any of the group members ran into any of the other groups?

CENTRAL ACTIVITY: *Control, Responsibility, and Self-Control Scripts*

- Task Objectives: Illustrate various situations in which teens will be encouraged to think about control, responsibility, and self-control in their lives
- Materials: Scripts; Definitions of Control, Responsibility and Self-Control
- Directions: Bring the full group together. One facilitator reviews the definitions of control, responsibility and self-control (and displays the poster with the definitions).
 - **Control** is when you feel like you can do things that will change or influence something.
Have students list things that they feel they have control over in their lives.
 - **Responsibility** is when you feel like you are accountable (deserve credit **or** blame) for your decisions and actions **and** for the consequences or outcome of those decisions and actions.
Have students list things that they feel they are responsible for in their lives
 - **Self-Control** is when you handle the way you **express** your feelings so that you do not cause trouble or pain for yourself or another person.
Have students list situations in which they have had to use self-control

THE SCRIPTS

The facilitator says: “**For this activity we have several different situations that people in the group will role play. Part of the script is written, but the last part is open for you to decide what to do. When you get to the part in the script that says DO IT – this is where the person acting in that part is free to act out what they think should occur in the situation. After each situation is acted out, we will discuss as a group what happened and what we think about it.**”

SCRIPT #1: Class Clowns

- Have three members volunteer to play the roles of John, Brian, and the teacher. Before the students act out the situation, the facilitator says: “**John and Brian have been friends since they were children. They always took all the same classes and did things together every day after school. They are known by the other kids as “class clowns.”**

[and 1 facilitator take a few minutes to look over and discuss script before acting it out]

John: [seated in a chair or desk]

Brian: [begins walking down John’s aisle]

John: [sticks out foot as Brian is passing him]

Brian: [trips over John’s foot making a lot of noise]

Teacher: [scolds Brian for being disruptive in class and says] “I’ve had enough of your misbehavior, you are going to have detention”

John: [decide how you should handle the situation, and **DO IT**].

Brian: [decide how you think you should respond to what John does, and **DO IT**]

Facilitator, ask the group:

- Who is responsible for causing the disturbance in the classroom?
- What did John do to handle the situation? What did Brian do?
- What do you think would have happened if John said nothing?
- How much **control** did John have over his decision about what to do in this situation?
- How much **responsibility** did he have for his decision?
- How much control did John have over the **outcome** (Whether Brian or John get into trouble; whether Brian gets upset with John)?

• SCRIPT #2: To Tell the Truth:

- The facilitator says: “**This next script deals with working out differences with someone we care about. This situation involves Mary and Sam who have been dating for six months. Mary believes that she and Sam should always tell each other the truth, no matter what. Sam thinks that sometimes it is okay to tell little white lies.** Have two volunteers to play the roles of Mary and Sam.

[actors and 1 facilitator take a few minutes to look over and discuss script before acting it out]

Mary: “Sam, I really think we should always tell each other the truth. When two people are dating seriously, honesty is the most important thing.”

Sam: “Well, I think it is okay to tell little lies if telling the truth will just lead to a big argument. I am usually honest with you, but not if I think you’ll get upset.”

Mary: “But, I want to be able to trust you and I am uncomfortable with telling little lies.”

Sam: "I don't really understand that. What do you want to do?"

Mary: [what should Mary do— You decide what Mary should do, and **DO IT**].

Sam: [what should Sam do in response to what Mary does. Decide how Sam should respond, and **DO IT**].

Facilitator, ask the group:

- Who is responsible for the problem in Mary and Sam's relationship?
- What did Mary do to handle the situation?
- What do you think would have happened if Mary did nothing?
- How much **control** did Mary have over her decision about what to do in this situation?
- How much **responsibility** did she have for her decision?
- How much control did Mary have over the **outcome** (Whether she and Sam stayed together, broke up...)?

• **Script # 3: The Football Star:**

- The facilitator says: "**Our next script focuses on Bo, the star player of the high school football team. Since Bo began playing for the team they have been undefeated. The high school has a strict policy that any football player must maintain a passing grade point average to remain on the team.** Have three members in the volunteer to play the roles of Bo, the coach, and the principal.

[actors and 1 facilitator take a few minutes to look over and discuss script before acting it out]

Coach: Approaches Bo and says, "I just found out that you and I need to have a meeting with the principal and he (she) is waiting to talk to us right now."

Bo: "What's this about?"

Coach: "Let's sit down with the principal and find out."

Bo and Coach walk to Principal's office and the three sit around a table (or make a circle with their chairs).

Principal: "Bo, I know you are our star player this year, but it has been brought to my attention that you are failing two classes and will have to sit out the next couple of games, until you can bring up your grade point average. If you do bring up your grades you can play in the final games, if not, you will have to sit out the rest of the season."

Coach: "I'm really sorry about this Bo, but those are the school rules."

Bo [feels angry about having to sit out the games and is worried that he might not be able to pull his average up – decide how Bo should respond and **DO IT**].

Coach & Principal: Each of you decide what you should do in response to what Bo does and **DO IT**]

Facilitator, ask the group:

- How much **control** does Bo have over this **decision** to sit out the next couple of games?
- What should Bo do in this situation?
- What would happen if Bo yells at the coach and the principal?
- Is Bo **responsible** for his **actions**?
- How much **control** does Bo have over the **outcome**?

Script #4: Ex-Best Friend?

The facilitator says: **“Our final script focuses on Keisha and Jovonia who have been best friends for several years. Their friendship is challenged when Keisha and Jovonia end up liking the same boy. Get volunteers to play Keisha, Jovonia, and Shawn.**

[actors and 1 facilitator take a few minutes to look over and discuss script before acting it out]

Keisha: “Hey Jovonia. I want to talk with you about Shawn. You know I’ve liked him for a long time and lately he’s been talking to me a lot when I’m at my locker. I really want to go out with him.”

Jovonia: “I agree girl, that Shawn is all that.”

Keisha: “Do you think I should ask him to the movies this weekend?”

Jovonia: “If you want, I’ll talk with Shawn and find out if he would like to go out with you?”

Keisha: “OK”

The Next Day

Jovonia: “Hi Shawn, do you have a minute?”

Shawn: “Always for you.”

Jovonia: “What do you think about Keisha?”

Shawn: “She’s cool. Why?”

Jovonia: “Would you want to go out with her?”

Shawn: “I’d much rather go out with you.”

Later that Day

Keisha: “Hi Jovonia – did you talk to Shawn yet?”

Jovonia: “You should forget Shawn, he’s no good.”

Keisha: “But I really like him.”

Jovonia: “He may look good, but he’s no good.”

A Week Later

Keisha [talking on the telephone finds out from a friend that Jovonia and Shawn were at the movies together and looked like they were digging each other]. “You saw Jovonia and Shawn at the movies this weekend and they were digging each other? Oh really?!”

Later that Day

Keisha: “So, I heard that you were at the movies this weekend with Shawn.”

Jovonia: “Well yeah. I didn’t think you were interested in him anymore.”

Keisha: “You knew how I felt about him. I thought you were my friend”

Jovonia: "I am your friend."

Keisha: [what should Keisha do? Decide and **DO IT**].

Jovonia: [what should Jovonia do in response to what Keisha says? Decide and **DO IT**]

Facilitator, ask the group:

- How much **control** does Keisha have over Jovonia's **decision** date Shawn?
- What should Keisha do in this situation?
- What would happen if Keisha decided to pay back Jovonia by trying to mess up Jovonia's relationship with Shawn?
- Is Keisha **responsible** for her **actions**?
- How much **control** does Keisha have over the **outcome**?

IF THERE IS TIME LEFT FIND OUT IF STUDENTS WANT TO DISCUSS ANY SITUATIONS THEY ARE FACING THAT REQUIRE SELF-CONTROL AND HOW THEY MIGHT BE ABLE TO USE THEIR SELF-CONTROL EFFECTIVELY.

Outside Experience:

Think about what you are doing or might do to deal with the challenges or problems you are facing in your own life

Retrospective Pre/Post Evaluation (see attached)

MODULE 5: CONTROL AND RESPONSIBILITY

County _____ School _____ Code _____
 (completed by facilitator)

Grade in school _____ Age _____ Circle one: male female

Race/Ethnicity: Black/African American White/Caucasian Hispanic/Latino
 Native American Asian American Other _____

Please indicate how much you enjoyed the activities.

	Not At All	A little	Some	A lot
I enjoyed "Guess that Goal!"	1	2	3	4
I enjoyed the Role Plays about Control, Responsibility, and Self-control.	1	2	3	4

Please indicate what you knew before and after participating in this session.

	Before this session				After this session			
	Not At All	A little	Some	A lot	Not At All	A little	Some	A lot
I knew how to identify situations in which I do and do not have control.	1	2	3	4	1	2	3	4
I knew what my responsibility was for how I handle challenging situations.	1	2	3	4	1	2	3	4
I knew how much control I have over the outcomes of situations.	1	2	3	4	1	2	3	4
I knew much responsibility I have for the outcomes of situations.	1	2	3	4	1	2	3	4
I knew ways to use self-control in situations that upset me.	1	2	3	4	1	2	3	4

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SCRIPT #1: Class Clowns

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Mary: “Sam, I really think we should always tell each other the truth. When two people are dating seriously, honesty is the most important thing.”

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Mary: “But, I want to be able to trust you and I am uncomfortable with telling little lies.”

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Keisha *[talking on the telephone]*. “You saw Jovonia and Shawn at the movies this weekend and they were digging each other? Oh really?!”

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