Teen Goal 5: *Too Many Rules!*

Today’s goal is about learning to appreciate why your parents have the rules they do; all families are a little different and that is ok.

I: Eye-Catcher

Please use one of the activities as an eye-catcher.

1. *A World Without Rules*-  
   a. Ask the students to imagine a *world without rules*. Let them think about that for a minute or two. Then ask them the following questions: What would people be like? What would people do? What would their families be like without rules? What would people in their family do? While the students are shouting out answers, write them on the board (or large post-it note).
   b. Then ask the students to name some rules/laws we have in society. Once they come up with 5-10 rules, ask them why they think we have those rules/laws.
   c. Again, ask the same questions about their family.

2. *Excerpt from Lord of the Flies video*- start clip at the point when kids from Jack’s group invite Ralph, “Piggy”, and the few kids left over to his camp for meat. End clip after Simon is killed by “The Hunters”.
   *Lord of the Flies* is about a group of young children / young adolescents, who are in military school and survive on an island after crashing into the ocean. The entire movie demonstrates what the world could be like without rules. At the start of the clip, most of the boys have joined “The Hunters.” However, since being two separate groups isn’t the most effective solution, Ralph wants the two groups to work together. So Ralph, “Piggy” and the others go to talk with Jack. In the mean time, Simon (who is part of Ralph’s group) is out looking for the “monster.” When he discovers the “monster” was their now deceased captain, Simon goes running back to “The Hunters” camp to inform the others. However, “The Hunters” believe Simon is the monster and kill him.
Facilitator: Please review this video clip prior to showing the participants in your class. If you do not feel comfortable showing this clip, there are three other options: 1) you can use one of the other choices as the Eye-Catcher, 2) you can show a different video clip from the movie, or 3) read the excerpt from the book. It will be important to process this Eye-Catcher completely with your participants.

- **Process Questions:** Any initial responses to the video clip? How or why do you think that it got so bad between the two camps? What could have been done to prevent Simon from being killed? How could they have solved their differences? Do you think that at their age it is possible for the kids to set up, follow, and enforce rules? How could you apply this video clip to your family?

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:** Task Objective: To think about possible rules each student would have for their future children, and why those rules are important.
   - Directions: Hand out a piece of paper and a pencil to each student. Each student should create a list of rules that they would have for their teenager when he/she is a parent, and why those rules would be important.
   - Materials Needed: Paper, pencil
   - **Process Questions:** Why would you have these rules for your teen? Do any of your parents have these rules? Why do you think your parents have these rules? Can you understand better now why your parents have these rules? Do you think that it’ll be easier for you to follow these rules now after having this discussion?

B. **Move Across the Room: Family Rules --**
   - Decide on different rules you would like to discuss. On opposite sides of the room, have the two extremes of that rule listed on paper and hung on the wall. For example, the rule you would like to discuss might be “homework on the weekend.” On one side of the room, have a sign that says “Homework needs to be completed

* See supporting research topics:
  - Rules, boundaries, and consequences for adolescents
  - Adolescent autonomy; Balancing separateness and connectedness
on Friday before you can do anything fun for the weekend.” On the other side of the room, have a sign that states “Homework can be finished on Sunday, just as long as you get it done before it is due.”

Then have the students stand somewhere in between the two signs. Where they stand is representative of how the rule is in their family. After you process this, have each student stand in regards to how they feel regarding the rule.

- **Process Questions:** Why did you stand where you did (in regard to their household)? Why did you stand where you did (in regard to how they feel)? Were there any differences between the two positions? Why? How does that make you feel? Why do you think your parents have the rule as they do? Is there a way you can understand their rule?

C. **Family Diversity Small Groups:** Break the student participants into groups of 4-5 teens. Arrange the groups so that there is a diverse mixture of teens with varying ethnic/racial backgrounds. Have each of the participants state 2-3 rules in his/her home and explain why the rule was implemented, from their parent’s perspective. Each group member should follow this process. Next, the group should discuss the similarities and/or differences in rules in each of their homes. They should also discuss the similarities and/or differences in the reasons for each of the rules. Each group can do this individually, or the facilitator may give each group a certain topic area (e.g., dating, curfew, homework, etc.) to discuss.

- **Process Questions:** What are the similarities / differences in rules between the different families? What are the similarities/differences in rules between each ethnic/racial group? What are the similarities/differences in the reasons why the rules were formed between each ethnic/racial group? Why did we/I have you break into groups of different ethnic/racial groups? What did you learn?

  - Facilitator: This activity will also work to discuss the similarities/differences between males and females. You can break the groups into equal numbers of males and females, or you can have each group specifically discuss differences between males and females. The group activity would also work for varying ages as well.

**IV:** **Wrap-up – see PowerPoint presentation for wrap up slides**

- Have the participants explain what they have learned and how it can be applied at home.
- 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: Handouts

- Stay Connected Tip Cards *(See Appendix 5A)*

VI: Out-of-session Activities

Sit down with your parents and generate a list of rules that both you and your parents can agree to. Also, generate a list of privileges that you will earn when you are responsible and a list of “punishments” you will earn when you are not responsible. The point of the exercise is that both you and your parents discuss these ideas together, agree to the ideas, and are satisfied with what you have agreed upon. *(Refer back to Goal 4: Freedom/Responsibility Contract, if needed.)*

Attached is the Freedom / Responsibility Contract from Goal 4. Feel free to use the contract for this goal as well *(See Appendix 5B).*

VII: Evaluation *(see Appendix 5C)*

* 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.
Too Many Rules!
■ All families have and need rules, but not all families have the same rules.
■ Rules keep people safe and teach responsibility, but at times you may disagree with a rule.
■ If you disagree with a rule, discuss the rule calmly and appropriately with your parents. Remember to listen to their points of view, compromise (if necessary), and accept the rule (if the rule is not changed).
■ Remember, rules usually change with age and can depend on how responsible you are.
Appendix 5B: 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.

RESPONSIBILITIES

1. 

2. 

3. 

FREEDOMS/ PRIVILEGES

Teen’s signature________________________ Date________________

Parent’s signature_______________________ Date________________
Appendix 5C

Goal 5: Too Many Rules!

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. I enjoyed the Brainstorming activity.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I enjoyed the Move Across The Room activity.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I enjoyed the Family Diversity small groups.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></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 my parents have rules for me.</td>
<td>Not At All  A little Some A lot</td>
<td>Not At All  A little Some A lot</td>
</tr>
<tr>
<td>I understand why my parents may have different rules than my friends’ family rules.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I understand rules are important.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I understand how I should behave if I disagree with a rule.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I understand that some rules are important for teen-agers to have.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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