
LEARNING ACTIVITIES/TEACHING STRATEGIES:

1. Analyze why teenagers are not ready for parenthood.**1-1 Developmental Task Review**

Review Havighurst's Developmental Tasks (page I-A-25 and I-A-26) with the class and assess those tasks that teens should be developing at this stage in their lives. Throughout the discussion, lead the students to the conclusion that teenage years are not the years to be having children, but truly are their years to finish growing so adulthood can be achieved successfully.

1-2 Flour Sack Babies

As part of this topic, have the students go through the **Flour Sack Babies** activity as described on pages IV-D-7 through IV-D-20. Upon completion, have the students analyze their own personal readiness for the responsibilities of parenthood during the teen years.

Note: This activity has a lot of variables that can be adapted, changed, added, or deleted to meet a variety of purposes. What is presented in this curriculum are suggested guidelines, but each teacher will need to customize the activity to meet his/her specific purposes. It is most effective when used as the springboard for the remainder of the activities in this topic.

1-3 Teen Parent Stories

Read the stories of teen parents on pages IV-D-21 through IV-D-25 to the students and discuss each of the situations with the class following the story. The questions provided on page IV-D-26 may serve as a guide for the discussion:

2. Explore the dynamics of child abuse, including:

- a. Define the term *child abuse*.
- b. Specify types of child abuse.
- c. Examine factors that lead to child abuse.
- d. Identify sources of help for parents and/or children.
- e. Assess ways child abuse can be prevented.

2-1 Teen Parents and Child Abuse

Using the teacher background information, **TEEN PARENTS AND CHILD ABUSE**, on pages IV-D-27 and IV-D-28 as a guide, present the various aspects of child abuse to the students and have the students complete the student activity guide, **TEEN PARENTS AND CHILD ABUSE** (page IV-D-30). Focus on the frustrations teen parents encounter and why it is so difficult for them to be effective parents.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

CHILD ABUSE: Any mistreatment or neglect of a child that results in emotional or physical harm or injury.

(The pattern for an overhead transparency or small poster of this definition is provided on page IV-D-29.)

2-2 Guest Speaker from the Department of Social Services

Contact the Department of Social Services and have a social worker come and talk about ways that child abuse can be prevented. The teacher can also add some comments from experience relevant to:

- Being prepared for parenthood
- Having the financial resources available to support the baby and family
- Having the educational background necessary to earn enough money to support the baby and meet family needs
- Being responsible for oneself, to others, etc.

3. Identify the demands and responsibilities that come with parenting.

3-1 Teen Parent Panel

Contact a teen parent program in your community. Ask a panel of teen parents to talk to the class about the problems associated with teen parenting.

Note: Teachers need to prepare their students that the teen parents have to save face when they come as guests like this and are sometimes reluctant to honestly reveal things as they are. Older teen parents are generally better guests and can be more objective.

3-2 Parenting Demands and Responsibilities Discussion

Break the class into groups and have the students brainstorm and list some of the demands and responsibilities that come with parenting. The teacher should tie this activity into the Flour Sack Babies experience the students are doing or have just completed. Then bring the groups back together and compile a collective list on a large sheet of butcher paper. The teacher may want to give some type of small reward to the group that lists the most things.

3-3 Could You Make It On Your Own?

Pose the following question to the class: "Could you make it on your own?" Assign various students to find out how much rent would be a month, electricity, gas, phone, transportation, insurance, food, diapers, laundry, personal necessities, etc. and bring the information back to class to share. Have all of the stu-

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

dents complete the student activity guide, **COULD YOU MAKE IT ON YOUR OWN?**, on page IV-D-32 as the information is gathered and shared.

Note: This assignment is not meant to be all inclusive, but is designed to be a reality check and eye opener for the students. The purpose is simply to help them recognize how unprepared they are to make it on their own.

Resources:**Books:**

About Preventing Child Abuse, A Scriptographic Booklet, Channing L. Bete Co., Inc. South Deerfield, MA 01373. 1-800-628-7733.

About Preventing Child Sexual Abuse, A Scriptographic Booklet, Channing L. Bete Co., Inc. South Deerfield, MA 01373. 1-800-628-7733.

Curriculum:

Positive Parenting-A Curriculum For The Prevention of Child Abuse. Chris Moore, 10843 S. 2430 W., South Jordan, UT 84095.

Videos:

Birth Defects Too Late to Change. 1988. 8 min. NASCO, 901 Janesville Ave., Fort Atkinson, WI 53538, 1-800-558-9595. Catalog Item No. WA10751H.

Teenagers and Tough Decisions. 55 min. Cambridge Educational, P.O.Box 2153-Dept. H118, Charleston WV 25328-2156. 1-800-468-4227.

