

# Grade 9

## Responsibilities of Parenting



### Learner Outcomes

**W-9.13** *Identify and describe the responsibilities and resources associated with pregnancy and parenting*

### Classroom Activities & Timing

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- A. Ground Rules (5-10 minutes)
- B. Babysitting and Parenting (30-45 minutes)
- C. Question Box (5-10 minutes)

### Required Materials

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[SLIDE](#): Now Hiring

HANDOUT: My Daily Life

Flipchart paper

### Background Information for Teachers

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The goal of this lesson is to talk about parenting in a way that encourages students to think carefully about the reality of having a baby and becoming a parent, without shaming teen parents. While having a child as a teen can be a challenging experience, many people make it work. Students in the class may be the child of teen parents, or have friends or family members who had a child as a teen. For others, their culture may expect childbearing to begin in the teenage years. It is important to discuss teen pregnancy as a life changing event that can have consequences for future relationships, study and career options.

Talking about the responsibilities of parenting can be one step in the evolving decision-making processes for teens about sexual activity, abstinence, consent and birth control. By focusing on the skills and resources required to be a parent, the goal is to encourage thoughtful

decision making and increase the capacity of students who do have eventually have their own children.

### **Inclusive Language**

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to include all students, including those with diverse gender identities and sexual orientations. This includes the use of ‘they’ as a singular gender-neutral pronoun.

A person’s sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female, or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person’s internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For others, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term ‘trans’ is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

## **A. Ground Rules**

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*Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.*

## **B. Babysitting and Parenting**

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*Students increase their understanding and awareness of the responsibilities and challenges of raising a child.*

1. Ask students if they ever babysit or have looked after a younger sibling. Ask those who have to share their experiences. The students will probably want to tell their own stories, but ensure that they also discuss some of the basics of childcare. Questions you might ask include:
  - What time of day do you usually babysit?
  - How many children do you look after? How old are they?
  - Are the children already fed? If not, what do you make for them to eat?

*Students may think that parenting stops or at least becomes easier, as the child gets older. However each stage of life includes a different set of responsibilities for parents.*

- How long do you babysit? Do you have to put them to bed? Do you give them a bath?
- What kind of things do you do with them for fun?
- What are the responsibilities of a babysitter?

2. Show the class the **Now Hiring** ad from the [Grade 9 Diagrams PowerPoint](#).
3. Ask the class to share any ways parenting is different from babysitting.
4. Give each person a **My Daily Life** handout, and ask them to fill in the first page with a typical Saturday. Remind them to include eating, personal care like showering or putting on makeup, homework, extra-curricular activities, time with friends, time on social media or gaming, and sleeping.
5. Now ask them to fill in the second page, which contains typical baby care activities that they must do. In the spaces remaining, they must find time to eat, sleep, and shower. Then they must decide what other activities they have time for and want to do.
6. Divide the class into small groups. Give each person time to share their second schedule with their small group and share how they felt about what they did and did not have time for in a day.
7. Share the following points with the class.
  - Every child is different and schedules may change from one week to the next as the baby grows.
  - The daily activities do not only consist of playing with and dressing the baby. Babies need special attention which is not always fun. Babies need feeding and diaper changes 6-12 times per day. They wake frequently at night and need to be comforted to get back to sleep. Some babies frequently cry and for no reason, that is clear to the caregiver.
  - A baby is a very real and serious consequence of having sex.
  - Both parents are equally responsible for raising their child and legally responsible for supporting this child until they are an adult. Unfortunately, a teen mother is likely to raise a child alone as many couples do not parent their child together.
  - Teen parents may face many challenges including lack of support from family and friends and may have a higher risk of experiencing depression.
  - Many factors can reduce the chances of becoming a teenage parent including having goals you don't want to give up (such as a career,

*If time permits, the class can brainstorm and discuss what the responsibilities are of raising a one year old, two year old, three year old, etc.*

desire to travel), talking with parents, resisting peer pressure, choosing not to have sex or using birth control consistently and correctly.

8. Ask the class to brainstorm a list of “The Responsibilities of Being a Parent”. Write their answers on the board.
9. Give the students these 4 categories, and ask them to think of any other responsibilities that might fit into each one. Point out that most of their answers probably came from the “basic needs” category, but that the other categories are equally important. Some suggested answers follow each category.

#### **Be able to provide for basic needs**

- Food, clothing, shelter, transportation, child care, toys, medicine, school, etc.

#### **Be healthy**

- To provide a safe and healthy environment, parents need to be healthy emotionally, physically, and have healthy relationships.
- The parents model healthy relationships and communication for their child.

#### **Have supports**

- Family, friends, community, church, school, government, health system, etc., can all help support families.
- The saying “It takes a village to raise a child” is still used because it is true.

#### **Have knowledge and be able to apply it**

- Each child is different and changes over time, so parents must always learn how to care for their child properly.
- What are the child’s physical, emotional, medical, developmental, and social needs at their current age?
- What parenting strategies will help meet this child’s needs right now?

10. Conclude the activity with the following questions:
  - On a scale of one to ten (ten being a lot and one being nothing), how much do you know about childcare?
  - Do you feel ready to take care of a child, possibly by yourself?
  - What would you have to give up in order to take care of a child?
  - How are parents able to pursue their own interests while parenting? Encourage students to appreciate the need for support systems in family, friends and the community.

*This lesson focuses on the responsibilities of parenting. Teachers may also lead a class discussion about the responsibility of carrying a pregnancy (i.e. receiving prenatal care early in the pregnancy, avoiding drugs, alcohol and smoking, eating a nutritious diet and getting exercise).*

## C. Question Box

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Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

## Self-Reflection

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During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

## Student Assessment

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During the lesson, did students:

### Knowledge:

- identify skills and characteristics needed for parenting?
- identify the responsibilities of parenting?

### Skills:

- exemplify appropriate listening and speaking skills during class discussion?

### Attitudes:

- recognize that parenting is a challenging, full-time commitment?

# My Daily Life

1. Fill in the chart below with your activities on a typical Saturday. Remember to include the time you spend eating, on personal care like showering or putting on makeup, homework, extra-curricular activities, time with friends, time on social media or gaming, and sleeping. You can write up to 3 things per square.

<b>1 am</b>	<b>2 am</b>	<b>3 am</b>	<b>4 am</b>	<b>5 am</b>	<b>6 am</b>
<b>7 am</b>	<b>8 am</b>	<b>9 am</b>	<b>10 am</b>	<b>11 am</b>	<b>Noon</b>
<b>1 pm</b>	<b>2 pm</b>	<b>3 pm</b>	<b>4 pm</b>	<b>5 pm</b>	<b>6 pm</b>
<b>7 pm</b>	<b>8 pm</b>	<b>9 pm</b>	<b>10 pm</b>	<b>11 pm</b>	<b>Midnight</b>

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

- Now fill in your own activities on this chart, which includes some of the activities required to look after a 6 month old baby. Grey squares are full, and you cannot add any additional activities.
- Answer the questions at the bottom.

<b>1 am</b>	<b>2 am</b> Feed and change baby's diaper, rock back to sleep	<b>3 am</b>	<b>4 am</b>	<b>5 am</b> Feed and change baby's diaper, rock back to sleep	<b>6 am</b>
<b>7 am</b> Feed and change baby's diaper, play with baby	<b>8 am</b> Get baby dressed	<b>9 am</b> Feed and change baby's diaper, play with baby	<b>10 am</b> Play with baby	<b>11 am</b> Do baby's laundry	<b>Noon</b> Feed and change baby's diaper, put down for afternoon nap
<b>1 pm</b>	<b>2 pm</b>	<b>3 pm</b> Feed and change baby's diaper, change dirty clothes	<b>4 pm</b> Play with baby	<b>5 pm</b> Feed and change baby's diaper, comfort crying baby	<b>6 pm</b> Comfort crying baby
<b>7 pm</b> Give baby a bath, dress for bed, read stories	<b>8 pm</b> Feed and change baby's diaper, rock to sleep	<b>9 pm</b>	<b>10 pm</b>	<b>11 pm</b> Feed and change baby's diaper, rock back to sleep	<b>Midnight</b>

What do you no longer have time for?

How did you decide which activities to keep and which to leave off the chart?

Does it seem like having a baby would greatly change your daily life?

How could someone complete all the activities they want to and still parent?

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