

# Freedom

Grades 6-8

## Segment Summary:

### **Ryan and SQ search for the freedom to construct their own identities.**

Because of the way Ryan and SQ (pronounced “skew”) dress, talk and color their hair, many people often make unfair judgments about their character. When he began experimenting with his personal style, his parents became concerned. The boundaries they set collided with Ryan’s desire for autonomy, causing him to lash out rebelliously.

SQ’s family takes a different approach to dealing with him involving looks and personal tastes. Rather than being judgmental and suspicious of her son’s motives, SQ’s mother grants him the freedom to choose his preferred lifestyle. At times, she even participates by helping him dye his hair. SQ says his mother’s participation and support of his choices makes him less likely to rebel against his parents’ rules.

## Discussion Questions:

1. What character traits do Ryan and SQ possess?
2. In what ways do Ryan and SQ express their desire for freedom?
3. What is your opinion of the ways in which Ryan and SQ express themselves?
4. How are SQ’s parents and Ryan’s parents similar? How are they different?
5. Who do you believe is more likely to rebel against his parents’ rules: SQ or Ryan? Explain.
6. Do your parents support the type of person you are becoming? How do you know? What would you like them to do in order to demonstrate their support of your individuality?
7. How much freedom do your parents give you to wear the clothes you like, listen to the music you choose, hang out with the friends you prefer, etc.? Is this enough freedom for you? Explain.
8. How can you gain more freedom from your parents? Should freedom be granted or earned?
9. Give examples of some of the restrictions your parents place on your freedom. What do you think are the reasons for these restrictions? Do you agree with these reasons? Why or why not?
10. What is the relationship between the amounts of freedom a child is given and the amount of trust a child receives from his or her parents?

## Vocabulary Words and Definitions:

### **Appropriate (adj.)**

**Definition:** correct or right for a particular time, situation or purpose

**Context:** Rated R movies are not appropriate for children under 17 years of age.

### **Autonomy (n.)**

**Definition:** a person's ability to make his or her own decisions without being influenced by anyone else

**Context:** Emile believes that if he is respectful and responsible, his parents will give him more autonomy concerning how he spends his free time.

### **Controversial (adj.)**

**Definition:** causing a lot of disagreement because many people hold strong opinions about the subject being discussed

**Context:** Prayer in schools is a controversial subject for many people.

### **Freedom (n.)**

**Definition:** the right to do what a person wants without being controlled or restricted by the government, police, etc.

**Context:** After many years of struggle, women finally gained the freedom to vote and speak freely.

### **Individuality (n.)**

**Definition:** a set of qualities that makes a person unique, different from others, unusual, etc.

**Context:** Quinn expresses her individuality by designing one-of-a-kind handbags.

### **Restriction (n.)**

**Definition:** a rule or system that limits or controls what a person can do or what is allowed to happen

**Context:** Our school newspaper has placed a restriction on stories containing too much violence.

### **Trade-off (n.)**

**Definition:** an acceptable balance between two opposing items

**Context:** Having to study hard to make good grades is the trade-off for earning more driving privileges.

**Source:** *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited. 2000.

## Activity: Time for Freedom

### Objectives:

Students will be able to

- Identify the ages at which select personal freedoms were or should be earned
- Interview their parents to learn the ages when select personal freedoms were earned
- Discuss with parents the reasons why some people have more personal freedoms than others
- Reorganize tabular information to create a dual timeline

### Materials:

- Pens, pencils
- Paper
- **Time for Freedom** worksheet
- In a remote environment, meeting software will need to have “breakout room” or similar function enabled to allow pairs of students to have discussions. Also, handouts may need to be emailed to students ahead of time or shared in meeting software chat function

### Procedure:

1. Begin this activity by asking your students to think of personal freedoms they have at home. Wait a few minutes, and then ask students to share some of their freedoms with the class.
2. Ask your class the following questions:
  - Do you believe you were given the freedoms you just mentioned, or do you believe you had to earn them?
  - Do you have an older sibling who has the same or more freedoms than you have?
  - Should older siblings have more freedoms than younger siblings? Why or why not?
  - When your parents were your age, do you think they had more, less or the same amount of freedom that you have now?
  - In your opinion, what are the effects of giving a child too much autonomy? In contrast, what are the effects of giving a child too little freedom?
3. Distribute the **Time for Freedom** worksheet. Explain the following steps to your students:
  - a. Review the freedoms listed in the table, and add five new freedoms that you already have or would like to have. Write the ages at which you were given each freedom. If you have not earned a freedom, write the age at which you think the freedom should be earned.
  - b. Interview your parents to learn how old they were when they earned the same freedoms.
  - c. Based on both of your answers, begin a discussion with your parents about the reasons that people receive personal freedoms at different ages.
  - d. Finally, reorganize the tabular information on the **Time for Freedom** worksheet to create a dual timeline that includes your dates and your parents' dates. Include short statements about each freedom next to each entry on both timelines. If possible, make your dual timeline attractive by using a computer with interesting fonts and by including pictures.
4. Wrap up the activity by having your students display their timelines throughout the classroom. Allow time for your students to walk around the room and read the timelines.

## Time for Freedom

Name: \_\_\_\_\_

**Directions:** Below are various freedoms that you may or may not have at home. Add five new freedoms that you either have now or want to have. Next to each freedom, write the age at which you earned it. If you have not earned a freedom, write the age at which you think you should earn it. Then, interview your parents. Ask them to share with you the age at which they earned each of the same freedoms. After completing your interview, discuss with your parents the reasons why people receive personal freedoms at different ages. Finally, reorganize the information in the chart below to create a dual timeline that includes your dates and your parents' dates. Include short statements about each freedom next to each entry on both timelines. If possible, make your dual timeline attractive by using a computer with interesting fonts and by including pictures.

Freedom	Age at which I earned/should earn the freedom	Age at which my parents earned the freedom
1. Choose my own clothes		
2. Choose my own hairstyle		
3. Choose the college I want to attend		
4. Drive without parental supervision		
5. Go on a date		
6. Go to a friend's house without parental supervision		
7. Go to the movies, mall, etc., without parental supervision		
8. Have a boyfriend/girlfriend		
9. Ride in a car with friends without parental supervision		
10. Stay out with my friends until midnight		
11. Talk on the phone with my friends		
12. Watch television shows or movies of my choice		
13.		
14.		
15.		
16.		
17.		