**Parent Goal 4: Autonomy**

**I. Eye-Catcher**

Comparing the “successful” adult with the “unsuccessful” adult. The goal of this activity is to increase awareness of the qualities found in successful and unsuccessful adults and how parents can facilitate their teens success potential (see Appendix 4A).

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

**III. In-session Activities:**

A. Freedom and Responsibility Contracts: have participants work in small groups to create poster size freedom and responsibility contracts. (Activity is described in the appendix 4B).

B. Parenting Wisely: Problem 2 (Helping Child Do Better in School) – video clip is available from the ACES Media Library. After processing the different solutions presented in the video, discuss with participants how school work is a “responsibility” of the adolescent. Ask them if they can think of other ways they would encourage and support this responsibility for their child and the types of “freedoms” they think should go with a child showing responsibility for school work.

**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: awareness of the qualities that are found in successful and unsuccessful adults; understanding the importance of linking freedom and responsibility as a way for facilitating healthy autonomy and enhancing the success-potential of teens/young adults.

**V. Handouts** - Freedom and Responsibility contract (see Appendix 4C); StayConnected Tip Card (see Appendix 4D)

**VI. Out of session Activities:** - Decide with your teen if you would like to have a Freedom and Responsibility Contract. If so, you can use the form in Appendix 4C or create your own form together.

**VII. Evaluation** (see Appendix 4E)
Appendix 4A
Successful and Unsuccessful Adults

Create 2 Giant Human Shaped Figures on butcher block paper that can be hung on the wall. Put a label beside one figure that says: UNSUCCESSFUL ADULT; Put a label beside the other figure that says: SUCCESSFUL ADULT. Ask participants, using markers, to write 1-2 words or short description on these figures that are examples of what a successful and unsuccessful adult Does (behaviors) or THINKS (beliefs). When participants finish, read what they have written on the figures. Then ask: What are you doing to help your teen become more like the successful, and less like the unsuccessful, adult?
Appendix 4B
Freedom and Responsibility Contracts

The main goal of this activity is to demonstrate the critical link between granting teen’s freedom (privileges) and expecting teens to show age-appropriate responsibility-taking. Materials needed are giant post-its (one per parent or one per group depending on overall size of group); markers, paper and pencils.

- Break the parents into groups of 2-4 people each. If your group is small, each parent could have their own giant post-it to work with.

- Have each group stand by a giant post-it that has been put on the wall. Give each parent in the group a different color marker. Instruct the participants to draw a line down the center of their post-it. At the top of the left side have them write the word “Freedom.” At the top of the right side, have them write the word “Responsibility.”

- Have the parents pick one of their children to think about. Ask them to think about the “freedoms” or “privileges” that this child is wanting. Ask them to list these freedoms down the left side of their post-its.

- Next ask the parents to think of the “responsibilities” their child should show for each of the freedoms the child is wanting.

- For example, if a child wants the freedom to stay out with friends until 10 p.m. on Saturday night, what are the responsibilities that child needs to show in order to maintain that freedom. The responsibilities could include things like:
  - always let parent know where s/he will be and a number where s/he can be reached.
  - always be home by the 10 p.m. curfew.
  - complete chores before going out on Saturday night.

Have each group use the ideas on the freedom and responsibility contracts to write a POEM or RAP about freedom and responsibility. When all groups are finish, have them present their poem or rap to the full group.
Appendix 4C

Freedom and Responsibility Contract between ___________________________ and
Teen’s name

______________________________.
Parent’s name

This contract should be written as a cooperative agreement between parent and
teen. On the left side of the contract, write down 1-3 responsibilities that the teen
will assume. For each responsibility provide a brief description. On the right side
of the paper, write down the freedom (privilege) that will be given for each
responsibility. Parent and teen should sign and date the bottom of the contract.
This agreement is good for 1 month and can be renewed if both parties are
satisfied.

RESPONSIBILITIES FREEDOMS/ PRIVILEGES

1. 

2. 

3. 

Teen’s signature __________________________ Date ______________

Parent’s signature __________________________ Date ______________
Autonomy

- A main goal of parenting is to help our children to mature into independent, competent adults.
- One way to promote competency is to always link “freedom with responsibility.” To earn privileges, teens need to demonstrate age-appropriate responsibility; when teens engage in responsibility-taking they should be rewarded with age-appropriate privileges.
- Parents help their teens grow up when they: allow their teens to become more independent, are tolerant, but not overly permissive, have reasonable rules, are patient, and are interested in their teens’ lives, but respect their privacy.
Appendix 4E
Parent Goal 4: Autonomy

County_________________   Name of Facilitator_________________________

Marital status:  single(never married)      married(first marriage)      divorced      remarried      widowed

Parental Status: mother      father      grandmother      grandfather      other (please write in)_________________

Race/Ethnicity: Black/African American      White/Caucasian      Hispanic/Latino      Native American
Asian American      Other(please write in)_________________

How many sons/grandsons do you have____  What are their ages:_________________
How many daughters/granddaughters do you have____  What are their ages:_________________

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

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful/Unsuccessful Adult activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Freedom/Responsibility activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Parenting Wisely Video</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Before the Session</th>
<th>After the Session</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Not At All</td>
<td>A little</td>
</tr>
<tr>
<td>I Know what natural and logical consequences are.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I can use logical consequences with my teen.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand the importance of setting limits on my teens behavior.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I can use effective limit setting with my teen.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I can identify times when I have to intervene because using logical consequences would put my teen’s well-being at risk.</td>
<td>1</td>
<td>2</td>
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