

CHAPTER 15 ACTIVITY PLAN: UNDERSTANDING PARENTING

Objective: Students will describe the roles and responsibilities of parenting.

Teaching Activity

1 After reading the chapter, have the students work in small groups to develop a preparenting test. This test should include things that adults should know and be able to do before they have children. Examples might include knowledge of child development and ability to provide financially for a family. If they need assistance, encourage students to ask their parents or other parents they know for input.

Accommodations & Modifications

- ◆ Provide a list of things adults must learn before they become parents. (BD, EBD, ED, ELL, LD, SLD, TBI)
- ◆ Invite a birthing or parenting instructor to talk to the students about the types of information he or she provides to new parents. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Copy articles for new parents in magazines and books and highlight important information. (BD, EBD, ED, ELL, LD, MR, SLD, TBI)

Teaching Activity

2 Invite a child care consultant from the local Child Care Resources and Referral (CCRR) agency to the classroom to share information about the agency's services. Ask the speaker to discuss workplace issues related to quality child care, family-friendly employers, and educational opportunities and resources for parents. To locate the CCRR nearest your community, use the National Association of Child Care Resource and Referral Agencies, which can be found at www.naccrra.net.

Accommodations & Modifications

- ◆ Provide preferential seating during the presentation. (ADD, ADHD, BD, EBD, ED, HI, TBI, VI)
- ◆ Provide a list of questions for students to ask the speaker. (ADD, ADHD, ELL, LD, MR, SLD, TBI)
- ◆ Visit a CCRR office to gain more knowledge of the services offered. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)

Teaching Activity

3 Have students use the library to find several children's books that deal with topics parents may need to discuss with young children. Examples include death, loss of a pet, a family move, illness or disability, divorce, remarriage, and birth of a new sibling. Have each student select a book to read aloud in a small group. After each person has read, ask the students to discuss the effectiveness of the book in dealing with the issue, the age group the book targets, and the types of conversations parents might have with a child after they read the book.

Accommodations & Modifications

- ◆ Allow students to work with a peer to select a book. (ASD, ELL, FAS, MR, OHI, TBI)
- ◆ Provide appropriate children's books for students to select. (ADD, ADHD, ASD, ELL, FAS, MR, TBI)
- ◆ Provide books on audiotape. (ADD, ADHD, BD, EBD, ED, LD, VI)
- ◆ Enlist a sign language interpreter for oral reading and discussion. (HI)