Parent Goal 2: Youth Voice

I. Eye-Catcher
Good Boss/Bad Boss - parents think about their experiences in the workplace that have been positive and negative and draw linkages to their relationships with their adolescents (see Appendix 2A).

II. Mini Lecture/Discussion (Powerpoint slides can be found separately on the website; see speaker notes in the slide show for additional information).

III. In-session Activities:

A. “Teens versus Parents/Teens and Parents” - helps parents to distinguish ways in which both teens and adults can be frustrating to one another, and to understand the important contributions that teens and adults make to each others’ lives (see Appendix 2B).

B. “House Rules”- Have parents get into small groups of 3-6 people. Ask each group to discuss the following points:

   a. What our family rules are, and why.
   b. What our rules are for children at different ages, and why.
   c. Among our rules, which ones are most important, and why.
   d. What is needed for us to be willing to negotiate the rules with our teenagers?
   e. Other decisions (besides rules) that our teens are, or can be, involved in. Discuss if and when you do this, as well as how well it works out and why.

After the small groups have processed the above points, have each group share what they have learned from the discussion and how it will affect future situations that might be good opportunities to get their teens involved in the decision making process.

IV. Wrap-up: Review the main points of the session; check for understanding and questions (it can be useful to have the group generate the main points and for the facilitator to write them down on a flip chart or overhead). The main points covered include:

- The importance of permitting teens to have some say in the family rules and decisions that affect them.
- Ways that teen’s ideas are valuable and can enhance the parent-teen relationship.
- What to do to be more inclusive of teens’ views and opinions.
V. Handouts: Parent-Teen Team Worksheets (see Appendix 2C); StayConnected Tip Card (see Appendix 2D).

VI. Out of session Activities: StayConnected Parent-Teen activities - have your teen select and lead the activity you do together.

VII. Evaluation (see Appendix 2E)
Good Boss/ Bad Boss

The goal of this activity is to draw linkages between how adults feel when they are treated positively or negatively by a person in authority (i.e., their boss or supervisor), and how teens feel when treated negatively or positively by parents. Materials needed are a flip chart and markers.

- Have the participants think of a past supervisor or boss they had that was a “BAD” boss.
- On a flip chart list the qualities of these bad bosses.
- Now have participants think of a past supervisor or boss they had that was a “GOOD” boss.
- On a second flip chart page list the qualities of these good bosses.
- Look over the lists and point out what made the bad bosses “bad” is that they did not care about how their employees felt and did not listen to their ideas. Conversely, part of what made the good bosses good was that they did care about how their employees felt and did listen to their ideas.
- Link these experiences to those the parents have with their teens. Do the parents act more like a good boss or a bad boss when it comes to listening to their teen’s ideas and feelings? Point out that teens are more likely to cooperate with their parents and want to take responsibility when they feel listened to and understood. Help them understand that this is not much different for who you are willing to work harder for (do work on your own time, stay late at work, go the extra mile) when it comes to the type of boss you have.
Appendix 2B
“Teens versus Parents/Teens and Parents”

The overall goal of this activity is to increase awareness of how teens and parents, both, can annoy or frustrate one another; yet, both have valuable things to contribute to each others’ lives. Materials needed include paper squares that are approximately 8” x 8” and come in different colors (see below), markers, masking tape or spray mount artist’s adhesive (if using the adhesive you also need mural paper to put on the wall first and then spray the mural paper with the adhesive).

- Divide the group in half. Assign one half to be “parents” and the other half to be “teens.”

- Give each group some squares of paper that are approximately 8 x 8 inches in size. Have the parents’ squares be a different color than the teens’ squares (e.g., light yellow for parents and light green for teens).

- Tell the participants that each square will contain “one” idea.

- The task for the “teens” is to come up with a list of things that bug them when they do things with their parents. After coming up with the list, have them put each of the ideas on a sheet of the 8 x 8 inch paper.

- The task for the “parents” is to come up with a list of things that bug them when they do things with their teens. After coming up with the list, have them put each of the ideas on a sheet of the 8 x 8 inch paper.

- When both groups have their ideas ready, have them take turns coming up and posting an idea on the wall. You can use a “sticky wall” for this by purchasing spray mount artist’s adhesive, or you can put masking tape on the back of each sheet as you tape it up. As they put up their ideas have them read the ideas aloud and comment upon them as desired.

- When all the ideas are up, review what each has said. Look for items that are similar. Are there sets of ideas that go together? Move the ones that go together so they are near each other. Talk about how each might contribute to making it “difficult” to be together at times.

- Hand out more squares to the groups in colors that are different from the ones you’ve already used (e.g., pale blue to parents and pale orange to teens).

- The new task for the “teens” is to come up with a list of things that they think are very valuable or positive about having their parents involved in their lives. After coming up with the list, have them put each of the ideas on a sheet of the 8 x 8 inch paper.

- The new task for the “parents” is to come up with a list of things that they think are very valuable or positive about having their teens involved in their lives. After coming up with the list, have them put each of the ideas on a sheet of the 8 x 8 inch paper.
Repeat the process that was done before with the negative items. When both groups are ready with their ideas, have them take turns coming up and posting an idea on the wall. As they put up their ideas have them read the ideas aloud and comment upon them as desired.

When all the ideas are up, review what each has said. Look for items that are similar. Are there sets of ideas that go together? Move the ones that go together so that they are near each other. Talk about how each might contribute to making it “easier” to be together at times.

Point out how some of the “negative” aspects of “parents” or “teens” are connected to some of their positive aspects. For example, if teens said a negative point was that parents are “bossy,” and they said a positive point was that parents “have a lot of knowledge,” talk about the possibility that sometimes when parents are sharing their knowledge, this may come across to teens as “bossy.” But, the knowledge that adults have is a valued thing. Ask: How can parents share their knowledge without coming across as bossy? Make and discuss several connections for the parent positive and negatives and then for the teen positive and negatives.

After doing the activity, have the participants complete the brief worksheets in Appendix 2C that they can take home with them.
Appendix 2C
Parent-Teen Team

1. Which qualities of my teen are his/her greatest strengths that make working together with my teen a positive experience?

2. What are some qualities of my teen that make working with him or her frustrating?

3. How are some of the qualities that frustrate me about my teen connected to my teen’s strengths?

4. What does my teen say are some of my greatest strengths when s/he has to work on a task with me?

5. What are some of my qualities that make it frustrating for my teen to work with me?

6. How are some of the qualities that frustrate my teen about me connected to my strengths?

7. What can we do in the future to encourage both of us to use our strengths when we work together on a task?
Appendix 2D
StayConnected Tip card for goal 2
(duplicate as many as needed on card stock paper)

Youth Voice

Ways to involve your teen in family decisions:
- Let your teen know the rules you have already made.
- Talk with your teen about what additional rules/decisions are needed.
- Ask your teen for his/her opinions.
- Respect your teen’s ideas and include them whenever possible in family decisions.
- Praise your teen for following family rules and making good decisions.
- Define your expectations and together determine your teen’s responsibilities.

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Appendix 2E

**Parent Goal 2: Youth Voice**

<table>
<thead>
<tr>
<th>County_________________</th>
<th>Name of Facilitator_________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status:</td>
<td>single(never married) married(first marriage) divorced remarried widowed</td>
</tr>
<tr>
<td>Parental Status:</td>
<td>mother father grandmother grandfather other (please write in)__________</td>
</tr>
<tr>
<td>Race/Ethnicity:</td>
<td>Black/African American White/Caucasian Hispanic/Latino Native American Asian American Other (please write in)_____________</td>
</tr>
<tr>
<td>How many sons/grandsons do you have___</td>
<td>What are their ages:_________________</td>
</tr>
<tr>
<td>How many daughters/granddaughters do you have___</td>
<td>What are their ages:_________________</td>
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</tbody>
</table>

**Please circle the number that indicates how much you enjoyed the activities.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at All</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
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</thead>
<tbody>
<tr>
<td>1. “Good Boss/Bad Boss”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. “Teens versus Parents/Teens and Parents”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. House Rules activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Please circle the number that indicates what you knew before and after participating in this session.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand why teens need to have some say in the rules and family decisions that affect them.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I see the connection between permitting youth voice and gaining greater cooperation from my teen.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I have a good idea about the kinds of rules and family decisions that would be appropriate to let my teen have some say in.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I understand the steps I can take to include my teen’s input into family rules and decisions.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I can identify ways that my teen’s contributions help to make our family better.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>