

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 2: (JOINT - SPLIT) WHAT ROLE AM I PLAYING AND WHAT IS EXPECTED OF ME?
(Day 1, Afternoon, 2 hrs)

OBJECTIVES:

1. Both youths and caregivers/parents will identify the changes in role that have occurred.
2. Youths and caregivers/parents will explore the impact of role changes on their lives.
3. Youths will determine what they expect from caregivers/parents who will decide on what they want from youths.
4. Youths and caregivers/parents will state their expectations in clear behavioral terms.

RATIONALE:

In newly created families difficulties are apt to arise from a lack of clarity of what members expect of each other. Expectations arise from roles. People are often unaware of the roles that are being played and the impact of these roles on their relationships.

Identifying roles in this project is critical because both caregiver/parent and youths' roles have changed since the parental death and coming together. Exploring the changes and the meaning of new roles can be helpful in improving relationships.

Expectations can lead to conflict if they are not clear. To make expectations clear they need to be defined behaviorally. Who knows what "treat me nice" means and how a person could tell if he or she was doing what was expected. Therefore the second emphasis here is on clarity of expectations.

Because this is still the first day of working together we want the group to build cohesion, have positive experiences, and feel successful in completing tasks. Therefore our goal is to have three expectations from the youths and three from the caregiver/parents to be stated behaviorally. Resolving conflicts about the expectations and trying to reach agreement on actually following through are not the goals of the session. When there has been more time together and increased conflict management skills, sessions will deal with resolving disagreements over expectations.

SUMMARY OF EXERCISES:

1. Introduce the participants and the session's topic with a brief scene. Give out "Thanks." Do a lottery. (20 minutes)
2. Explain what a role is and use cards to clarify what behaviors are associated with different roles. (5 minutes)
3. Identify possible changes that have occurred in the new arrangement. Use incomplete sentences. (15 minutes)
4. Have the groups share the impact of the changes in role. Use a fishbowl technique. First have the youths sit in an inner circle and talk about their emotional reactions to the changes while the caregivers/parents observe. Next the caregivers/parents sit in the inner circle and discuss the impact of role changes on them. Open up general discussion. (25 minutes)
5. Explain the need to have clear expectations of each other. To be clear, an expectation needs to be behavioral or observable. (5 minutes)
6. Break into adolescent and caregiver/parent groups and have each group write out examples of behavioral expectations. Then individuals write three expectations. (15 minutes)
7. Bring the groups back together. Create family groups. Have caregiver/parents share three expectations wanted from youths and vice versa. Work on obtaining clarity for all family members. (20 minutes)
8. Set between session goals for work at home as a family. Give group appreciation. State the time, place, and date of the next session. (15 minutes)

MATERIALS

"Thanks"
Lottery tickets
Lottery prize (1 family prize)
Feeling Thermometer
Newsprint and marking pens
Paper and Pencils
Role cards

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session

along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What is This Session About?
(20 minutes)

[The purposes of this exercise are to create a comfortable environment, to remind participants of the methods used, and to introduce the session's topic. Positive introductions, a lottery and a brief script are used.]

#THE FACILITATOR BEGINS:

I hope you had a nice lunch.

We haven't been together long enough to get to know everyone.

So, let's introduce ourselves again this time.

Please tell us the name you want to be called by in here and one thing that you are very proud of.

For example, a caregiver/parent might say, "My name is Mrs. Wilson, and I am proud of the fact that I raised a family of 8 children - all good people."

I'll start us off.

My name is _____ and I am proud of _____.

#GO AROUND THE ROOM AND HAVE EACH PERSON MAKE AN INTRODUCTION, TELLING THE NAME HE OR SHE WANTS TO BE CALLED BY AND ONE THING THAT SHE OR HE IS PROUD OF. IF SOMEONE HAS TROUBLE THINKING OF SOMETHING HE OR SHE IS PROUD OF, PROMPT THEM. FOR EXAMPLE: "ARE YOU PROUD OF THE FACT THAT YOU GOT HERE TODAY?"

That was good.

You remember that we want to let people know when they have done something we liked.

We give them a "Thanks."

Here are your "Thanks" for the afternoon.

#GIVE EACH PARTICIPANT 20 "THANKS."

Give them out whenever you appreciated what someone else has done or said.

We also like to show you that coming to these sessions and being on time is important to us.

So, each session begins with a lottery. This afternoon we will do a family lottery prize.

Here are your lottery tickets.

**#HAND OUT A LOTTERY TICKET TO EACH PERSON. HAVE ONE
NAME SUBMITTED FOR EACH FAMILY UNIT**

Have one person from your family write your family name on one and we will pick it up, mix them up, and select a winner who will receive a prize.

**#COLLECT THE TICKETS AFTER PARTICIPANTS HAVE WRITTEN
THEIR NAMES ON THEM, MIX THEM UP, DRAW ONE, AND GIVE
OUT LOTTERY PRIZE.**

This morning we explored what it has been like living together and tried to help new families get off to a good start.

This afternoon we want to look at another area.

We have a little scene here to introduce the topic.

Listen carefully so I can ask you a few questions afterwards.

#THE TWO FACILITATORS READ THE PARTS. FIRST TELL THE GROUP WHICH PART YOU ARE PLAYING.

TIMES HAVE CHANGED

TEEN: I need money to go to the movies on Saturday.

GRANDMA: I don't have money to be giving you for fun and games.

TEEN: But you always used to give me money for things when I came over.

GRANDMA: Things are different now. Now I have to pay for your clothes, food and school supplies. I don't have money to throw around.

TEEN: Please, please, please, come on. I never get to do anything now, it's not fair.

GRANDMA: I can't do that for you anymore. I can't be your sweet little guardian angel when I can barely put food on the table. And, you eat a lot.

TEEN: Why is it different all of a sudden? Why are you so mean to me now? You used to do it!

GRANDMA: Don't you get it? I'm responsible for you now.

THE END

We want you to tell us the roles played by the grandma and the teen.

A role is a part you play in a situation.

For example, at school you play the student or maybe the clown. On the job you play the role of the worker.

What was the old role that the caregiver played in this brief scene?

What was her new role?

What was the role was the young person playing?

#ENCOURAGE IDEAS ABOUT WHAT ROLES THE CAREGIVER AND TEEN WERE PLAYING, BOTH OLD AND NEW: KINDLY OLD GRANNY, THE PARENT, THE BOSS, THE BABY, THE VICTIM. DON'T QUESTION THE ROLE OR TRY TO CLARIFY IT. THE POINT IS TO GET PARTICIPANTS AWARE OF ROLES.

To me, her old role was the kindly old grandmother.

Her new role was more like the parent.

The teen was playing the role of the baby.

Do you think this is a new role for the youth?

#EXPLORE HOW THIS MIGHT BE A NEW ROLE FOR THE YOUTH THAT STARTED UP AFTER HE/SHE BEGAN LIVING WITH THE GRANDMOTHER.

Next we want to look at how roles have changed for you and the impact that has on you.

Exercise 2: What Are the Roles People Play?

(5 minutes)

[The purposes of this exercise are to help participants recognize the roles they play and to identify the changes in roles that have occurred recently. Brainstorming roles and responding to role cards are the approaches taken.]

Roles are names given to a set of actions that a person does.

Roles also tell an observer what to expect.

Conflicting roles can complicate things.

And when people are not aware of the roles they are playing there is a possibility that conflict will erupt.

Also changes in roles can be threatening and disruptive.

Here are a examples of roles:

#WRITE THEM ON NEWSPRINT AS YOU MENTION THEM.

Mother, father, student, teacher, doctor, patient, cop, crook, cry baby, boss, worker, crazy teenager, and joker.

Often a person's actions tell us the role he or she is playing.

I am going to give three of you a card with a saying of how a person would behave.

You tell us what name you would give to the role the person was playing.

For example, if the card said, "My Daddy-waddy is such a sweetums and I wuv him so much." I would say that the person is playing the baby role.

Has everyone got the idea?

#ANSWER QUESTIONS.

Here we go.

#PASS OUT THREE CARDS ONE AT A TIME. CHOOSE CARDS IN ADVANCE THAT WILL BE MOST HELPFUL TO GROUP. HAVE THE PERSON READ THE STATEMENT ON THE FRONT. THEN NAME THE ROLE. A "POSSIBLE" ANSWER IS ON THE BACK OF THE CARD. OBVIOUSLY THERE IS NO ONE RIGHT ANSWER. WHEN THE PERSON HAS PROVIDED THE NAME OF A ROLE, GO ON TO THE NEXT PERSON.

CARD 1, FRONT

"THAT'S OK. I DON'T MIND DOING THE DISHES, THE COOKING, THE CLEANING, THE SHOPPING AND PAYING THE BILLS."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 1, BACK

POSSIBLE NAME: THE MARTYR

CARD 2, FRONT

"EVERYTHING WILL BE ALL RIGHT. DON'T ARGUE WITH EACH OTHER. LET'S KEEP OUR VOICES DOWN. JUST SMOOTH OVER THIS PROBLEM."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 2, BACK

POSSIBLE NAME: THE PEACE-MAKER

CARD 3, FRONT

"EVERYTHING ALWAYS HAPPENS TO ME. THERE IS NOTHING I CAN DO ABOUT IT. YOU JUST DUMP ALL OVER ME.

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 3, BACK

POSSIBLE NAME: THE VICTIM

CARD 4, FRONT

"JUST BE QUIET, AND I'LL TELL YOU WHAT WE ARE GOING TO DO."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 4, BACK

POSSIBLE NAME: THE BOSS

CARD 5, FRONT

"I LOVE EVERYONE AND WILL DO ALL I CAN FOR YOU. I EXPECT NOTHING IN RETURN."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 5, BACK

POSSIBLE NAME: THE SAINT

CARD 6, FRONT

"LET ME GIVE YOU A HAND. HERE. I'LL SHOW YOU HOW TO DO IT."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 6, BACK

POSSIBLE NAME: THE HELPER

CARD 7, FRONT

"THE FOOD HERE IS TERRIBLE, AND THE SERVINGS ARE TOO SMALL. I DON'T KNOW WHY YOU CAN'T DO ANYTHING RIGHT."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 7, BACK

POSSIBLE NAME: THE CRITIC

CARD 8, FRONT

"FOR A COUPLE OF YEARS I TOOK CARE OF MY LITTLE BROTHER AND SISTER, BOUGHT THE GROCERIES, COOKED THE MEALS, AND WENT TO SCHOOL IF MY BROTHER GOT IN TROUBLE."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 8, BACK

POSSIBLE NAME: THE PARENT

CARD 9, FRONT

"I COME OVER TO MY DAUGHTER'S APARTMENT FOR A FEW HOURS, GIVE HER CHILDREN CANDY, AND PLAY GAMES WITH THEM. THEN I LEAVE."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 9, BACK

POSSIBLE NAME: THE KINDLY OLD GRANDMOTHER

CARD 10, FRONT

"DON'T TELL ME WHAT TO DO. I MAKE MY OWN RULES. THE PERSON WHO CROSSES ME IS IN FOR BIG TROUBLE."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 10, BACK

POSSIBLE NAME: THE TOUGH GUY

That was very good.

What roles have you been playing?

ELICIT A FEW EXAMPLES

Exercise 3: Have My Roles Changed?
(15 minutes)

**[The purpose of this exercise is to have participants identify recent changes in roles.
Completing an incomplete sentence is the approach taken.]**

Have your roles changed in the family?

I am going to ask everyone to complete this sentence:

I used to be the _____, and now I am the _____.

Put in the role you used to play in the family and the role that you play now.

We'll go around the room, and you tell us what role you used to play in the family and what role you play now.

#GO AROUND THE ROOM. HAVE EACH PERSON COMPLETE THE SENTENCE. GIVE OUT "THANKS" WHEN APPROPRIATE.

That was very good.

We framed this question in terms of changes in the family environment.

Are there role changes that have occurred in other areas of your life?

What about at school or work or with your friends?

#ENCOURAGE RESPONSES.

Exercise 4: What Has Been the Impact of Role Changes?
(25 minutes)

[The purpose of this exercise is to have participants identify the impact on them of recent role changes. A fishbowl techniques is employed.]

#SET THE CHAIRS WITH AN INNER AND OUTER CIRCLE. ASK THE ADOLESCENTS TO SIT IN THE INNER CIRCLE AND THE CAREGIVER/PARENTS TO BE IN THE OUTER CIRCLE.

I want the youths to talk to each other about the changes in role and how it is affecting them.

For example, a youth might say, "I really like the change. Before I had to be the parent, and it put a lot of pressure on me. Now I can just relax."

Or a different youth might say, "Before I was a part of my family. Now they treat me like a guest. That's what I am, and I feel lonely."

Go ahead and discuss what effect the changes in role have had.

#ALLOW FIVE MINUTES FOR SHARING. IF THE YOUTHS HAVE DIFFICULTY THINKING ABOUT CHANGE, PROMPT AS NEEDED. (IN WHICH ROLE DID YOU HAVE MORE RESPONSIBILITY? WHICH ROLE MADE YOU FEEL BETTER ABOUT YOURSELF? WHICH ROLE WAS MOST REWARDING?)

That was very good.

Now let's put the caregivers and parents in the inner circle and hear what they have to say.

#ASK THE CAREGIVERS AND PARENTS TO ENTER THE INNER CIRCLE AND DISCUSS THE EFFECTS OF THEIR ROLE CHANGES. ALLOW FIVE MINUTES. PROMPT AS NEEDED. (WHICH ROLE FIT OUR STYLE BEST? WHICH ROLE GAVE YOU THE MOST STRESS? WHICH ROLE WAS HARDEST TO FULFILL?)

Thank you for sharing.

#CREATE ONE BIG CIRCLE.

What did you learn from each other during the discussions that you observed?

Did your feelings change when you heard how roles affected other people here?

#ENCOURAGE REACTING TO THE COMMENTS OF OTHER GROUP.

As we said earlier, roles carry with them expectations.

Next let's work on those expectations.

Exercise 5: Why Do I Need Clear Expectations?
(5 minutes)

[The purpose of this exercise is to increase participants' understanding of the value of clear expectations. Modeling and practice are employed here.]

If it isn't clear to me what you expect of me, then we are in for trouble.

You can end up feeling angry and disappointed.

I can end up feeling that nothing pleases you.

I try my hardest and you are never satisfied.

If the expectations are not clear, we will have a hard time sitting down and agreeing on which expectations we plan to meet.

Expectations are based in part on what is appropriate for or suited to your age.

In these workshops we are going to be talking about adolescence and what parents, caregivers and teens usually consider appropriate for teens to be able to do.

Let's say I am a caregiver or parent, and I expect to be treated with respect.

How would all of us know if I was treated with respect?

#ENCOURAGE RESPONSES.

Or if I were a teenager and said that I expected to have privacy.

How would anyone know?

The secret to having clear expectation is to come up with actions -behaviors - that are signs of our expectations.

Can you see it or hear it?

A sign of privacy might be to never open someone else's mail.

A sign of respect might be to say "Good morning" and give a hug every morning.

Next I want the caregiver/parents and youths to meet separately.

#A FACILITATOR GOES WITH EACH GROUP. CAN SEPARATE IN DIFFERENT ROOMS IF APPROPRIATE.

Exercise 6: How Can I Make Expectations Clear?
(15 minutes)

[The purpose of this exercise is to increase participants' skill in developing clear expectations. Modeling and practice are employed here. NOTE: SPLIT EXERCISE]

(CAREGIVERS) I want you to practice making expectations into behaviors.

Let's say your expectation was that the youth keep his or her room clean.

Everyone has different ideas about what "clean" really means.

What would the behaviors or actions be that indicated the room was clean?

For example, it could be no clothes on the floor and all of the clothes hung up in the closet.

#THE FACILITATOR TAKES FIVE MINUTES TO HELP THE GROUP
LEARN HOW TO MAKE THE EXPECTATIONS
BEHAVIORAL/OBSERVABLE. SOME EXAMPLES COULD BE NO
CLOTHES ON FLOOR, CLOTHES IN THE CLOSET HUNG UP, NO PAPERS
ON THE FLOOR, SHOES ON THE SHOE RACK, BED MADE - TOP COVER
WITHOUT WRINKLES, NO MORE THAN FIVE OBJECTS ON THE
DRESSER TOP, ETC.

Now I want each caregiver and parent to think of three real expectations you have of your youth.

#PASS OUT PAPER AND PENCILS.

Write down what these expectations are.

(YOUTHS) I want you to practice making expectations into behaviors, something you can observe.

Let's say your expectation was that you would be allowed to have your friends over to the apartment.

What behaviors or actions on the part of your caregiver would indicate that he/she allowed you to have your friends over?

Some examples could be that your caregiver talked to you about having friends over and set ground rules with you, for example, that she would let you have friends over between 6 and 9 PM, or that she was nice to your friends when they came over.

How could you tell if your caregiver allowed you to have your friends over?

#THE FACILITATOR TAKES FIVE MINUTES TO HELP THE GROUP LEARN HOW TO MAKE THE EXPECTATIONS BEHAVIORAL. SOME EXAMPLES COULD BE: CAREGIVER AND YOUTH SET GROUND RULES (e.g., TOLD YOUTH HE/SHE COULD HAVE FOUR FRIENDS AT A TIME IN THE LIVING ROOM, TWO FRIENDS IN THE BEDROOM AT A TIME, NO MEMBERS OF THE OPPOSITE SEX IN THE BEDROOM, FRIENDS CAN COME OVER ONLY DURING THE HOURS OF 6 - 9 PM) CAREGIVER GAVE PERMISSION TO HAVE FRIENDS OVER, CAREGIVER WELCOMED FRIENDS AND WAS NICE TO THEM, CAREGIVER OFFERED FOOD TO FRIENDS, CAREGIVER GAVE YOUTH PRIVACY, ETC.

Now I want each youth to think of three real expectations you have of your caregiver/parent.

#PASS OUT PAPER AND PENCILS.

Write down what these expectations are.

#BRING THE GROUPS BACK TOGETHER AGAIN.

Exercise 7: Are My Expectations Clear?
(20 minutes)

**[The purpose of this exercise is to increase the skills of families in writing clear expectations.
Sharing expectations and working collaboratively is the approach taken.]**

First, get in family groups.

If there is no caregiver/parent here, the co-facilitator and I will act in the place of your caregiver/parent.

**#HAVE THE YOUTHS AND CAREGIVERS/PARENTS GET IN REAL
FAMILY GROUPS.**

The purpose of this exercise is for youth and caregiver/parent together to be able write clear expectations.

The purpose is not to reach agreement on your willingness to meet the expectations.

That will come later when we learn about problem solving and managing conflict at home.

Right now I want you to take the three expectations of youths and the three of caregivers/parents and write the behaviors which will let you know you have met the expectation.

See if you can agree that at least two of them are clear.

Do more if you can.

Remember you have to be able to observe the action - that's the key.

Examples:

1. She asked first to borrow my skirt.
2. He spoke without yelling at me.
3. She left my lunch money on the table.
4. He paid for my ticket.
5. He put his shoes away.
6. She let me answer the phone between 5 and 7.

8. He said he loved me.

Go ahead and see how many expectations you can clearly define.

If you have a problem, ask one of the facilitators to help you.

**#ALLOW FIFTEEN MINUTES FOR WORKING TOGETHER. BRING
THE GROUPS BACK TOGETHER.**

How did that go?

#OBTAIN FEEDBACK FROM THE GROUP.

You did really good work on getting clear expectations.

Exercise 8: What Happens Now?
(15 minutes)

[The purposes of this exercise are to build group cohesion and to carry over what was learned in the workshop to real life. Group appreciation and setting between session goals are the approaches used.]

Do you have any feedback for us on this session?

We appreciate your ideas.

#OBTAIN FEEDBACK.

It is important to take what we have been doing here back home with us.

I would like each family to agree to complete a task between now and when we meet again.

The task should be related to what we have been working on today.

For example, you could agree to spend 20 minutes coming up with four clear expectations - two for the youth and two for the caregiver/parent.

You could agree to spend 20 minutes listing possible tasks to be done around the house, stating them in clear behavioral terms.

You could agree to sit down at a definite time and place and for fifteen minutes discuss if each of you got what you wanted from the other person during the week.

Do you have other ideas?

#ENCOURAGE OTHER IDEAS.

Go ahead and decide on which task you will complete before we meet again.

#ALLOW A FEW MINUTES FOR MAKING A DECISION. GO AROUND THE ROOM AND ASK EACH FAMILY WHAT THEY AGREED TO DO. GIVE OUT "THANKS." FACILITATORS SHOULD MAKE NOTES OF WHAT FAMILIES AGREE TO. AT THE NEXT MEETING THEY CAN REVIEW WHAT HAPPENED.

That was very good.

Now you may recall my saying that we like to let people know they had done something we liked.

You have been doing that all day long.

This is a special time to show group appreciation.

Show group members that you liked what they said of did, liked their presence, like their style, we glad that they came.

Go around the room and give appreciation.

#MODEL GIVING APPRECIATION. MAKE SURE NO ONE IS LEFT OUT.

I really enjoyed working with you today.

We will see you again at _____(time and place) on _____ (day and date).

THE END OF SESSION 2, DAY 1, AFTERNOON

CARD 1, FRONT

"THAT'S OK. I DON'T MIND DOING THE DISHES, THE COOKING, THE CLEANING, THE SHOPPING AND PAYING THE BILLS."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 1, BACK

POSSIBLE NAME: THE MARTYR

CARD 2, FRONT

"EVERYTHING WILL BE ALL RIGHT. DON'T ARGUE WITH EACH OTHER. LET'S KEEP OUR VOICES DOWN. JUST SMOOTH OVER THIS PROBLEM."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 2, BACK

POSSIBLE NAME: THE PEACE-MAKER

CARD 3, FRONT

"EVERYTHING ALWAYS HAPPENS TO ME. THERE IS NOTHING I CAN DO ABOUT IT. YOU JUST DUMP ALL OVER ME?"

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 3, BACK

POSSIBLE NAME: THE VICTIM

CARD 4, FRONT

"JUST BE QUIET, AND I'LL TELL YOU WHAT WE ARE GOING TO DO."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 4, BACK

POSSIBLE NAME: THE BOSS

CARD 5, FRONT

"I LOVE EVERYONE AND WILL DO ALL I CAN FOR YOU. I EXPECT NOTHING IN RETURN."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 5, BACK

POSSIBLE NAME: THE SAINT

CARD 6, FRONT

"LET ME GIVE YOU A HAND. HERE. I'LL SHOW YOU HOW TO DO IT."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 6, BACK

POSSIBLE NAME: THE HELPER

CARD 7, FRONT

"THE FOOD HERE IS TERRIBLE, AND THE SERVINGS ARE TOO SMALL. I DON'T KNOW WHY YOU CAN'T DO ANYTHING RIGHT."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 7, BACK

POSSIBLE NAME: THE CRITIC

CARD 8, FRONT

"FOR A COUPLE OF YEARS I TOOK CARE OF MY LITTLE BROTHER AND SISTER, BOUGHT THE GROCERIES, COOKED THE MEALS, AND WENT TO SCHOOL IF MY BROTHER GOT IN TROUBLE."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 8, BACK

POSSIBLE NAME: THE PARENT

CARD 9, FRONT

"I COME OVER TO MY DAUGHTER'S APARTMENT FOR A FEW HOURS, GIVE HER CHILDREN CANDY, AND PLAY GAMES WITH THEM. THEN I LEAVE."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 9, BACK

POSSIBLE NAME: THE KINDLY OLD GRANDMOTHER

CARD 10, FRONT

"DON'T TELL ME WHAT TO DO. I MAKE MY OWN RULES. THE PERSON WHO CROSSES ME IS IN FOR BIG TROUBLE."

WHAT NAME WOULD YOU GIVE THIS ROLE?

CARD 10, BACK

POSSIBLE NAME: THE TOUGH GUY