

Parenting Basics

Media Type: Video

Duration: 46 minutes

Goal: To discuss the impact of having children, the responsibilities of parenting and parenting strategies and tactics.

Description: Parenting is a challenging, but rewarding responsibility. This presentation explains the responsibilities associated with parenting and discusses strategies for fulfilling those responsibilities. Skills necessary for effective parenting are described and the four basic parenting styles are analyzed. Additionally, the impact a child has on a parent and family is summarized.

Objectives:

1. To explain the legal and moral responsibilities associated with parenting.
2. To discuss strategies for fulfilling parenting responsibilities.
3. To describe skills necessary for effective parenting.
4. To analyze the four basic parenting styles.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Parenting Basics



College & Career Readiness Anchor Standards for Writing

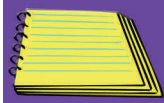
Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Human Services Career Cluster (HU)

Cluster	Standard
	Evaluate the role of the family, community and human services in society and the economy.
	Explain how human development principles enhance the wellbeing of individuals and families.
Early Childhood Development & Services Career Pathway (HU-EC)	Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
	Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
	Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
Family & Community Services Career Pathway (HU-FAM)	Identify community resources to provide family and community services.
	Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.

Parenting Basics



Lesson Plan

Class 1: Begin with a class discussion by asking students how they define a parent's responsibilities. Pass out the *Parenting Basics Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show *Parenting Basics - Responsibilities*. Follow the segment with its *Assessment*. Introduce the *Rights & Responsibilities Project* and allow students to begin working.



Video
18 min.

Class 2: Begin with a class discussion by asking students what skills they think would be beneficial for effective parenting. Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Parenting Basics - Necessary Skills*. Follow the segment with its *Assessment*. Introduce the *Interview a Parent Project* and allow students to begin brainstorming for it.



Video
8 min.

Class 3: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Parenting Basics - Styles*. Follow the segment with its *Assessment*. Have students get into groups to complete the *Parenting Styles Activity*.



Video
7 min.

Class 4: Allow students a few minutes to get with their *Parenting Styles Activity* groups to get ready for presentations. Have students give their *Parenting Styles Activity* presentations. Encourage questions and class discussion after each presentation.

Class 5: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Parenting Basics - Changes to Expect*. Follow the segment with its *Assessment*. Introduce the *Support Systems Project* and allow students to begin working.



Video
13 min.

Class 6: Allow the entire class period for students to finish their *Projects*.

Class 7: Administer the *Parenting Basics Final Assessment*. Encourage students to discuss what they learned through each of the *Projects*. Facilitate a class discussion by asking students how the lesson has changed their view of parenthood.



Lesson Links

USA.gov: Parenting Resources

- <http://www.usa.gov/Topics/Parents.shtml>

Parenting

- <http://www.parenting.com/>

PBS parents

- <http://www.pbs.org/parents>



Career & Technical Student Organizations

FCCLA

- Early Childhood Education
- Focus on Children

SkillsUSA

- Early Childhood Education
- First Aid/CPR



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50506, Stephanie Pepper, Family Services Director, Marco Island YMCA
- Kandice Kelly, National Director and Founder, The Girls Self-Esteem Program
- Judith Wilkins, Ph.D., Marriage & Family Therapist

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Lab Activity

Parenting Styles

Directions:

The class should be divided into four groups and each group should be assigned one of the four parenting styles discussed in the presentation: Uninvolved; Authoritarian; Permissive and Authoritative. Groups should research characteristics of the parenting style and ways the style can influence a child's development. Each group should create a short Microsoft® PowerPoint® about their parenting style and give a short presentation to teach their classmates about the parenting style.



Projects

Rights & Responsibilities

Directions:

Students will research federal and state parental rights and responsibilities. They should also consider what moral responsibilities they believe parents have. They will write a paper at least three pages in length which discusses their findings and opinions. They should document their sources according to your instruction. After completing the *Project*, students should be prepared to share insights with the class. For more details concerning requirements, see the *Rights & Responsibilities Project* handout.

Interview a Parent

Directions:

Students will find a parent who is not their own and will arrange to interview the parent. Students will be provided with three interview questions on the *Interview a Parent Project* handout, but they should also develop five questions of their own. Instruct students to record the interview or take extensive notes. After the interview, they should answer the student questions on the *Interview a Parent Project* handout. Students should turn in the interview questions they developed, any interview notes, and the answered student questions.

Support Systems

Directions:

Working in groups of three, students will research support systems available to parents in your area. They should consider government resources, businesses and nonprofit organizations. Using the research they gather, they will create a brochure for parents and expectant parents which describes at least three resources providing information and support. The brochure can also include information about why it is important for parents to have support systems available to them. Brochures should be informational and visually appealing.