

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

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

Required Materials

SLIDE: Now Hiring

HANDOUT: My Daily Life

Flipchart paper

Background Information for Teachers

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. 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

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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, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

A. Ground Rules

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

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

1. Ask students if they have ever babysat or 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 baby-sit?
 - 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?
 - How long do you baby-sit? Do you have to put them to bed? Do you give them a bath?

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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.

- What kind of things do you do with them for fun?
- What are the responsibilities of a babysitter?

2. Now 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 that 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 cry frequently and for no reason that is clear to the caregiver.
 - A baby is a very real and serious consequence of having sexual intercourse.
 - 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 on her own as many teen 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, desire to travel), talking with parents, resisting peer pressure, abstaining from sex or using birth control consistently and correctly.

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.

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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 need to always be learning 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

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

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

Self-Reflection

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

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

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.

1 am	2 am	3 am	4 am	5 am	6 am
7 am	8 am	9 am	10 am	11 am	Noon
1 pm	2 pm	3 pm	4 pm	5 pm	6 pm
7 pm	8 pm	9 pm	10 pm	11 pm	Midnight

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. Then answer the questions at the bottom.

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

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 change your daily life very much?

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