



10-14 YEAR-OLDS

**SUNNY
IDEAS
FOR A
RAINY
DAY 2**

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About 10- 14 Year Olds

The focus of this installment is values. In it, there are many opportunities to identify, share and discuss your values with your child. It is an opportunity to learn about how your child's values are developing and to learn that media, in this case, music lyrics, always expresses someone's values and their point of view.

You've probably already noticed that your child has or is cultivating pronounced and specific interests. A wonderful development! And, one that makes it more challenging for me to recommend activities for him or her. This is why I've chosen one activity for each age group that is devoted to media literacy. Every one of our children is exposed to media (some would say, flooded by it) and if accepted without critical analysis, media can have a negative impact on healthy development. As a bonus, the skills involved in analyzing media help cognitive growth across the disciplines.

Also, most children in this age range want to spend a good deal of time alone or with peers. However, this doesn't mean that they no longer want and need to feel connected to you. A rule of thumb is to look for openings and to listen closely.

It helps to remember that *the* essential relationship remains between you and your child. It's the foundation upon which everything else rests. Fundamental to that relationship are qualities of: openness, safety and awareness, which lead to golden moments of joy and connection. I always want more of those. At every age.

Enjoy,






Judy

P.S. In this installment, each activity builds on the previous one. Lucky 13-14 year olds- you get 4 activities.

How To Use These Books

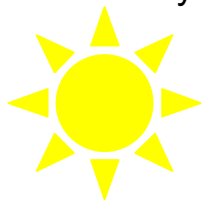
There are *Sunny Ideas for a Rainy Day* for each of these age groups: 2 - 6, 6 -10, 10 -14. AND, there are multiple installments so that you can add to the activities you already have. This is *Sunny Ideas for a Rainy Day 2*.

What will you get?

- ♥ A few general developmental attributes of a typically developing child for each age year
- 2 activities per age (feel free to mix and match)
- Instructions for each activity and a list of materials (supplies are easy to find)
- A parent key for:
 - Prep/set up time (1- 4 clocks) 
 - Messy /clean up (1-4 sponges) 
 - Level of supervision (green, yellow, red)   
 - Why do this activity (besides fun, of course) ?
 - Ideas for extending or adding on +
- Templates for activities when needed
- A list of resources for further reading

Ten - Eleven

- ♥ Love factual information and collecting it.
- ♥ Good at memorizing.
- ♥ Can think about and enjoy organizing-type principles like classification.
- ♥ Generally content.
- ♥ Bodies growing rapidly – need frequent breaks and snacks.
- ♥ Some will have begun puberty.
- ♥ Social groupings, popularity and social hierarchy take on importance.
- ♥ Cooperative, inclined to problem solving and mediation.
- ♥ Greater understanding of others' feelings and intentions.
- ♥ Can follow multiple storylines at once.
- ♥ Enjoys group bonding experiences and working with younger children.



Activity: Values Rock *An activity in two parts*



Part I: Life is just a Bowl of Rocks?

Adapted from "The Important Things in life" by Joel Osteen

You'll need:

1. A large jar like a mayonnaise jar
2. Enough rocks approx. 2" in diameter (or anything that might be that size and solid (beads, fake gems))
3. Small pebbles (or dried beans)
4. Sand (salt or sugar)

What to do:

1. In front of your child, fill the jar to the top with the rocks. Ask her if the jar is full. (The answer is usually yes).
2. Pour in the pebbles (they will fill in the spaces between the rocks). Ask again if the jar is full. Yes.
3. Pour the sand into the jar (it will fill up every space available). Now ask again, if it is full. Probably yes again.
4. Now tell your child that the jar is like our lives, the rocks are the most important things –the pebbles are the other things that matter – but not as much- and the sand is everything else, the small stuff.
5. Now empty the jar. And ask, “If we filled the jar with sand first, would there be room for the rocks-the important things?”
6. You can stop here or go on to the next part.

Part 2: Visual Values

You'll need:

1. The list of values on page 13
2. Computer with Internet

What to do:

1. Ask your child to name the most important things in life – his life (his “rocks”). His answers may be very concrete like “a house.” See if you can get at the values behind his choices, like a home means safety, love, etc.

2. Make a list. Refer to the list on page 13 to see if there's more he hasn't thought of yet. Do the same for yourself. It's interesting to compare lists as a way to know more about each other.
3. Ask your child to pick a maximum of 6 values. Do the same for yourself.
4. Create an image that represents those values. You can draw it, cut out pictures from magazines, and/or go to <http://www.picsearch.com> to search for an image that best represents these values.
5. Hang the image in a spot your child can see it most often.

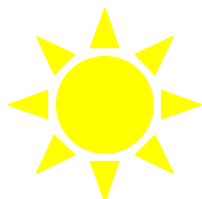
? This activity asks your child to think deeply about his or her values. Discussing and identifying values is foundational for developing a moral compass and for being able to look critically at media messages.

? Visual imagery helps encourage metaphoric thinking, highly useful for problem-solving and creative writing.

- + When you compare values lists, it's likely you'll find common values. In addition to or instead of making separate values images, make one that represents your shared values.
- + Take the previous suggestions and do the same for your family's values.
- + Using images, you could write or paint the values onto the rocks and keep them as "values" collection.

Eleven - Twelve

- ♥ Curiosity about and ability to identify with other cultures and time periods.
- ♥ Can grasp abstract concepts – including abstract humor.
- ♥ Body changes (some are in puberty) = body consciousness and strong confusing emotions.
- ♥ Focused on peers and what everyone else is doing – uses phone, texting, etc., to keep up.
- ♥ Dramatic and can appreciate complex social situations.
- ♥ Emphasis on physical appearance, including clothing.
- ♥ Can think about moral and ethical questions and confront issues of loss, separation, and exclusion.
- ♥ Challenges, argues, tests limits.
- ♥ Can be impulsive.
- ♥ Looks to learn new skills. Refine and practice old ones – not so much.
- ♥ Needs a good deal of physical activity, sleep, and breaks to recharge and distress.
- ♥ Likes to imagine self in adult roles.



Activity: Cloudy with a Chance of Values



You'll need:

1. Your list of values from the previous activity
2. Values List on page 13
3. A computer with Internet

What to do:

1. If you've never made a word cloud you're in for a treat. Word clouds extract key words from text and scramble them into a design.
2. It would be a good idea to play around with making a word cloud first. Go to <http://www.wordle.net> and click on "create" and then follow the directions. There are other word cloud sites; www.worditout.com is excellent too.
3. Using to the Values List on page 13 and/or your own list, choose specific values that are significant to you in your life right now and paste them into the text box.
4. Play with the shape, colors, and word size. Suggest making the most important values the largest.
5. Do one for each of you and share.

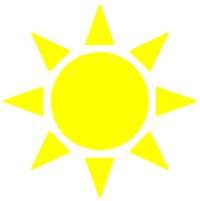
? This activity asks your child to think deeply about his or her values. Discussing and identifying values is foundational for developing a moral compass and for being able to look critically at media messages.

? Taking time to discuss your values with your child and listening to what matters to him creates trust, connection and open communication. Do your best to listen and share without lecturing (I know, it's hard).

- + When you compare values lists, it's likely you'll find common values. In addition to or instead of making separate word clouds, combine and make one that represents your shared values.**
- + Take the previous suggestions and do the same for your family's values.**

Twelve - Thirteen

- ♥ Body changes (some are in puberty) = body consciousness and strong confusing emotions.
- ♥ Very energetic + growth spurts = need to eat frequently.
- ♥ Cares deeply about peer opinions, grapples with decisions and defining ethical behavior for self.
- ♥ Uses a good deal of slang.
- ♥ Admires older teens.
- ♥ Self critical, especially of appearance.
- ♥ Can reason hypothetically.
- ♥ Moody.
- ♥ Can understand multiple perspectives, and sides to an argument.



Activity: A Wordle™ About Song Lyrics



Adapted from The Consortium for Media Literacy

You'll need:

1. You'll definitely need the word cloud you made from "Cloudy with a Chance of Values." This activity builds on the previous two, "Values Rock" and "Cloudy with a Chance of Values."
2. Computer with Internet

What to do:

1. Make a list of songs your child likes or hears most often when with friends. Then make a list of the songs you like.

1. Go to <http://www.azlyrics.com> and get the lyrics for those songs.
2. Copy and paste the lyrics into Wordle™ or Worditout. Redesign the word cloud. Have fun.
3. One of the great things about these two word cloud sites (<http://www.wordle.net> and www.worditout.com) is that in addition to extracting the most frequently used words from text, they also magnify the size of those very same words. This gives clues as to the themes embedded in the text.
4. Ask your child what the biggest words in the cloud tell you about the song. Use your values word cloud to help with this discussion by comparing. Are your values there? Which ones? If not, whose values are represented? What point of view is this song representing? What other perspectives are missing?

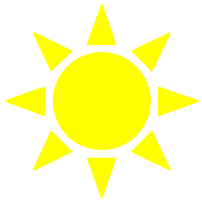
? Often our children sing the lyrics to songs without paying attention to the lyrics. This activity helps even the child that says he doesn't pay attention to the lyrics to see that music lyrics promote points of view and values.

? This activity develops critical thinking skills: observation, questioning, interpretation, analysis, inference, evaluation and explanation.

+ You can try this with advertising copy, websites, famous speeches, and blogs.

Thirteen - Fourteen

- ♥ Looks for explanations of how things work, why things happen the way they do. Issues of fairness and justice become important and interesting.
- ♥ Complains about aches and pains.
- ♥ Can be critical of self and others, anxious and easily worried.
- ♥ Wants to “make deals” with adults and peers.
- ♥ Can manage two concepts simultaneously.
- ♥ Keeping it light, laughing and good-natured humor go a long way.



Activity: Slang Across the Generations

Adapted from toosmartostart.com



You'll need:

1. Blank index cards
2. Writing utensils
3. Access to the internet

What to do:

1. I highly recommend doing all the activities in this book before doing this one.
2. Divide a bunch of index cards between you and your teen. Write a different slang words for alcohol and drugs, one on each card.

3. You will write the words from your teen years and your child will use current terms.
4. Quiz each other. Compare, see if any are still the same.
5. Identify some of the most popular songs your child is hearing either at home or with friends.
6. Go to <http://www.azlyrics.com> and look at the lyrics.
7. Are any words you've identified there? How often? Is there slang neither you nor your child knows?

"We learned more from a 3 minute song than we ever learned in school."
—Bruce Springsteen

8. Do this for several songs. How often are drugs or alcohol mentioned in a song? How does that relate to Bruce's quote? What else might Bruce's quote mean?

? This activity promotes an open discussion about drugs and alcohol. It makes your child aware of your experiences as a teenager and informs you of your child's knowledge base. Use it as an opportunity to learn more about your child's experience. Express your values and expectations after you've listened and learned.

? This activity prepares your child to think more critically about the content of song lyrics and language of drugs and the frequency to which he is exposed to it.

+ You can use this activity as a model for discussing stereotypes, sexual references or violence.

VALUES LIST

Achievement **Ambition**Appreciation**Belief In Yourself**Caring**
 Character**Charity**Choice**Commitment**Common Ground**
 Compassion**Contributing**Compliments**Compromise**Confidence**
 Courage**Courtesy**Civility**Dedication**Determination**Devotion**
 Difference**Drive**Education**Encouragement**Equality**Excellence**
 Expression**Fitness**Forgiveness**Freedom**Friendship**Generosity**
 Giving Back**Good Manners**Gratitude**Great Music**Growth**
 Hard Work**Health**Helping Others**Honesty**Honor**Hope**Humility**
 Including Others**Ingenuity**Innovation**Inspiration**Integrity**Justice**
 Kindness**Laughter**Leadership**Learning**Listening**Literacy**Live Your
 Dreams**Love**Loyalty**Making Difference**Meaning**
 Mentoring**Motivation**Optimism**Overcoming**Passion**Patience**Peace
 Perseverance**Persistence**Practice**Preparation**Purpose**Respect**
 Responsibility**Right Action**Rising Above**Sacrifice**Safety**Sharing**
 Soul**Sportsmanship**Stewardship**Strength**Teaching By Example**
 Team Work**Trust**Unity**Vision**Volunteering**

RESOURCES

Websites for Child Development (see *Sunny Ideas for a Rainy Day 10-14* for more)

<http://www.education.com/reference/article/school-age-children-six-ten/>

<http://www.healthychildren.org>

Resources and articles for ages 5-12

<http://www.search-institute.org/developmental-assets>

Developmental assets: what kids need to succeed

Media Literacy Sites Development (see *Sunny Ideas for a Rainy Day 10-14* for more)

<http://www.mediasmart.org.uk>

<http://www.mediasmarts.ca>

<http://www.medialit.org>

<http://www.thinkyouknow.co.uk>

<http://www.acmecoalition.org>

ACKNOWLEDGMENTS

The information in this book is culled from years of experience in the classroom, from readings (see Resources), attending conferences and working in collaboration with inventive, interesting and extraordinary teachers. I cannot name them all, but some contributed so much to my understanding of children, child development, teaching and creating curriculum that I must name them.

So thank you to:

Karen Biddulph, Director of the Mead School, whose faith in me, friendship, and consistent guidance in the social and emotional development of children, taught me more than I can say.

Joy Lenters, teacher extraordinaire, whose years as my teaching partner (and friend) inspired my quest for greater depth and meaning in curriculum and is still inspiring me outside of the classroom.

Barbara Allen-Lyall, who taught me so much about mathematics and about the brain.

Some of the media literacy activities here are built off of ideas found on the sites I recommend in Resources, or that I adapted from a specific activity on those sites. Where appropriate, I've given credit.

Judy