Teen Goal 1: *Maybe Means Maybe*

*Sometimes, parents need time to think about issues or requests. Thus, when parents say “maybe” that does not mean “yes” or “no.”*

I: **Eye-Catcher: Role-play**

Please use one of the following role-plays at the beginning of your session as an eye-catcher. *The actual scripts for each role-play are located in Appendix 1A*

1. **Parent-Teen Argument**- Parent and teen are arguing about the teen doing chores. The point is to focus on teen’s reaction and the consequences that come with those reactions. In this role-play the teen learns that arguing with the parent can result in the teen not going to the dance. Two volunteers are needed for this role-play.

2. **To Tell the Truth**- This role-play illustrates dealing with the consequences of lying. This situation involves a mother/daughter pair or a father/son pair in which the teen has been caught telling a lie. The teen already had received a “maybe” to his/her request to ski with friends over the weekend. As a consequence for lying, the teen can no longer go on the trip.

3. **Getting a “Maybe” Answer** - This role-play demonstrates how a teen should appropriately handle a “maybe” response from his/her parent. This role-play involves a teen asking her mother for the car so that she and her friends can attend a concert in the city without a chaperone. Her mother is reluctant and responds with a “maybe”.

II: **Mini-lecture**

*PowerPoint slides can be found on the CD; see speaker notes in the slide show for additional information. Also see the supporting research topic: Effective Communication and Negotiation*
III: In-session Activities

A. **Brainstorming:** Teens generate a list of activities parents would say, “yes” to, “no” to and “maybe” to. There will be three lists. Have 3 large post-it notes; one labeled “yes”, one “no”, and one “maybe”. As the participants call out activities, write down their responses on the respective list. Discuss the reasons why parents would say “yes,” “no,” and especially the “maybes.”
   - **Materials Needed:** 3 large post-it notes, markers
   - **Process Questions:** Why do you think that your parents would say yes to the behaviors on this list? (Why do you think that your parents would say no to the behaviors on this list? Why do you think that your parents would say maybe to the behaviors on this list?) Would any of these behaviors/activities depend on what age you were when you asked to do that activity? Would anyone’s parents say yes to something on the “no” list or no to something that was on the “yes” list?

B. **Role-plays:** Teens should role-play how to respond to a “maybe” response from his/her parents. Participants can create their own role-plays. They may use the role-plays in the Appendix for inspiration. *(See Appendix 1B for role-plays)*
   - **Pre-role-play Process Questions:** What might you do that will push your parents to a “no”? What can you do to handle a “no” that might lead your parents to say “yes” in the future? How can you respond when your parent says “maybe” that will not push to a quick no (handling your impatience)?
   - **Process Questions:** When Jared received a No (Maybe) response, what could he have done to accept the answer better? What’s the difference between the way Jared appropriately accepted maybe and inappropriately accepted maybe?

C. **Teen Species Video Clip:** This clip shows a teenager, Dominick, discussing how he has to “behave” in order to stay in the choir, which is difficult for him. However, because he started to test the discipline limits, the choir director and his parents decided it was time for him to leave. The clip demonstrates that if you argue or test limits inappropriately, you can receive negative consequences.
   - **Process Questions:** How did Dominick feel about the choir before he started going through pubertal changes? How did Dominick feel about the choir director’s strict rules when he was still part of the choir? How did he feel about leaving the choir? Was this a good decision after all?
IV: Wrap-up – see last slide of PowerPoint.
   o Provide handouts. Explain how to use them at home and when to take a look at them.
   o Pass out and discuss the out of session activities, if applicable. Remember to discuss the activity during the next session.

V: Handouts
   • Stay Connected Tip Card (see Appendix 1C)

VI: Out-of-session Activities

The following activity is one that you could try at home with your parents. This activity is designed so that you can better understand your parent’s perspective regarding the kinds of activities they will say “maybe” to and the kinds of activities they will say “no” to. After this activity is completed, you should also have a better understanding of the kinds of behaviors you engage in that will sway your parent’s decision to a “yes” or a “no”.

   • Talk with your parents to determine what kinds of behaviors THEY think are indicative of responsible and irresponsible behaviors that would, in turn, influence a possible “maybe” response to a “yes” or a “no”.
   • Talk about activities they would say “yes” to and what behaviors that would elicit a “maybe” response or a “no” response. Remember to ask your parents “Why?” they would say “yes,” “maybe,” or “no” to such an activity.
   • Be prepared to discuss the results of this activity with your group during the next session.
   • Finally, remember that you may not like some of the responses your parents give you. It will be important to remain calm and listen to what they have to say. This exercise is not created to cause conflict in your home, but rather so that you can better understand where your parents are coming from. This, in turn, will eventually show that you are more responsible and will elicit more “yes’s” instead of “no’s”.

* Please remember to have participants complete the evaluation form found at the end of this goal. Feel free to change activities as needed before duplicating.
Appendix 1A: Eye-Catchers

1. **Parent-Teen Argument**

   *Doing The Chores*
   
   Mom: “Tony, you need to clean up your room and do the dishes. I have already asked you once and you still have not done it.”

   Tony: “I’ll do it later. There is plenty of time to get it done by Friday. I don’t want to do it now. I’m playing PlayStation 2.”

   Mom: “You told me you would do it later the last time I asked. That is not going to work this time. Go clean your room and the dishes now.”

   Tony: “NO!”

   Mom: “Tony if you don’t stop arguing with me and clean your room and the dishes now there will be consequences.”

   Tony: “NO!”

   Mom: “That’s it. Tony because you argued with me and refused to clean your room and do the dishes when I asked you are not allowed to go to the dance on Friday. I am tired of this attitude from you.”

   *At this point, the facilitator would explain what was occurring so far in this role play. The facilitator should describe that the teen and his/her parent have gotten into an argument over the teen not doing his/her chores and as a consequence the teen cannot attend the dance he/she had previously asked to attend. But, the question is: “How did the parent and teen get to the point of having this argument that resulted in the teen not being able to go to the dance?” The facilitator suggests that the roleplay pick up at the beginning; when the teen originally asked to go to the dance.*

   *Going To the Dance*

   Tony: “Mom, there is a dance on Friday. Do you think I could go?”

   Mom: “Maybe.”

   Tony: “Maybe? What will it take for you to say yes?”

   Mom: “If you do the dishes and clean your room this week, I will consider letting you go to the dance.”
2. **To Tell the Truth**

The facilitator says: *This next script deals with the consequences of telling a lie. This situation involves a mother/daughter team or a father/son team. During this scenario, the parent has caught the teen in a lie and confronts the teen.* Have two members of the group volunteer to play the role of the parent and the teen.

Mom/Dad: Josh/Joanna, please come into the living room, I would like to speak with you about something.

Josh/Joanna: Ok Mom/Dad. What is it?

Mom/Dad: I was curious as to what you ended up doing last Friday with Tim/Keisha.

Josh/Joanna: I told you already, Mom/Dad, we went to a movie and then back to his/her house and hung out.

Mom/Dad: Yes, that is what you told me. Are you sure that is what you did?

Josh/Joanna: Yes, what's the big deal? Get off my back.

Mom/Dad: Well, I talked with Tim/Keisha's mom just now and she asked me how the night went having Tim/Keisha stay over here. Realizing that you told me you were staying over there, we had a little talk about what really went on that night. So, would you like to tell me where you were again?

Josh/Joanna: Oh *(realizing s/he just got caught in a lie.)* We went over to a party and stayed there instead. I knew you wouldn't let me go if I had asked, because you say bad things always happen over there, so we made up this story so that we could go.

Mom/Dad: Well, I'm glad that you are safe. However, because you lied to me regarding your whereabouts, you will not be able to go skiing this weekend like you wanted to.

Josh/Joanna: Mom/Dad, I already told everyone I could go.

Mom/Dad: Well, you shouldn't have. I told you from the beginning “maybe” and that it depended upon your behaviors over this last month. In addition to you lying about where you were last Friday, you went to a party. Both are unacceptable. As such, you'll have to tell your friends that you can't go skiing this weekend.

Josh/Joanna: Oh, Mom/Dad *(sounding very disappointed).*
3. **Getting a “Maybe” Answer**

The facilitator says: “This next script deals with how a teen responds to her parents when she asks permission to take the car to go to a concert with her friends without an adult present to chaperone.” Have two members of the group volunteer to play the role of the parent and the teen. (Teen actor must be calm throughout this role-play.)

Latrisha: Mom, Can I take the car and go to the (participants fill in name) concert on Saturday?

Mom: I don’t know, honey. You would have to drive in the middle of the city, which you haven’t done before and you are not old enough yet to go to concerts without a chaperone.

Latrisha: Mom, I’m only 2 months away from my 17th birthday, and you said I could go to concerts without an adult once I turned 17. And, Erica knows how to get to the concert.

Mom: Who will be going with you, what time would you need to leave, and when would you be coming home?

Latrisha: It’ll be Erica, Anthony, Terrance, and me. We would have to leave by 4:00. It takes 2 hours to get there and we want to be there before the concert starts at 7:00. We would be back by 1:00 am. Please mom, my 17th birthday is only two months away.

Mom: I just don’t know Latrisha. I’ll have to think about it some. But until then, if your behaviors do not warrant you going, the answer will become a No instead of a Maybe.

Latrisha: Ok Mom, I understand.
Appendix 1B: In-session Activities

1. **Receiving a “No” response:** In the following role-play, Jared asks his father if he can use the car tonight when he goes out with his friends. His father tells Jared “no” and does not explain why he cannot use the car. Jared starts yelling at his father causing Jared to get grounded.

Jared: Dad, I was wondering if I could use the car tonight. Some of the guys and I want to go to the movies and then over to Chris's house afterwards.

Dad: No

Jared: But, why? (a bit agitated).

Dad: Because I said No.

Jared: (Yelling at his father now.) Why won't you let me?

Dad: (Also, yelling) Because I am your father and I said NO.

Jared: (Still yelling.) Dad, I need to use the car. You never let me use the car.

Dad: (Also, yelling.) If you continue to argue, you will be grounded young man.

Jared: (Still yelling.) I can't believe you won't let me use the car. My friends are right; you are not fair.

Dad: (Also, yelling.) That's it. I've warned you. You are grounded and cannot go out tonight at all. Go to your room.

Jared: (Still yelling.) Fine. (Walks to his rooms and slams his door.)

2. **Receiving a Yes response:** In the following role-play, Jared asks his father if he can use the car tonight when he goes out with his friends. After his father asks a few questions, he says yes that Jared can use the car tonight.

Jared: Dad, I was wondering if I could use the car tonight. Some of the guys and I want to go to the movies and then over to Chris' house afterwards.

Dad: What time is the movie? I have to use it to pick up your sister at 6:00.
Jared: The movie doesn’t start until 7:00, so I wouldn’t need to leave until 6:00.

Dad: I have to use it to pick up your sister at 6:00.

Jared: I’ll pick her up when I pick up the guys and drop her off before the movie.

Dad: Well, what time do you plan on coming home?

Jared: Umm, 1:00?

Dad: That’s past your curfew, Jared.

Jared: Ok, at 12:00 then.

Dad: All right, as long as you pick up your sister, bring her home before the movie starts and you are home by midnight, then you can use the car.

Jared: I will. Thanks Dad.

3. **Receiving a Maybe response:** In the following role-play, Jared asks his father if he can use the car tomorrow night when he goes out with his friends. His father says that he needs to think about it for a while, and the decision will also depend on his behaviors over the next day.

Jared: Dad, I was wondering if I could use the car tomorrow night. Some of the guys and I want to go to the movies and then over to Chris’ house afterwards.

Dad: What time is the movie? I have to use it to pick up your sister at 6:00.

Jared: The movie doesn’t start until 7:00, so I wouldn’t need to leave until 6:00.

**Appropriately accepting maybe:**

Dad: I’m not sure Jared. I’ll have to think about it and talk it over with your mom. I’ll let you know by tomorrow.

Jared: Ok, Dad.

Over the next day, Jared has appropriate behaviors, and completes all of his homework and chores.
Dad: Jared, your mom and I talked about you using the car tonight. Because you had such good behaviors over the last day, you’ll be able to use the car. Now, what time will you be home?

Jared: Sweet, I’ll be home by midnight. Thanks Dad.

*Inappropriate acceptance of maybe:*

Dad: I’m not sure Jared. I’ll have to think about it and talk it over with your mom. I’ll let you know by tomorrow.

Jared: (agitated) Dad, I need to know NOW so I can tell my friends.

Dad: (calmly) Jared I said that you would have to wait until tomorrow after I talk it over with your mom. Your friends will just have to understand.

Jared: (very upset) That’s not fair. (Walks away and slams his door. Over the next day, Jared refuses to follow any of the house rules and is very disrespectful to his family).

Jared: (the next day) So, Dad, can I use the car tonight or what?

Dad: No, Jared. Your mom and I decided that because you have been very disrespectful to the family, haven’t been following the house rules, and you didn’t accept a maybe response calmly, you will not be able to use the car tonight. In fact, if your behaviors don’t turn around, you won’t be able to use the car for quite awhile.

Jared: (yells) That’s not fair! (Jared stomps to his room, and slams the door, again).
Appendix 1C
Stay Connected Tip card for goal 1
(Duplicate as many as needed on card stock paper)

Maybe Means Maybe

- When you ask your parents for permission to engage in an activity, it isn’t always easy for them to decide at that moment if you can engage in that activity.
- Remember to use “soft start-ups” and “I” statements and not “you” statements, when asking for permission to do something.
- If your parents say “maybe,” Give your parents time to think and don’t engage in any behaviors that will change their “maybe” into a “no” instead of a “yes.”
- Remember Respect, Responsibility and being Calm.

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**Goal 1: Maybe Means Maybe**

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<th>County______________</th>
<th>Name of Facilitator__________________________</th>
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<tbody>
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<td>School______________</td>
<td>Grade in school_________________ Age__________</td>
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<td>Circle one: male</td>
<td>female</td>
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<td>Race/Ethnicity:</td>
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<td>Hispanic/Latino Native American Asian American</td>
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**Please circle the number that indicates how much you enjoyed the activities.**

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<th>A little</th>
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<th>A lot</th>
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<td>1</td>
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1. I enjoyed the Brainstorming activity.

2. I enjoyed the role-play activity.

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

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<tr>
<th>Before the Session</th>
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<tr>
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<tr>
<td>I understand that sometimes my parents need time to think about my requests.</td>
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<tr>
<td>I understand why my parents may respond with a “maybe” instead of an immediate “yes” or “no.”</td>
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<tr>
<td>I understand the importance of being respectful when I make a request.</td>
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<td>I understand how to communicate using an “I” statement.</td>
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<td>I understand how my behaviors influence my parents’ decisions.</td>
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