

# Reproduction, Day 3: Parenthood

Special Education: Secondary, Lesson #21

## Student Learning Objectives:

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To be able to...

1. Explain that pregnancy is the result of intercourse and conception, and that parenthood is the result of pregnancy and giving birth.
2. Identify pros and cons of being a parent.
3. Identify five responsibilities of parenthood.

## Materials Needed:

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Parenthood Transparency  
Catalogues with baby equipment sections.

## Agenda:

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1. Review sequence
2. Identifying pros & cons
3. Identifying responsibilities
4. Equipment and supplies
5. What do parents do?
6. Personal thoughts
7. Optional additional activities

Becoming a parent is not a decision to be made lightly. Parenthood has a profound impact on people's lives, and is not for everyone. Many people choose other ways to have a relationship with a child (niece or nephew, neighbor, friend's baby), options that involve much of the love and little of the responsibility.

For some of your students, this lesson will bring them "down to earth" regarding the responsibilities of parenthood. The idea of becoming a parent may be romanticized, and it is critical for your students to understand some of the realities of the responsibilities involved. This is not to suggest that some of your students won't someday become parents. Just that it ought to be a carefully considered, well-informed, conscious choice.

### Activities:

**"What happens after a baby is born?"**

#### 1. Review Sequence

- A. Introduce today's lesson by projecting the transparency of the reproduction sequence which ends with parenthood. Ask students to read the names of the events and discuss each one a little for review purposes. Tell the class what each word means.
- B. Point to the parenthood shape and tell students *"Today we are going to talk about what happens after a baby is born. We're going to talk about parenthood."*

**Project the transparency of the baby.**

#### 2. Identifying Pros and Cons

- A. Ask students to tell you things they think would be positive or good about having a baby - becoming a parent. Write their ideas on the blackboard. Be sure to include:
  - loving another person
  - watching someone grow
  - someone to cuddle and hold
  - seeing yourself in another person (heredity)
- B. Ask students to tell you things they think would be negative or bad or hard about having a baby - becoming a parent. Write their ideas on the blackboard. Be sure to include:
  - costs money - food, clothing, entertainment, toys, doctor bills, education, babysitters
  - sleep deprivation
  - dirty diapers
  - spitting up
  - constant responsibility
  - crying and fussing
  - needing to help them with their homework
  - not being able to go places without the child
  - having to watch someone you love learn from hurts and mistakes

**Ask students to identify one good thing and one bad thing about being a parent.**

#### 3. Identifying Responsibilities

- A. Discuss that becoming a parent is a major life change. Things are never the same again. Before parenthood

**“What do parents have to do?”**

- people are really only responsible for themselves. But once you are a parent, you are responsible for a child who is completely dependent on you.
- B. Brainstorm a list of responsibilities.  
**Be sure to include:**
- food
  - shelter
  - clothing
  - medical care
  - education
  - transportation
  - love
  - help child to build self esteem
  - protection

**“What do parents have to get for their babies?”**

**Students can select items from a collection of pictures.**

- 4. Equipment & Supplies**
- A. Divide the class into small groups of three. Give each group a copy of a catalogue with baby equipment in it. For each group, appoint a treasurer, a secretary and a purchaser.
- B. The secretary will write down everything the group members think a baby would need. Have students keep in mind the following categories:
- feeding equipment - chair, bottles, dishes, etc.
  - sleeping equipment - crib, blankets, sheets, mattress
  - clothing - T-shirts, sleepers, coats, booties
  - diapers - cloth or disposable
  - transportation - car seat
  - entertainment - toys and books
  - playpen
  - toileting supplies - diapers and wipes
  - safety items - gates, outlet covers, etc.
- If items are missing from the original list, help to make them more complete.
- C. Once a list of necessary items has been brainstormed by the group, have the purchaser look up each item in the catalogue and read out the price.
- D. The treasurer will then write down all the prices and add them up.
- E. Allow 15 minutes or so for this process. Then have students report back to the total group on the “bottom line”. Discuss the fact that many expenses are involved in having and caring for a new baby. Point out that prenatal care and hospital delivery of a baby also is very expensive. Ask students to think about who will pay for these costs. How long might it take to earn this much money?

**5. What do parents do?**

- A. Discuss with students that parents have to provide lots of

**“What do parents need to know how to do?”**

things for their children. They also need to know how to do lots of things.

Things like:

- how to fix a burned finger
  - when to call a doctor
  - how to help a child learn to read
  - when to put the baby to bed
  - how to buy clothes for a child
  - what to do to protect the child from danger
- B. Ask students to brainstorm other things parents have to know how to do in order to take care of their children

**6. Personal Thoughts**

- A. Ask students to think about and share with the group (optional) one thing they like about children.
- B. Ask students to think about and share with the group (optional) one thing they don't like about children.

**7. Optional Additional Activities**

- A. Parent Panel. Invite several parents to visit your class and bring their babies. Students will have an opportunity to find out through questioning, about parenting responsibilities. Some prompter questions:
- How many diapers do you use in a day?
  - How often does the baby need to eat?
  - Does the baby sleep through the night? Did he/she always?
- B. Arrange for supervised baby-sitting opportunities (in a day-care center or a home)
- C. Play a 45 minute tape of a baby crying during this class
- D. Have students interview for the “job” of parent

# Dear Trusted Adult,

In class we talked about parenthood. The lesson focused on the many responsibilities, expenses and the amount of work involved in raising a child.

You can support today's learning by:

- Discussing with the student positive ways in which life changed for his/her family when he/she was born.
- Discussing your honest feelings about parenthood.
- Ask the student if they have ever thought about being a parent? Point out that there are many ways to have a meaningful relationship with children - parenting one yourself is only one of those ways. And some people are not particularly interested in having relationships with children - everyone is different. That's as it should be.

Thus, we suggest trying to convey two seemingly opposite attitudes that are, in fact, quite compatible.

First - "I am very glad you were born. Parenting can be a very rewarding job".

Second - "Some people are very happy and fulfilled without having children. Not everyone has to be a parent."

If you have any questions or comments, please call me.

Sincerely,

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Teacher, Principal or Nurse

**NOTE: All Trusted Adult Exercises are Optional.**

# Parenthood Transparency

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**1. Deciding to have a baby**



**2. Sexual Intercourse**



**3. Fertilization**



**4. Pregnancy**



**5. Birth**



**6. Parenthood**

