

**UNIT:** Responsibilities Related to the Child

**LESSON:** Parenting Responsibilities  
**TIME:** 1-2 days

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**COMPETENCIES:**

1. Identify the responsibilities of society to children. (Option 8)
2. Evaluate factors to consider to determine personal preparedness for parenthood (i.e., biological, social, emotional, financial, educational). (Options 3, 4, 5, 6, 7, 8, 9, 10, and 11)
3. Discuss how parenting skills are learned. (Options 3, 4, 5, 6, 8, and 11)
4. Evaluate the rights of children and parents. (Options 2, 6, and 8)

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**OVERVIEW/SUMMARY:**

There are many responsibilities related to caring for children. Many times, we see only the fun and positive outings, parties, and happy moments adults spend with children. There are also teaching moments that are very difficult. It is vital to learn how to handle the more difficult aspects of dealing with children, as well as learning how to positively reinforce them.

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**MOTIVATOR:**

Show the students the short clip from "Mary Poppins" where the children have written an advertisement for a nanny. Discuss the pros and cons of the children's ad.

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**LESSON OPTIONS/SUPPLIES:**

**OPTION 1**

**BOOK:** Is Your Mama A Llama, Wierd Parents, Five Minutes Peace, or The Trouble With Mom.

**JOURNAL ENTRY:** My favorite family tradition.

**OPTION 2--Competency 4--CDA III--SELF**

**A CHILD'S BILL OF RIGHTS:** Using the transparency "A Child's Bill of Rights," have the students unscramble the sentences. As each sentence is unscrambled, discuss each section with the students, allowing the students to share their ideas. Have the students write a want ad describing the qualities a child might look for in a parent. Students should write the ad as if it were to be placed in a newspaper. The roles should then be reversed. Have the students identify the parents' bill of rights and what parents might be looking for in a child. Hopefully, students will see that both parents and children basically want the same things: fairness, dependability, someone to confide in, etc. You may wish to complete this assignment in small groups rather than as individuals.

**OPTION 3--Competencies 2 and 3**

**INTERVIEWS:** Have the students interview parents and grandparents. Use the worksheet, "Parents and Grandparents Interview." Please note that the students do not interview couples. It will be more interesting if they interview a female from one relationship and a male from a different relationship. You may wish to assign students to interview a variety of family types: children under 5, children ages 6-18, no children at home, grandparents, parents with adult children that have moved back home, etc. When they complete the assignment, discuss a column that Ann Landers published. The column was the result of an informal survey of parents. Over half said they would not become parents if they had it to do over again. Discuss the findings of the students' survey. Divide the parents' responses into groups according to their ages: 15-20, 21-30, 31-40, 41-50, 51-60, 60+. Discuss how many in each group thought they were too old or too young to be parents. Students receive 10 points for each parent/grandparent interviewed.

**OPTION 4--Competencies 2 and 3**

**A DAY IN THE LIFE OF A PARENT/GRANDPARENT:** Have students interview a parent and a grandparent using the guide sheet, "A Day In the Life of A Parent/Grandparent." Discuss how parenting is a full-time job that never ends once a child is born. Parents must be very unselfish people.

**OPTION 5--Competencies 2 and 3**

**GUEST SPEAKERS:** Have a new parent come to class and share how having a baby has changed his/her life.

**OPTION 6--Competencies 2, 3, and 4**

**PANEL:** Have a panel of parents answer questions and share their views on how parenting has affected their lives. Panel members should include a single parent, a working parent, a dual-earner family, a stay-at-home parent, and a grandparent who has primary care of a grandchild. Have students prepare questions prior to listening to the panel. You may wish to use a question box, or have them write down their own questions. Either way the class must be prepared in order for the panel to be a success.

**OPTION 7--Competency 2**

**COMPARING PARENTING TO OTHER CAREERS:** Have the students complete the "Comparing Parenting to Other Careers" worksheet. Have students interview people in various jobs: teacher, airline worker, truck driver, banker, medical person, sales, athlete, etc. **CAUTION:** This assignment can make parenting look like an unrewarding job. Be sure to stress the positives of parenting. Discuss how raising a healthy child is more than a full-time job and the pay is not monetary. You may wish to use the transparency "PARENTING AS A CAREER" to review the information with the students.

**OPTION 8--Competency 1**

**FAMILY LEAVE POLICY:** Discuss the term maternity leave and paternity leave. Discuss how many businesses now provide much better benefits for working parents. Provide a list of local businesses and assign students to visit or call each employer and complete the maternity/paternity leave policy worksheet. Discuss the students' findings as a class when they are finished with the assignments. You may also want to discuss the new 1993 Federal Family Leave Policy and why it was written and why it was passed. (Rural communities may want to just discuss some of the policies of local businesses instead of trying to complete the student worksheet.) See information sheet "Maternity/Paternity Leave."

**OPTION 9--Competency 2--CDA V**

**TIME SURVEY:** After discussing the responsibilities of parenting, have the students complete the "Your Present Time and Responsibility Survey." Compute the results on the overhead "The Times of My Life." It would be very interesting to the students to have parents of different ages and stages of life complete this chart and then to share the results with the class.

**OPTION 10--Competency 2**

**WOULD I MAKE A GOOD PARENT?** Have students complete the worksheet "Would I Make A Good Parent?" Discuss the results with the class.

**OPTION 11--Competency 2**

**IS PARENTING FOR ME?** Divide the class into five groups. Have each group discuss all of the situations found on the "Is Parenting for Me?" information sheet. Assign each group a specific situation to discuss with the class. Class members should feel free to add their ideas as each group presents their decision to the class.