

Responsibilities of Pregnancy and Parenting

Lesson 1

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LEARNER OUTCOME¹ W-9.13:

Identify and describe the responsibilities and resources associated with pregnancy and parenting.



MATERIALS:

1. OVERHEAD: [Babysitter Wanted](#)
2. Newsprint and pens



INTRODUCTION:

The first step towards a pregnancy should be making the decision to have a child. The decision-making process will include an assessment of parenting skills, understanding the day-to-day responsibilities of raising a child, financial burdens and support from family and friends. Taking care of a baby is hard for anyone, regardless of their age, but teen parents may have a more difficult time with finances, parenting skills, and future job and educational plans. The aim of this lesson is to highlight these factors and impress upon teens the dramatic changes a baby/child would bring to their lives.



APPROACHES/STRATEGIES:

NOTES:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. Babysitter Wanted

Students increase their understanding and awareness of the difficulties and complexities of raising a child.

1. Display overhead [Babysitter Wanted](#). Ask students to discuss what this means.
2. 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

(5-15 min)

(20-30 min)



Explain that this activity will examine the difference between the role of a babysitter and a parent. Babysitting is temporary, but parents are legally responsible for their child until their child is an adult.

horror 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 them to eat?
- How long do you baby-sit? Do you have to put them to bed? Bath?
- What kind of things do you do with them for fun?
- What are the responsibilities of a babysitter?

3. Divide the class into small groups. Ask each group to devise a daily schedule for looking after a six-month old baby and record the schedule on newsprint. Start from the time the child wakes up until the child goes to sleep at night.

The schedule might include the following:

- Morning - get up when baby wakes up (maybe 5:00 a.m.), change diaper, change clothes, feed baby, etc.
- Mid-morning – feed baby again, play, tend to crying baby, etc. The baby may cry for long periods of time for unknown reasons. The parent needs to care for the child during this time.
- Afternoon - nap, change diaper, wash, etc.
- Mid-afternoon – feed baby, change diaper, play, etc.
- Night – change diaper, feed baby, rock baby, console baby. Babies often do not sleep through the entire night, especially when they are very young. In fact, they may wake up crying several times throughout the night.

4. Ask each group to display their schedule. Point out that each and every child is different and schedules may change from one week to the next as the baby grows. It is important for students to understand that daily activities do not only consist of playing with and dressing the baby. Babies need



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



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).

special attention that is not always fun. For example, breastfeeding is a wonderful way to be close to your child, but it is not always easy or convenient to do so. As well, some babies cry frequently and for no reason that is apparent to the caregiver.

It is important for students to recognize that there are many different kinds of responsibilities associated with raising a baby. Some responsibilities include: washing laundry; changing the crib sheets; immunizations; regular check ups; etc.

5. 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?
- Is there time in your day to take care of a child?
- What would you have to give up in order to take care of a child?

C. Examining Responsibilities

Students think about how life would change if parenthood became a reality.

1. Ask students to make a list of how they spend their time each day and how much time they spend doing each activity. It might be helpful to have students list the hours of the day so that they do not forget any activities or free time periods. After students are finished, have them share their lists with the class. Students' lists may include school, eating, sports, sleeping, extracurricular activities, watching TV, reading, talking on the phone, working, hanging out with friends, going to movies, etc. Ensure that students calculate how much time they spend daily and weekly on homework.
2. Ask students who have part-time jobs, baby-sit, or do chores at home, to share how much time they spend working each week. Discuss how the students feel about spending their "free time" outside of school at a job. Discuss the responsibilities of having a job (i.e. getting to work on time).



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

(15-20 min)

3. Ask students to brainstorm the responsibilities involved with being a parent. List the suggestions on the board. Once again, cover all 24 hours of the day so that students understand the effect of caring for a baby. Teachers can assist the class with coming up with the responsibilities, if any have been missed. Ask students who have babysitting experience to share some stories or their opinions on the work involved. Remind the class that babysitting is only a temporary job.
4. Now have the students compare and combine the two lists of responsibilities. Once again, list the hours of the day and the jobs that need to be completed. When the comparison is made between the teen's and parent's responsibilities, have the students circle the activities that are mandatory (feeding the baby, bathing the baby) and star those that are optional (hanging out with friends, sports). Discuss what they would have to sacrifice if they had a baby as a teen.
5. Conclude the activity by highlighting the following points:
 - 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 s/he becomes an adult. Unfortunately, however, a teen mother is likely to raise a child on her own.
 - Teen parents face many challenges including lack of support from family and friends, having to give the baby up and depression.
 - Many factors can reduce the chances of becoming a teenage parent including having goals you don't want to give up, talking with parents, resisting peer pressure, abstaining from sex, or using birth control consistently and correctly.



Teachers may want to list the activities mentioned on the chalkboard.



QUESTION BOX:

Introduce the question box. You could have students fill out questions every lesson, or have students begin to think about questions that they might ask next lesson.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson with other groups?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Identify skills and characteristics needed for parenting?
 - Outline the importance of learning about 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?
 - Recognize the importance of using abstinence or a birth control method to prevent pregnancy?

¹ Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://www.education.alberta.ca/media/352993/pos.pdf>