Teen Goal 3: *Your Behaviors Matter*

**Today's goal is about recognizing how the things you do can make it harder or easier for you to be understood or supported by your parents.**

*This goal could be discussed in the same session as Goal 1 or in consecutive sessions, but at the very least the facilitator needs to refer back to either this goal or Goal 1 when conducting this session.*

I: **Eye-Catcher: Roleplay**

Please use one of the following activities at the beginning of your session as an eye-catcher.

1. *Cohesion Building Activity: Human Knot*: Task Objectives: To illustrate how what we do affects other people and the importance of being considerate of others when we are attempting to deal with the challenges we face. *(See Appendix 3A)*

2. *Role-play: Supporting One Another*: The idea behind this role-play is that if teens don’t support their parent’s decisions, it’s very likely their parents aren’t going to support their decisions either. It’s important for teens and parents to support one another. *(See Appendix 3A)*
II: Mini-Lecture *

(PowerPoint slides can be found on the CD; see speaker notes in the slide show for additional information.)

III: In-session Activities

A. **Brainstorming: Irresponsible Teen:** On 1 giant piece of butcher block paper, draw an outline of a person. Have each student write at least one behavior they engage in that makes parental support harder to give (e.g., not filling up the car with gas when you use it). Discuss why inappropriate or irresponsible behaviors make it difficult to get parental support. *(See Appendix 3B).*
   - **Materials Needed:** Butcher block paper, markers, tape
   - **Process Questions:** What is it about each of these behaviors that would make it hard for your parents to support you? What could you do differently that would make it easier for your parents to support you? What are some responsible behaviors that you could engage in instead, especially if you find yourself in a situation where irresponsible behaviors are occurring?

B. **Brainstorming: Responsible Teen:** On 1 giant piece of butcher block paper, draw an outline of a person. Have each student write at least one behavior they engage in that makes parental support more likely (e.g., coming home on time). Discuss why appropriate or responsible behaviors make it easier for parental support. *(See Appendix 3B).*
   - **Materials Needed:** Butcher block paper, markers, tape
   - **Process Questions:** What is it about each of these behaviors that would make it easier for your parents to support you? If you find yourself in a situation that you think is difficult to engage in appropriate behaviors, what are some things that you can that will help you to still be responsible?

C. **Role-play** communication styles; **Assertive, Aggressive, and Nonassertive**.
   - **Materials Needed:** Role-plays *(See Appendix 3B)*
   - **Process Questions:** How would your parents respond to you if you were aggressive in your communication? If you were Nonassertive? If you were assertive? What is the best way to communicate your needs when talking with your parents? Which communication style demonstrates that you are a responsible person? An irresponsible person?

* See supporting research topic: Effective Communication and Negotiation
D. **Role-play** what *Give and Take* looks like in a parent/teen relationship (compromise!)
   - **Materials Needed:** Roleplays (*See Appendix 3B*)
   - **Process Questions:** Why was compromising more affective than if Simone had argued with her mom? What do you think would have happened if she did argue with her mom? What would have happened if Mom didn’t try to compromise with Simone? How does compromising with your parents show that you are more responsible? What can be done if your efforts at compromising didn’t work this time?

E. **Teen Species Video:** 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’s strict rules when he was still apart of the choir? How did he feel about leaving the choir? Was this a good decision after all?
   *Only use this clip if it was not used during Goal 1*

- **IV:** **Wrap-up** – see last slide of PowerPoint
  - Provide handouts. Explain how to use them at home and when to take a look at them.
  - Pass out and discuss the out of session activities, if applicable. Remember to discuss the activity during the next session.

- **V:** **Handout**
  - Stay Connected Tip Card (*See Appendix 3C*)
VI: Out-of-session Activities

**Cooking Night** - (See Stay-Connected Activity # AS04)

- The teen chooses one night out of the week in which he/she must cook for the family. It is the teen’s responsibility to let the parent(s) know what he/she will need from the grocery store, prepare the meal, and clean up after the meal. Not only does this activity teach the teen how to cook, but it also provides a way in which the teen can demonstrate responsibility to his/her parent. This activity can continue for however long the parent and teen decides that this activity is beneficial.

**Household Management** -- (See Stay-Connected Activity # ES06)

- Normally, every teenager has some type of chore in which he/she has to complete at home. With this activity, the teen would go above and beyond his/her normal chores and help out around the house more, without being asked to help. Teens not only learn independent living skills, but also demonstrate responsible behaviors to their parents.

**Jobs** -- (See Stay-Connected Activity # ES07)

- The teen would apply for a job, and work an agreed upon number of hours per week. When the teen is able to show up for work on time on each of the days he/she is scheduled to work, this not only shows responsible behavior to his/her boss, but to his/her parents too. An important element of this activity is to be responsible at work as well. If the teen is irresponsible at work, he/she will get fired and this DOES NOT show responsible behaviors to parents.

*Remember responsible behaviors usually mean more freedom!*

**VII. Evaluation** (see Appendix 3D)

* 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 3A: Eye-Catchers

1. **Human Knot**

Directions: Divide into groups of 6-8 students plus a facilitator. Students get in a circle and then reach across and take the hands of two different people standing on the other side of the circle. Tell them that they cannot hold hands with the person next to them (when everyone has grabbed hands you have a human knot). The challenge is to untangle the knot without letting go of each others’ hands. Remind participants to take their time and to make sure no one gets their arm twisted in a way that hurts.

**Process Questions:** How did it feel to be in the human knot? What did you do to untangle the human knot? How did you make sure no one got hurt?

2. **Role-play: Supporting One Another**

Mom: LaKeisha, I have decided that it would be better to switch the room arrangements around in the house. I think it would be better if you and your sister shared a room, and let your brother have his own room. Your brother and sister are getting to the age that they should not be sharing a room anymore.

LaKeisha: Mom! I can’t believe you want me to share a room with Latoya; she’s only 10 years old! She’s so much younger than I am, and she doesn’t even like the same things that I do! No way! I want to keep my own room.

A few days later.....

LaKeisha: Mom, its time that I start my driver’s education classes so I can get my license when I turn 16. Can you sign me up to start soon?

Mom: LaKeisha, I don’t think that I can do that now. When you are able to help me out and support some of the things I want to do, in essence act like an adult, I’ll support you. In the mean time, I don’t see how you can be adult enough to drive a car yet. So, until you are able to act more mature and responsible, the answer is no.

**Process Questions:** Why did LaKeisha’s mom not support LaKeisha with her decision regarding driver’s education? What could LaKeisha have done differently that may have resulted in a different outcome? Do you think that LaKeisha’s mom had a good reason for wanting LaKeisha to share a room with her sister, Latoya? How do you think LaKeisha’s mom felt when LaKeisha wasn’t willing to support her mother’s decision?
Appendix 3B: In-session Activities

Responsible and Irresponsible Teens

Create 2-4 Giant Human Shaped Figures on butcher block paper that can be hung on the wall. Put a label beside one figure that says: RESPONSIBLE TEEN. Put a label beside the other figure that says: IRRESPONSIBLE TEEN. Ask participants, using markers, to write 1-2 words or short description on these figures that are examples of what a responsible and irresponsible teen DOES (behaviors) or THINKS (beliefs). When participants finish, read what they have written on the figures. Then ask: What are you doing to help yourself become more like the responsible teen, and less like the irresponsible teen?
**Communication Styles:** Assertive, Aggressive and Nonassertive

**Nonassertive:**

Act out the following scene demonstrating nonassertive communication. Have one teen (the “focal” teen) use nonassertive communication. The other two teens should be persistent by not overly aggressive in their communication.

Two teens are pestering a third teen to let them cheat off her test during an exam. The student does not want to let them cheat, but responds in a nonassertive way to the other teens' demands to let them cheat.

After the role-play, ask the students how the focal teen was communicating. They may not use the word nonassertive, but may say things like “she did not stand up for herself” “she let the other people push her around.” Tell the students that they are correct and then tell them that this kind of communication is called “Nonassertive communication” Then tell the students the definition of nonassertive communication.

**Nonassertive:**

Avoiding saying what you think, feel, want, or believe because...
You are afraid to risk the consequences
You don’t believe in your own rights
You don’t know how to speak up for yourself
You think another person’s rights are more important than yours

**Aggressive:**

Act out the following scene demonstrating aggressive communication. Have one teen (i.e., “focal teen”) communicate aggressively.

Two teens are pestering a third teen to let them cheat off her test during an exam. The student does not want to let them cheat but responds aggressively to the other two teens’ requests to let them cheat. The other two teens become aggressive in response to the focal teen's aggressiveness.
After the roleplay, ask the students how the focal teen was communicating. They may not use the word aggressive, but may say things like “she was in their face” “she was putting them down.” Tell the students that they are correct and then tell them that this kind of communication is called “Aggressive communication.” Then tell the students the definition of aggressive communication.

**Aggressive:**
Saying what you think, feel, want, or believe in ways that deny another person’s right to be treated with respect (anger, meanness, hurtfulness, put-downs, spitefulness, etc.).

**Assertive:**
Act out the following scene demonstrating assertive communication. Prior to the role-play, remind the students to watch the focal teen who will be communicating assertively (but do not tell them how the person will communicate).

**Two teens are pestering a third teen to let them cheat off her test during an exam. The student does not want to let them cheat and responds assertively to the other two teens’ requests to let them cheat. The other two teens back down in response to the focal teen’s assertiveness.**

After the role-play, ask the students how the focal teen was communicating. They may not use the word assertive, but may say things like “she stood up for herself” “she did a good job telling them no.” Tell the students that they are correct and then tell them that this kind of communication is called “Assertive communication.” Then tell the students the definition of assertive communication:

**Assertive:**
Saying what you think, feel, want, or believe
In ways that don’t damage another person’s right to be treated with respect
In straightforward, nonthreatening ways
In ways that don’t deny your own rights
Roleplay: Give and Take

Simone and her mother are getting ready to go school clothes shopping. Simone doesn’t want her mother to go along. Simone also would like the latest trendy clothes, but her mom usually does not let her because she can’t afford the newest trends.

Simone: Mom, I want to go shopping with my friends. Can’t you just give me the money and I’ll get my own clothes?

Mom: Simone, you know the reason I go with you is so you get enough clothes and you buy clothes that I can afford.

Simone: But Mom, those clothes aren’t in style. I get laughed at when I wear them.

Mom: Well, Simone, what do you propose that we do then?

Simone: Let me go with my friends and I buy the clothes I want.

Mom: Ok, Simone, you can buy the clothes that you want, but you’ll have to pay for half of the cost yourself then. Meaning, that you’ll have to get a job in order to get the clothes that you want. If you can show me that you are willing to be responsible with a job, then I’ll give you the clothes money and you can go shopping with your friends.

Simone: So, if I get a job, then you’ll let me go shopping with my friends and buy the clothes that I want.

Mom: Yes, but I expect that you spend the money I give you only on clothes and that you pay for half of the cost.

Simone: Ok. I’ll agree to that. Let’s go get some job applications rather than going shopping then.

Mom: Ok, let’s go.
Appendix 3C
Stay Connected Tip card for goal 3
(Duplicate as many as needed on card stock paper)

Your Behaviors Matter!
■ Responsible and irresponsible behaviors can make it easier or harder for your parent(s) to understand and support you.
  ■ Responsible Behaviors: Dependable, Reliable, Completes Obligations
  ■ Irresponsible Behaviors: Not dependable, Not reliable, Does Not complete obligations
■ In the Parent-Teen relationship, there needs to be a little *Give and Take* between the parent(s) and the teen.
■ Assertive communication is essential for the Parent-Teen relationship.

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Appendix 3D

Goal 3: Your Behaviors Matter

County_________________  Name of Facilitator__________________________

School__________________ Grade in school_________________ Age_________

Circle one: male female

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

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</td>
<td>I enjoyed the Ir/Responsible Teen activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>I enjoyed the role-play activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>I enjoyed the video.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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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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<tbody>
<tr>
<td></td>
<td>Not at All</td>
<td>A little</td>
</tr>
<tr>
<td>I understand how my behaviors influence how well my parents support me.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand what responsible and irresponsible behaviors are.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand how my responsible behaviors influence the family.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand why communication is important in my relationship with my family.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand why Give and Take is important in families.</td>
<td>1</td>
<td>2</td>
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