

Essential Standard	Clarifying Objective
<p style="text-align: center;">6.ICR.2</p> <p style="text-align: center;">Apply strategies and skills for developing and maintaining healthy relationships.</p>	<p style="text-align: center;">6.ICR.2.2</p> <p style="text-align: center;">Summarize the responsibilities of parenthood.</p>

Materials Needed:

Video clip from a popular movie about parenting
 Internet access
 Appendix 1 – Parenting Questions, cut into strips
 Peanuts or packaging peanuts
 Appendix 2 – Responsibility Table

Focus:

Option 1

Show a short video clip about the challenges of parenting. Possible videos to select from are Cheaper by the Dozen, The Pursuit of Happiness, Daddy Daycare, Teen Mom, or Three Men and a Baby. Show a clip, which shows the reality of parenting rather than one that glamorizes the experience. Follow up with these questions: *How old were these parents? What kinds of challenges did these parents face?*

Option 2

Ask the class to raise their hands if they want to be a parent someday. Then, ask the class to raise their hands if they think they could fully care and support a child currently?
 Next ask if they are confident they could care for a child once they are in high school?

Have volunteers share why they believe they could or could not care for a child currently.

Go to www.wordle.net to create a word visual for the theme parenthood responsibilities. Have the class brainstorm individually of the all the different responsibilities of a parent. After brainstorming go around the room and record at least one answer from each student to create the Wordle visual.

There are countless responsibilities parents have for their children. Answers students may have should range from basic needs, food, shelter, love, nourishment, medical care, values, morals, respect, manners, safe environment, clothing, protection, encouragement, discipline, acceptance, and education.

Option 3

Display Costs of Raising a Child Calculator for your class. This simple yet mind-boggling tool allows students to view the total amount needed to raise a child to adulthood. This webpage details annual costs of raising a child in the following areas: housing, food, transportation, clothing, childcare, education and college along with a total amount needed to raise a child to

adulthood. www.babycenter.com/costofchild/. [The “terms of use” on this site indicate not for children under the age of 13. Do not assign the site to the students; simply show the page related to costs of raising a child.]

Review:

Option 1

Have students work with a partner nearby. Ask the pairs to come up with a list of what a parent is to them.

Parents wear many hats and being a parent comes with many other titles. For example, a parent is to be a role model. What else are parents to you?

(Answers may include: role model, caregiver, nurturer, comfort, safety, friend, disciplinarian, entertainer, provider, shelter, wise adult, coach, teacher, chef, driver, etc.)

Option 2

Do a bit of brainstorming to get students thinking about their futures and the kinds of real-life decisions they'll soon face. Where would students like to be in their lives at age 22? What kinds of jobs would they like to have? Do they plan to go to college? Would they like to become parents? Where would students like to be in their lives when they are 30 years old?

Ask each student to list on paper five goals for adulthood. Students are to briefly share goals with a partner. As a class, have students indicate by a show of hands if they included a goal for their education, career, health, marriage, and parenthood. Tally and summarize for each of the five areas.

Option 3

Ask the students where does your money go when you have a child? What are the essentials?

Answers:

1. Transportation
 - a. If you purchase a car what else do you need? Automobile insurance. \$1,800 a year (if married, or over 25)
2. Health insurance
3. Food
4. Housing
 - a. If you own a home you will need homeowner's insurance and if you rent you will need renter's insurance.
5. Baby supplies

Then ask the class about some of the “extras” they may receive from their own parents. Have volunteers share things that are “extras” that they would want to be able to give to their own children someday. [Answers may include: camp, college, car, brand name shoes, vacations, or sports teams.]

Statement of Objectives:

Many of you will become parents in the future. Today we are going to discuss parenthood and the responsibilities that parenting requires. By the end of the lesson, you will be able to analyze the parental role in the upbringing of a child.

Teacher Input:

Ask students the following question, “What does it take to be a good parent?”

Students are to generate a list of answers, recorded by the teacher. You may have students work in teams with people in their rows or areas. If you have a SmartBoard allow students to come to the board to write one of their answers.

After brainstorming session, teacher will introduce primary aspects of parenting. Class discussion can be expanded as necessary to address issues/concerns of the students.

Parenthood is a difficult and demanding responsibility as well as a rewarding and loving role. Not all people will become parents, but those who do are challenged to provide all the needs of their child or children. The child’s basic needs of food, shelter, warmth, safety, and love must be met. In addition, the child’s needs for medical care, education, discipline, and nurturance are vital to the child becoming a healthy and responsible adult. The care of a child is a 24-hour a day responsibility. Parenthood is best entered into when one is an adult, self-sufficient, and thoughtful about the decisions regarding how the child will be raised.

Although many single parents do an excellent job raising children, parenthood is easier when accomplished by two people in a committed, nurturing, and supportive relationship. Establishing that relationship first makes parenting an easier responsibility. Many older and established people are challenged by parenthood. Having children while still young is an especially difficult challenge.

- **Physical care:**
 - Reliably providing shelter, education, medical care, physical safety, and nourishment.
- **Social development and emotional support:**
 - Love, play, and physical touch
 - Social skills and etiquette
 - Ethics and value systems
 - Moral and spiritual development
 - Norms and contributions to the child's religion and ethnic customs
- **Financial support:**
 - Money provided as child support by custodial or non-custodial parent(s), or the state
 - Insurance coverage and payments for education
- **Provide an environment that is SAFE:**
 - -Keep your child free from physical, sexual, and emotional abuse.
 - -Keep unsafe objects locked up or out of reach of your child.

- -Get to know your child's caregivers (get references or background checks).
- -Correct any potential dangers around the house.
- -Take Safety Precautions: Use smoke and carbon monoxide detectors, lock doors at night, always wear seatbelts, etc.
- **Provide your child with BASIC NEEDS:**
 - Water
 - Plenty of nutritious foods
 - Shelter
 - A warm bed with sheets, blankets, and a pillow
 - Medical care as needed/Medicine when ill
 - Clothing that is appropriate for the weather conditions
 - Space (a place where he or she can go to be alone)
- **Provide DISCIPLINE, which is effective and appropriate:**
 - Structured
 - Consistent
 - Predictable
 - Fair

Guided Practice:

Option 1

Working in groups of 4. Distribute one parenting question card to each group (created from Appendix 1). Group members will read the following changes parenting will bring. They are to spend time discussing the specific ways parenting will change their lifestyle and be prepared to share their groups' response with the class.

Option 2

To help students understand the gravity of pregnancy for teen parents, their families, and the children, have them explore some of the following websites and report back on what they learned about the topic that surprised them.

- *How might an unplanned pregnancy affect a student's future plans?*
- *How might it affect the unborn child if the mother and father aren't prepared for pregnancy?*

Posing such questions will benefit students who plan to become parents and those who do not.

InteliHealth: Risks for Pregnant Teens

<http://www.intelihealth.com/>

[IH/ihtIH/WSIHW000/31697/25753/310396.html?d=dmContent](http://www.intelihealth.com/IH/ihtIH/WSIHW000/31697/25753/310396.html?d=dmContent)

Kids Help Phone: Becoming a Young Adult

<http://kidshelp.sympatico.ca/en/informed/becoming.asp?sec=3&sb=2>

Teens Health: Having a Healthy Pregnancy

http://kidshealth.org/teen/your_mind/emotions/pregnancy.html

Women's Health Channel: Teen Pregnancy

<http://www.healthcommunities.com/teen-pregnancy/children/overview-of-teen-pregnancy.shtml>

College Fund of North Carolina <http://www.cfnc.org>

<http://www.myfuture.com>

<http://www.parenting.com>

Option 3

Ask the students a list of several questions that are about various topics parents have to make hard decisions on for their children. This will allow students to see some of the responsibilities parents have and allow students to practice decision-making.

Ask questions such as:

1. *What type of discipline style do you think works best for children? How would you go about basic disciplining for your child?*
2. *Do you agree with spanking?*
3. *What manners do you think are important for your children to know?*
4. *Will you use day-care or a babysitter/nanny?*
5. *Do you want your child to participate in a public or private schooling?*
6. *What extra curricular activities would you want or not want your child to participate in?*
7. *Will you allow your child to eat junk food?*
8. *What personal things are you willing to give up so you can provide for your child?*

Option 4

Pass out the worksheet (Appendix 2) and have students record all of their current responsibilities as a 6th grader. Their responsibilities should be as a student, child, friend, member of team/club, sibling, etc. Then have them record some of the responsibilities parents have that were discussed today.

Independent Practice:

Option 1

Conduct an interview with a parent (your own or a trusted adult who is a parent) asking the following questions:

1. *How do people's lives change when you prepare for parenting either through pregnancy or adoption? And, how do people's lives change once they have children?*
2. *What are some challenges and joys of being a parent?*
3. *What is important to have in place in your life before you become a parent?*

4. How do people know when they are ready to become parents?

Discuss some of the similar responses students received during their interviews.

Option 2

Students are to spend at least two hours (include one mealtime) with a parent and child (toddler or preschooler). Document activities, child behavior, parenting situations, and how conflicts were resolved. Students are to describe parenting they witnessed. *Were any of these surprising? (For example, you didn't know that five-year-olds still needed help going to the bathroom or pouring their own drink).*

Option 3

Students will complete a journal reflection. In the reflection have students write about when they believe they would be prepared and fully able to take care of and support a child and why. Also, have students explain why they desire to meet certain goals before becoming a parent. Students should also reflect on what things can make being a parent easier?

Option 4

Have the students participate in goal setting. Explain that setting goals is important in life and can help put the things we want to complete in perspective. Have student's record 3 short-term goals (goals to be completed in the next 3-5 months), 3 long-term goals to be reached in the next 1-2 years, and 2 long-term goals to reach in the next 5-6 years.

Setting these goals will also create a sense of a timeline for each student and their goals.

Option 5

Give each student a shelled peanut and a small paper cup for the students to create "peanut babies." The student can write the name of their peanut baby on the cup and will take their peanut baby around with them for two days. If the student brings back a broken peanut their grade will be lowered. If the student loses the peanut entirely they will receive a zero.

Students should have their peanut baby at all times. The students will experience what it would be like to actually have to care for a child and have it with you at all times. If a student has requirements like sports practice he or she will need to "find a babysitter" for the time away.

You may want to use unsalted peanuts so you could possibly know if a student loses the peanut baby and tries to replace it to still get a grade. Also, if you have peanut allergies you could use any something like packaging peanuts.

When students are finished with the peanut baby have them write a summary of their experience having a peanut baby become apart of their lives. This can be a five-sentence paragraph about things that were enjoyable or challenging for them and their overall thoughts on the responsibilities of parenting.

Closure:

In this lesson, we have analyzed the role of a parent and how parenting changes your life. The responsibility of caring for another person can be overwhelming. You will want to choose a time for parenting when you are sure you are ready for all the responsibility and have reached other important goals for education and financial independence.



Parenting Questions

Cut apart into strips to share with small groups.

How is family life disrupted when an infant or young child becomes ill? If your child throws up all over your bed, are you or the other parent going to clean it up, stay up all night with a crying child and then go to work the next day? When the baby is sick, will you cancel your plans with your friends and stay home?

How do living expenses change with the addition of a baby? Will you skip buying clothes or the latest cell phone for yourself because you need to buy food for your little one? What might you have to give up?

How will your independence and freedom be affected by children? Are you willing to give up your dreams of possessions or vacations because the child you gave birth to will grow up and need shoes, an education, or medical care?

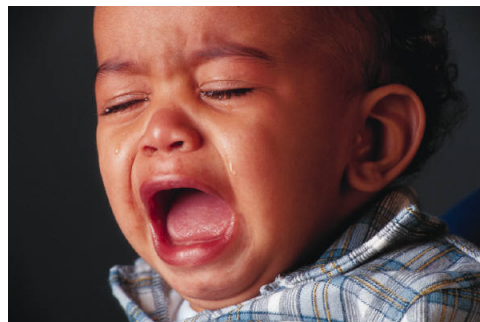
List ways in which being pregnant or having a newborn gets you attention from others. Are you prepared for this cute, cuddly infant to become a screaming two-year-old?

If you continue your education by going to college, will you have the energy to work and care for a child who totally depends on you for all its physical and emotional needs?

How does the baby's mother and father's relationship change when the baby is born? Can you handle this alone if suddenly the other parent decides he/she "isn't ready" for the responsibility?

Are you patient enough to deal with the noise and the confusion and the 24-hour-a-day responsibility? What kind of time and space do you need for yourself? How would you handle long bouts of crying or being followed around constantly all day with no break?

What do you do when you get angry or upset? Your child just spilled a gallon of apple juice all over the floor after being told 15 times before not to get food out of the refrigerator on her own. How would you react? How would you avoid taking things out on a child if you lost your temper?



My Responsibilities Right Now	Responsibilities Parents Have

