

Grade: 6	Strand: Healthy Relationships and Puberty and Adolescent Development	Lesson: Communication & House Rules
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<p>Materials Needed:</p> <p><u>HOUSE RULES ACTIVITY</u></p> <p><u>Child, Parent, Adult Messages Sheet and Role Play</u></p>	<p>Other Notes:</p> <p>1 Day Lesson</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ● PD.8.CC.1-I (14) ● PD.8.DM.1-I (17) ● HR.8.CC.4-I (100) ● HR.8.IC.1-I (104) ● HR.8.IC.3- D (105) ● HR.8.IC.3-I (109) ● HR.8.IC.4-I (110)
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<p>Lesson Overview:</p> <ul style="list-style-type: none"> ● Students learn that there are three types of house rules, and they serve a purpose. Some rules may need to be revised or removed as students get older. Students will discuss house rules in small groups to investigate this, as well as learn how to respectfully communicate about changes they may want to see in current house rules. ● Students will learn that they can send child, parent, and adult messages. ● A child message usually triggers a parent response. ● An adult message can trigger an adult response. ● Students are in control of what type of message they send. ● In order to be treated more adultlike, they must practice sending adult messages.

Lesson Plan: 1 Day Lesson

- Lessons will include the teaching of the above objectives as well as role-playing the adult-to-adult, and parent/child communication process to demonstrate the effectiveness/merits of each form.
- *Essential Elements:* Demonstrating effective skills to negotiate agreements about the use of technology in relationships; discussing how communication skills can affect how their messages are received and how adults are likely to react; describing the normal evolution of relationships (with parents, friendships, etc;) discussing the physical, social, cognitive and emotional changes of adolescence; and demonstrating how more adult-like communication may positively impact possible outcomes.

Closure/Reflection:

- Students reflect on the lesson and plan to make an effort to test this communication model and then share those interactions before the end of the unit.
- Teachers may end each day's lesson with a question and answer session, "exit slips," review, and/or formal or informal assessment.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<ul style="list-style-type: none"> ✓ Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> ✓ Observation ✓ Walk around <input type="checkbox"/> Signaling ✓ Class work ✓ Oral questioning ✓ Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> ✓ Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> ✓ Cooperative learning ✓ varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided ✓ Movement <input type="checkbox"/> Contract ✓ Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

NAME _____

HOUSE RULES FALL INTO 3 CATEGORIES (~ 5 min to explain and discuss)

1. To Protect Property (no running in the house)
2. To Protect People (No fighting, curfews)
3. To Keep the Peace (Knock before entering rooms, phone/computer limits)

#1 Write down at least 2 rules you have in your own home. Number them 1, 2 or 3 based on which category they fall under. (~2 minutes)

DESCRIPTION OF THE RULE	CATEGORY NUMBER

#2 Go to your COLOR GROUP and your house rules with each other. Discuss which ones you agree with and don't agree with. Everyone should share something here! Write down a few rules under each heading. (~10 minutes)

HOUSE RULES I AGREE WITH	HOUSE RULES I DISAGREE WITH

#3. Go to your NUMBER GROUP (~20 minutes)

- A. Discuss what rules you would like changed in your home.**
- B. Brainstorm realistic options or modifications to the rules that might make both of you happy. Is there a way to compromise?**
- C. Pick one rule you want changed in your home and fill in the table.**

THINGS TO CONSIDER:

Your parents are used to having total responsibility for caring for you. They still may see you as a young child. What you are asking for can be hard for them. So, **how can you ask for more independence, but still let your parents know they have some control?** Make sure to be respectful!

Don't ask for something big. Is there a small request you could ask for first?

Example: Instead of asking to stay up as long as you want (too big of a request), maybe you start by asking for a bedtime that is a half hour later first.

If you want more freedoms, **you need to show them your parents that you are a mature, responsible person who is respectful. What you say and when you say it is VERY important.** Example: Don't ask for a friend to sleep over at the last minute. This puts your parents on the spot. Ask a few days ahead. Ask when everyone is in an agreeable mood. Keep your voice calm and talk in a mature manner. No whining allowed! Acknowledge your parents feelings matter to you!

WRITE THE HOUSE RULE YOU WANT CHANGED HERE:

WHAT would you say?

WHEN would you say it?

Communicating During Adolescence: Sending Messages

C stands for _____.

P stands for _____.

A stands for _____.

C

C

P

P

A

A

1. Which role takes care of others, makes rules, and likes control of situations?
2. Which role likes fun and wants things their way?
3. Which role thinks things out and solves problems?

Remember about Messages:

“The kind you send out affects the way you get ‘em back.”

A child message triggers a _____ message back.

An adult message triggers a _____ message back.

Strategy: Compromising

“Give a little to get a little back.”

“Don’t expect somethin’ for nuthin’ ”

Possible Role Playing Situations: (Act out C-P messages first, then A-A second)

Conflict 1: You want to sleep over at your friend’s house, but your parents tell you that you need to work on your family tree project instead.

Conflict 2: You want to go to a movie but do not have the money. Your parents tell you that you cannot go, because they will not give you the cash.

Conflict 3: You want to ride your bike to a friend’s house on the other side of the city, but your parents refuse, because they are worried about your safety.

Conflict 4: You want to be able to stay up later, but your parents continue to set bedtime at 9:00.

Conflict 5: You want to have 10 kids sleepover for your birthday, but your parents remember the poor behavior from your last one and want everyone to go home by 9:00.

Final Notes: Using adult messages does not guarantee that you will get your way, but it can show how mature you are and make some future decisions go in your favor. Remember: Your parents always have the final say - You need to respect that!