

# The Concurrently Companion



## Episode 25: Independence, accountability, and teen chaperone rules

### Topic Introduction

Today, we're SOARing a piece of news media, applying our methodology to one article on the topic of teen disruption in public spaces and the policies implemented by malls, amusement parks, restaurants, and other businesses to try to mitigate this type of behavior. As always, we begin to explore a Christian discipleship response to this current event.

### Discussion

To help you in looking back, here are some keywords, phrases, or examples we used or defined. Define terms and consider researching stories carefully as a part of your discussion:

*Stakeholder, chaperone, good (i.e. unbiased) journalism/reporting, commentary/opinion in journalism, policy vs. law, moral determinations, maturity or "age of legal majority"*

The SOAR method governed the structure of our discussion today.

#### Survey: The Big Picture

- » What are the title and main topic of the article?
- » Who wrote and/or published it?

#### Observe: The Little Details

- » How is the story told? What elements are employed? What data is sourced?
- » What activity is reported by the article and where is it taking place (i.e. cultural context)?
- » Whose actions are under scrutiny/Who is this about?
- » What steps are being taken to mitigate the issue at hand? What are the reasons given for doing so? What are the common details of the new policies being exercised by businesses?
- » How far back have policies like these been implemented? Where/what business implement policies like these?
- » What contributing factors are mentioned? What else do you notice?
- » Who is affected by the new policies? Who are the various "stakeholders" (define term)?
- » What sectors of society are mentioned by the article?

#### Analyze: Why is this important?

- » What is the problem, according to the varied stakeholders? Note: Each stakeholder will have a different view of the problem.
- » How well do the policies implemented navigate the diverse needs of the stakeholders? Are they good solutions? Why or why not?
- » How well does the article cover the varied perspectives? Do you sense any bias or pre-suppositions? Explain.

- » What assumptions/presuppositions or reactions do you notice in yourself as you examine this story?
- » Compare and contrast with any other stories you have heard or read on this topic.
- » What about culture as a whole might be shifting? Where do we see hints of that in this article? Where could one find out more?
- » How might this situation have an overall impact on teen growth and development in a broad sense within the United States? How does that compare with what you know of other countries? (Consider Jonathan’s and Kelsey’s different experiences as teens. Imagine the difference for teens in rural, suburban, or urban areas.)
- » Where do you exercise increased expression of independence in areas of both privilege and responsibility? What does that look like for you and your peer group?
- » What, in your opinion, are healthy limits or boundaries for teens and young adults? Is it an inherent good for teenagers to have a place where they are unsupervised? Explain your thinking.
- » How do higher stakes (i.e. responsibilities and consequences) shape our perspective towards privileges? What, in your opinion, is the best way to cultivate responsibility in teens and young adults?
- » What does “maturity” look like according to a secular view versus a Christian worldview? How might each of the stakeholders we mentioned in this article define “maturity”?

Respond: What do I do with this next?

For parents/teachers/mentors:

- » What does healthy, growth-minded shepherding (chaperoning) and mentoring look like?
- » Where can we provide space for teens to grow and even fail in areas like moral determinations and allow consequences while the stakes are relatively low?
- » Where can you be a good neighbor not only towards your children but to their peers?

For teens:

- » Where and how can you foster community with your peers with a view towards growing responsibility *and* privilege?
- » What steps can you take to not only avoid falling into isolation and increased, unhealthy online/virtual presence but also to cultivate connection with others instead?
- » What does it look like to be a good neighbor to each of the stakeholders you thought of today beyond yourself and your teen and young adult peers?

## Scriptural Anchors/Provision

Read and meditate on Proverbs 8 with your kids and teens. Consider using the SOAR method to draw out your observations and reflections.

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