

Topic: Human rights and responsibilities

Lesson: Parenting	KS or Year Group: Y9
Resources: <ol style="list-style-type: none"> 1. Resource 1 – Class debate 2. Resource 2 – Parenting 	Objectives: <ul style="list-style-type: none"> • Pupils understand that different citizens have different views about topical issues. • Pupils explore such views.

National Curriculum

Key Concepts: 1.1b, 1.2a

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d, 2.3d

Range and Content: 3i

Curriculum Opportunities: 4a, 4b, 4c

Lesson

Pupils discuss differing opinions about parenting within UK society. They also explore their own views.

In small groups, pupils are asked open-ended questions about parenting. They are then introduced to the viewpoints of ten characters. Within a class debate about parenting, each pupil role-plays one of these characters.

Starter

- Lesson objectives are shared with pupils.
- Pupils are given **Resource 1 – Class debate** and asked to form small groups. At least one member of each group should be a competent reader.
- Pupils spend five minutes discussing the questions. Using spaces Q to Z, they then add some additional questions about parenting to the sheet. They discuss these too.
- Volunteers are asked to give feedback about their discussions. Those who do so are praised.

Main activity

Activity 1:

- Pupils are given **Resource 2 – Parenting**. Volunteers read out the information.
- Each pupil is given a number from 1 to 10 and ‘becomes’ the corresponding character.
- It is explained that there will be a class debate within which pupils will role-play their characters. The questions from **Resource 1** will be used.
- Pupils are given ten minutes to prepare for the debate. They might wish to make notes or practise speaking ‘in role’.

Activity 2:

- Pupils bring their resource sheets and chairs, and sit in a circle.
- Debate rules are reinforced (*e.g. only one character can speak at a time, eye contact should be given to each speaker, respectful language must be used*).
- The teacher asks the questions one at a time. When answering, pupils adopt the personas of their characters.
- After question P, pupils are given the opportunity to ask some of their own questions to the class.

Plenary

- Pupils are invited to comment upon the following questions:
 - How easy was it for you to empathise with your character? Explain.
 - With which character(s) do you agree the most?
 - Which pupils were particularly successful at role-playing their characters? What made them successful?
 - How well did the class conduct themselves in the debate? What could be improved another time in terms of debating skills?

Aim high

- During the starter, high-achieving pupils should volunteer to give feedback in front of the whole class.
- During the main activity, high-achieving pupils should ask some of their own questions to the class.
- During the plenary, high-achieving pupils should identify the high-achievers in the lesson.

Parenting

Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

Level 5:

- Pupils can discuss ways in which parents can have an impact upon their children.
- Pupils can give reasons for their opinions about parenting.

Level 6:

- Pupils are aware of the opinions that other pupils in their class have about parenting.
- Pupils can provide a persuasive case about what makes a good parent.

Level 7:

- Pupils can question the assumptions that other pupils in the class have about parenting.
- Pupils can explore the origins of other pupils' opinions about parenting.

Level 8:

- Pupils can make perceptive observations about ways in which the government and the media influence parenting.
- Pupils can ask challenging questions about the role that the government might play in the future in terms of parenting.

Check the web

www.parentlineplus.org.uk/support

Summary of key learning

- Pupils can demonstrate debating skills.
- Pupils can show empathy towards people whose views on parenting differ to their own.

Resource 1 – Class debate

A) Is there such a thing as a 'good parent'?
B) How much influence do parents have over children these days?
C) Does it matter what age a parent is?
D) Does it matter how many children someone has?
E) Is it important for parents to be wealthy?
F) Does it matter how many parents a child has?
G) Does a parent's sexuality have any relevance?
H) Should the Government offer more help to parents?
I) Should the Government bring in stricter rules about what parents are not allowed to do?
J) At the moment, parents are given money by the Government so that they can buy things for their children. Is this a good idea?
K) Should parents be allowed to talk to their children about God?
L) Should parents be allowed to home-educate their children?
M) Should parents be allowed to smoke?
N) Should parents smack their children?
O) Should parents choose what they feed their children?
P) Should parents let their children watch television?
Q)
R)
S)
T)
U)
V)
W)
X)
Y)
Z)

Resource 2 – Parenting

1. We think that married heterosexual couples make ideal parents. Having children is a gift from God. Parents should stay together for the sake of their children, even if they stop loving one another.

2. I think that a lot of parents in Britain need guidance rather than criticism. Pupils should have parenting classes from Year 9 upwards. All parents should also have to attend parenting classes until their children leave home.

3. I think that everyone has the right to parent their children in whichever way they choose. Schools and politicians should not interfere with parenting!

4. I think that at least one parent should stay at home with their children until the children start primary school. If you have children, then spend time with them!

5. I feel that people should only be allowed one child of their own. After that, if they want a bigger family, they should be expected to adopt or foster children.

6. I believe that the most important thing about good parenting is being financially stable. Every child should have a big house, foreign holidays and fashionable clothes.

7. I feel strongly that being a good parent is about teaching children to be healthy and active. Parents should not be allowed to let their children get overweight or unfit.

8. I believe that it is important to not have rules. Children should be allowed to watch horror films and smoke at home if they want to. If children are not allowed to make their own mistakes then they will never learn right from wrong.

9. I think that parenting should be illegal until people prove that they can be loving parents. If we have driving licences, then what about parenting licences? Parenting involves more responsibility than driving to the supermarket!

10. I feel strongly that everyone should have the right to be a parent. It doesn't matter about someone's sexuality or disability, or whether someone is a single parent.