Teen Goal 9: Spending Time Together

Today's goal is about understanding and appreciating that your parents love you and want to spend time with you, and why spending time with your parents is important.

I: Eye-catcher Activity

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

1. Excerpt from *Save the Last Dance* video. Daughter loses mother and has to go live with her father.

2. Video Message from *Stay Connected: Fun Together*: Demonstrates a father and a daughter leaving to go play a game of tennis together. Parents and teens can have fun together. *(See Appendix 9A for Process Questions).*

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. Poison Peanut Butter Pit - Task Objectives: To promote the experience of working together during a challenging scenario that a group, such as friends or a family might face. To promote the development of creative alternatives when faced with challenges.

Materials: Masking Tape to mark the beginning and the end of the Poison Peanut Butter Pit. Three 3-foot long (1” thickness x 4” width) wooden planks. All of the group members should be able to fit onto two planks when standing sideways (a group size of 5 is ideal). *(See Appendix 9B)*

- **Process Questions:** How did you manage to get your team across the poison peanut butter pit? What was the hardest part about trying to get across the pit? When you face a challenge in real life, how does slowing down and cooperating with other people help you deal with the problem?

* See supporting research topic: *The critical role of parental warmth and support*
B. **Brainstorming:** Task Objective: To help teens realize that there are activities they can do with their parents, and that they can have fun spending time with their parents.
   - **Directions:** Students should break into small groups. Each group should generate a list of activities that would be “acceptable” for them to do with their parents. Processing should occur as a large group.
   - **Process Questions:** What are some of the different activities that you think would be fun to engage in with your parents? Who has done one of these activities with your parents? What made that activity fun? Are there any additional activities that you may not enjoy, but you would still do with your parents? How can you let your parents know that you would like to engage in an activity with them? How will you know if your parents want to engage in an activity with you?

C. **The Good Times Game:** Task Objective: To remember the **good times** students have had with their parents and family (*See Appendix 9B for directions*).

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.

V: **Handouts**
   - Stay Connected Tip Card (*See Appendix 9C*)
VI: Out-of-session Activities

The following activity is one that you can try at home with your parents. This activity is designed so that you and your parents can find things that you both enjoy doing together. Secondly, the activity is designed so that you and your parents can spend some time together while enjoying each other’s company.

- Sit down with your parents/family and generate a list of activities that each person enjoys.
- Are there any commonalities among the lists?
- If so, go out and do one of the activities you have in common. Enjoy each other’s company.
- If not, compromise on some activities. Perhaps, the family does two activities: one that the parents enjoy and one that the kids enjoy.
- Otherwise, continue to brainstorm ideas until you find an activity that everyone can do together.
- Remember, this is designed for you and your family to spend time together and enjoy each other’s company. Who knows, perhaps you’ll find out that you and your family have many similar interests! Enjoy your family!

The following activity is designed so that you and your parents can begin to understand how much you love one another, how much you value one another, and to promote success within the family.

The WEB of Connection - Task Objectives: To offer recognition of teen and parent accomplishments, to reinforce the notion that the family can be and is a support system for one another, and to promote the feeling of success within the family. Remember, this activity offers you and your parents an opportunity to recognize each other’s accomplishments. (See Appendix 9D)

VII: Evaluation (see Appendix 9E)

* 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 9A: Eye-Catcher

Stay-Connected Fun Together: Process Questions:

• What are the things and activities you and your parents like to do together?

• Identify what you and your parents have done together in the past that you both liked.

• Why are you and your parents not doing these things anymore?

• What other activities would both of you be interested in doing together?
Appendix 9B: In-session Activities

1. **Poison Peanut Butter Pit**

DIRECTIONS: Put tape on the floor to indicate the beginning and end of the Poison Peanut Butter Pit. The distance should be approximately 16-24 feet. Have participants get into teams of 5 people and 1 “coach”. Facilitator says the following: “Your job is to get all of your team safely across the Poison Peanut Butter Pit. To do this, you have these 3 planks.

While you are crossing the pit, all of the planks must be in contact with at least one person. “In contact” means touching a person’s hand or foot. If a plank is let go of, and no one is touching it, it quickly sinks into the Poison Peanut Butter Pit (the facilitator will take this plank away from the group).

No one is permitted to touch the Poison Peanut Butter Pit. If a person’s hand, foot, or other body part touches the pit (i.e., the floor or any nearby structures) while you are crossing, the whole team has to start all over again. You must rely on each other to keep your balance and to make sure that all of the planks are in contact with at least one person.

You must make sure that everyone on your team safely crosses the Poison Peanut Butter Pit. If a team is having difficulty getting across after several tries, the coach is allowed to “coach” the team across the Poison Peanut Butter Pit. The coach is immune to the perils of the Poison Peanut Butter Pit and can walk beside the team to provide guiding comments (but cannot touch any of the team members) as the team makes its way across the pit.

RULES:

1. “All of the planks must be in contact with at least one person.”
2. “No one is permitted to touch the Poison Peanut Butter Pit.” If a person’s hand, foot, or other body part touches the pit the whole team must start over. If the center of a person’s foot is fully on the board and his/her foot hangs over and touches the floor a little that is OK.
2. “Everyone must make it safely across the pit for your team to succeed.”
3. Give each team two consecutive tries before moving to the next group. After all groups have tried to cross the pit, have any groups that have not succeeded try again. Emphasize the need to take their time and to work together to make sure everyone keeps their balance and that someone is touching each of the planks.
4. The jobs of the coach is to help the other members take their time, remember to keep in contact with all planks, work together, and problem solve.
5. Use masking tape to mark how far a team gets with each of their turns.

2. **The Good Times Game**

Task Objective: To remember *the good times* teens have with their parents and family.

Directions: Break the participants into four small groups. Each small group should get one set of cards, and a facilitator to help facilitate the game. The group should sit in a circle, with the cards face down in the middle of the circle. Each teen will take turns picking a card from the pile, read out the *Good Times* scenario, and answer the question. For example, if a student picks the card “Name two things you agree with your parents about” they would read the card out loud and name two things they agree with their parents about (for example, the car should always be filled up with gas and we always eat dinner with the family at 6:00 pm). If someone feels uncomfortable discussing their topic, they may pass it on to someone who is willing to discuss the scenario. The game should continue until all of the cards have been read, everyone has had at least one turn, or time runs out. You may have more than one student discuss the same card.

Set-up & Materials Needed: Print and paste the following *Good Times* scenarios onto index cards. Please make at least four sets of cards. Feel free to make additional sets as needed and to use different color index cards for each set, or within the same set. Also, feel free to create additional scenarios.

**Process Questions:** How does remembering and discussing good times with your parent(s) / family make you feel? How do you think your parent(s) feel when they remember the good times they have with you? What are ways that you can increase the number of good times that you have with your parent(s) now? Do you think that by increasing the number of good times you have with your parent(s), your relationship can be improved? How so?
Describe a fun time you had with your parents when you were between 8-10 years old.

Name 2 activities you enjoy doing with your parents.

Describe something you haven’t done yet, but would like to do with one of your parents in the future.

Name 2 things you like to hear your parents say to you.

Name 3 things you agree with your parents about.

What is your favorite family tradition?

What is a way that your parent shows he or she cares about you?

How does your parent know you care about him or her?

Describe a fun time that you had with your grandparent(s).

Describe a fun time you had with your parent(s) recently.

Describe 2 things you like most about your parent(s)?
**Appendix 9C**

*Stay Connected Tip card for Goal 9*

*(Duplicate as many as needed on card stock paper)*

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**Spending Time Together.**

- Spending time together with your family builds strong bonds, increases trust, and provides you with the necessary building blocks for a successful future life.
- Families come in many shapes and forms. No matter what your family looks like, it’s important to spend time with your family.
- Ideas of how to increase the amount of time you spend with your parent(s): go shopping with him/her, play a game, watch a movie, help with the dishes, or find an activity you and your parent(s) like to do together.
- Your parent(s) may be reaching out to you when you’re least expecting it. Are you paying attention?

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Appendix 9D: Out-of-session Activities

1. **The WEB of Connection** - Task Objectives: To offer recognition of child and parent accomplishments, to reinforce the notion that the family can be and is a support system for one another, and to promote the feeling of success within the family. Remember, this activity offers you and your parents an opportunity to recognize each other’s accomplishments.

   Materials: Ball of yarn

   Directions: Overall, each family member will be tossing the ball of yarn back and forth to one another. Before you toss the yarn ball to a family member, make sure to wrap it around your wrist. When you toss the ball of yarn to someone, first say the person’s name, and then tell him/her one thing you saw this person accomplish or do well recently. Take turns tossing the ball until everyone has received it once, allowing for each person’s accomplishments and strengths to be recognized. Remember the person who tossed the ball to you. While the group is connected someone in the family says “We are all in this family together, and everyone is important for the success of this family. Although we have had our difficulties, we will continue to try hard at making our family successful.” To untangle the family web, the last person who received the yarn needs to unwrap it from his or her wrist, carefully toss it over to the person who threw it to her/him and say one thing regarding how s/he plans on making the family more successful (i.e., “I will be less argumentative”). This process continues until all people are free from the web. Those who are freed first can assist those still tangled (if needed). After all are free, a family member points out that we can continue to be positive people in each others’ lives by cooperating with one another to solve the problems and challenges we face.
Appendix 9E

Goal 9: Spending Time Together

County_________________  Name of Facilitator______________________________
School__________________ Grade in school ______________  Age____________
Circle one:    male    female
Race/Ethnicity:  Black/African American  White/Caucasian  Hispanic/Latino
Natve American  Asian American Other_____________________________

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Not at All</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed the Poison Peanut Butter Pit activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I enjoyed the Brainstorming activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I enjoyed the Good Times Game.</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>Knowledge Description</th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not At All</td>
<td>A little</td>
</tr>
<tr>
<td>I understand the importance of family.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand why my parents want to spend time with me.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand why it’s important for me to spend time with my family.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I can think of activities that my parents and I could do together,</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I can identify when my parents want to spend time with me.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>