Teen Goal 4: Responsibilities = Freedoms

Today's goal is about understanding the importance of showing responsibility in family relationships, at school, at work, and in other relationships you have.

- Review implicit contract of “responsibility and freedom,” located in Appendix 4D.

I: Eye-Catcher:

Please use one of the following role-plays at the beginning of your session as an eye-catcher. The actual scripts for each skit are located in Appendix 4A.

1. Role-play: Carrie & Stephanie: Carrie and Stephanie are sisters. Carrie is responsible with her grades, and therefore, is able to get her drivers license. Stephanie is not responsible with her grades, and therefore, is not allowed to get her drivers license.

2. Role-play: Mom & Melissa: Mom is supposed to pick Melissa up in time to make it to her tryouts after school. Mom fails and Melissa is upset.

3. The Stay Connected: Parent Don’ts: Parent Don’ts is a quick video clip that displays parents telling their teens “don’t” do negative behaviors, but ends with positive “don’ts” (e.g., don’t forget I love you). Process questions can be found in Appendix 3A (Only use if you have not already used in prior sessions.)
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. Create a **Freedom/Responsibility Contract** on a giant post-it note. Youth problems are less likely to occur when parents communicate clearly and provide consequences for inappropriate behaviors. In addition, clear communication and appropriate consequences strengthen the bond between parent and teen.
   - **Directions:** Generate a list of responsible behaviors teens can do and a list of freedoms (privileges) teens may earn if they engage in the responsible behaviors.
   - **Materials Needed:** Large post-it notes, markers
   - **Process Questions:** Discuss Contract. Out of these behaviors, what could you do now to demonstrate responsibility? What are you currently doing to show responsibility? How has engaging in responsible behaviors allowed you to have more freedom? If you started engaging in more responsible behaviors, what do you think would be the result at your home? How is this applicable to the school or work environment?

B. **Freedom Responsibility Rap:** Create a rap that illustrates either the types of behaviors you do now that allow you to have more privileges, or the types of behaviors you could engage in so you could gain more privileges. Be creative! Once completed, share with the group and explain what your rap means.
   - **Materials Needed:** Paper, pencils
   - **Process Questions:** After hearing all of the raps, what are the different types of responsible behaviors you can do to earn privileges? What are the different privileges you can gain by being responsible? Will everyone earn the same privileges for the same responsible behaviors? Why or why not? How do past irresponsible behaviors influence your privileges today?

C. **ICED** – Break into small groups. As a group, think about a situation where you may have to decide between behaving responsibly over having fun (for example, staying out past your curfew). Follow the steps of ICED and decide on the positive and negative consequences of behaving responsibly versus irresponsibly. Evaluate your parents’ possible reactions to both the responsible and irresponsible behaviors. What would be the best choice? *(See Appendix 4B)*
   - **Materials Needed:** Steps to ICED on a large post-it
   - **Process Questions:** What were some of the situations that you discussed? What were the positives / negatives of your choices?
How do you think parents would respond if you behaved responsibly / irresponsibly? How can ICED be helpful when having to choose between behaving responsibly versus irresponsibly in real life?

D. If possible through 4-H, have older teens do a “Responsibility Activity” with younger children/teens. For example, have the teens be responsible for the younger children for the day’s / session’s activities. Teen participants would be responsible for deciding what to teach the younger children for the day, ensuring that the activities took place, and making sure the younger children were kept safe.

- **Materials Needed:** Any materials needed for the activity that the teens choose to conduct.
- **Process Questions:** What has this activity taught you? What has this activity taught your partner? How would you feel if your partner behaved irresponsibly after you taught them how to be responsible? How do you think your parents feel when you are not responsible? How is this applicable to the school or work environment?

E. **Move Across the Room. Parents’ Perspectives** - Different families have different views on what is responsible or irresponsible behavior, and different views on the types of responsible behaviors you need to show in order to have more freedoms. Today, we are going to think from our parents’ perspectives regarding different privileges / freedoms.

- Decide on different privileges you would like to discuss (for example, curfew, using the car, money to go shopping). On opposite sides of the room, have the two extremes of that privilege listed on paper and hung on the wall. Take, for example, curfew. On one side of the room, you could have a sign that said “9:00 pm Curfew on Friday Night.” On the other side of the room, you could have a sign that states “No Curfew.”

- Ask the students to stand somewhere in between the two signs. Where they stand is representative of their parents’ perspectives regarding that privilege. For example, if a teen’s parent expects him to be home by 10 p.m. on Friday, he would stand somewhat close to the sign that says “9:00 pm Curfew on Friday Night.” Another teen whose curfew is 12:00 would stand farther away from the 9 p.m. curfew sign but not as close to the no curfew sign as those students with later curfews or no curfews. After you process this, have each student stand in regard to how they feel regarding the privilege. That is, have them move closer to the end that they would prefer the curfew to be.

- **Process Questions:** Why did you stand where you did (in regards to their parent’s perspective? Why did you stand where you did (in regards to how they feel regarding the privilege)? Were there differences between the two positions? Why? How does that make you feel? Is there a
way for you and your parents to see eye-to-eye? What can you do to get the privilege you would like?

**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 4C)*
- Freedom-Responsibility Contract: Each teen can complete the contract with his/her parents at home, if applicable. *(See Appendix 4D)*

**VI: Out-of-session Activities**

*ICED.* When you find yourself in a situation where you must decide between behaving responsibly versus irresponsibly, follow the steps of ICED and determine what the most responsible behavior would be and its consequences versus behaving irresponsibly. Evaluate what happened next. Did ICED help you? Were you able to determine what the best solution was by using ICED? How did your parents react? *(See Appendix 4B)*

*Complete the Freedom / Responsibility Contract* with your parents. Remember what you learned in today’s session and apply it at home *(See Appendix 4D)*.

**VII: Evaluation** *(see Appendix 4E)*
* 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 4A: Eye-Catcher

1. **Carrie & Stephanie:** Carrie and Stephanie are sisters. Carrie is 17 years old and Stephanie is 16 years old. Carrie has a driver’s license, but Stephanie does not.

   Carrie: “Stephanie, do you want a ride to school tomorrow?”
   
   Stephanie: “That would be great. Do you mind?”
   
   Carrie: “No not at all.”
   
   Stephanie: “It isn’t fair that you were able to get your license at 16 and I’m not.”
   
   Carrie: “You knew that I had to keep my grades up and respect and follow the rules that our parents made. You knew that it was going to be the same for you and you still did not put forth the effort to get your grades up. You could have been studying if you weren’t talking on the phone for hours at a time.”
   
   Stephanie: “It’s still not fair.”
   
   Carrie: “No, it would have been unfair if they did let you get your license and made me keep my grades up. Now, do you still want a ride or do you want mom to drive you tomorrow?”

2. **Mom & Melissa (setting-it is Monday morning before school):**

   Mom: “I'll pick you up after school at 3:30.”
   
   Melissa: “Don’t be late mom. I have tryouts and I have to be there at 4pm. If I’m late, they won’t let me tryout and I won’t be on the team this year.”
   
   3:30 pm Melissa is waiting outside of school, but Mom is no where to be found.
   
   4:00 pm Mom finally shows up.
   
   Melissa (crying): “Mom, I can’t believe you were late. How could you do this to me? Where were you?”
   
   Mom: “I lost track of the time. I am so sorry, but you can tryout next year.”
   
   Melissa: “Mom, how am I ever going to rely on you again? You know how important this was to me.”
3. **Parent Don’ts:** Stay connected videos

- **Process Questions:**
  - Reactions.
  - Why do you think that statements like “don’t forget I love you” were included in this video clip?
  - Why is it important?
  - Why do you think that parents tell us not to do something?
  - Why is that also important?

- **Additional Process Questions:**
  - Are these the issues your parents are concerned about?
  - Are there other issues, not discussed in the video, about which you and your parents don’t see eye to eye?
  - Why do you think your parents feel so strongly about these issues?
  - In what ways do your parents show you they are concerned about your well-being?
  - What would you like your parents to do differently?
  - What could you do differently?

3. **Teen Don’ts:** Stay connected videos

- **Process Questions:**
  - Reactions.
  - What are the topics identified in the video that are the ones you don’t want your parents to do?
  - Are there other things your parents do that bug you?
  - Why do you think your parents behave like this?
  - What are some things that your parents worry about with regard to what is happening in your life currently?
  - What are things that might happen in the future that your parents are concerned about?
  - Why do you think your parents are concerned about these things?
  - How do you show your parents that you still need them?
Appendix 4B: In-Session & Outside-Activity

ICED

Task Objectives: To consider the choices one has when faced with a difficult situation, to determine what the pros and cons are of each choice by considering the possible consequences, and to select the choice that seems to have the greatest benefit (and least harm) for the individual.

I Identify the problem (for example, staying out past curfew).
C Create constructive alternatives (for example, 1. go home on time, 2. stay out late without informing parents of decision, 3. call parents and ask if it is okay to stay out longer).
E Evaluate the alternatives (for example, 1. not getting grounded, 2. getting grounded, 3. perhaps getting stay out later, without getting in trouble).
D Decide on the best alternative to do (for example, either going home by curfew, or calling parents).

Discuss ICED and tell participants “ICED can be used to think about what people should do when faced with a situation where one can behave responsibly or irresponsibly. ICED is useful for thinking about what one’s alternatives are, the positives and negatives of each choice, and how to select the best alternative.”
Appendix 4C
Stay Connected Tip card for Goal 4
(Duplicate as many as needed on card stock paper)

Freedom = Responsibility

- Remember that showing responsibility is very important in your family relationship, at school, at work, and in other relationships you have.
- Responsibility shows you are dependable, reliable, and can be counted on. Responsibility will earn you trust and privileges.
- Examples of responsible behaviors: following the rules, not arguing, and completing tasks on time.
- Irresponsibility usually results in a loss of privileges. It’s up to you to earn your privileges through responsible behaviors.
Appendix 4D: Freedom / Responsibility Contract

Freedom / Responsibility Contract between
_________________________ (Teen’s name) and
_____________________________________ (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.

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th>FREEDOMS / PRIVILEGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Teen’s signature________________________ Date______________
Parent’s signature_______________________ Date______________
Appendix 4E

Goal 4: Responsibilities = Freedoms

<table>
<thead>
<tr>
<th>County ____________________</th>
<th>Name of Facilitator ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ____________________</td>
<td>Grade in school ________________</td>
</tr>
<tr>
<td>Circle one: male female</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity: Black/African American</td>
<td>White/Caucasian</td>
</tr>
<tr>
<td>Native American</td>
<td>Asian American Other ____________________________</td>
</tr>
</tbody>
</table>

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. I enjoyed the Freedom/Responsibility Contract activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. I enjoyed the Freedom/Responsibility Rap activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I enjoyed the ICED activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I enjoyed the Move Across The Room 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></th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand why responsibility is important in the family.</td>
<td>Not At All</td>
<td>A little</td>
</tr>
<tr>
<td>I understand what responsible behaviors are.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand the importance of responsibility.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand the positive and negative consequences of responsible behaviors.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand what responsible behaviors look like outside of the family (e.g., in school).</td>
<td>1</td>
<td>2</td>
</tr>
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