

Unit 9: Parenting As a Team

Essential Question: What can be done to successfully balance personal, home, family and work lives?

Lesson Problems: How do parenting practices impact children? What role do parents have in the healthy development of children? What effects does society on parenting and children?

National FCS Standards

(Refer to: <http://nasafacs.org/national-standards--competencies.html>)

Content: 15.0 Parenting

Comprehensive Standard:

15.1 Analyze roles and responsibilities of parenting.

Competencies:

15.1.1 Analyze parenting roles across the life span.

15.1.2 Analyze expectations and responsibilities of parenting.

15.1.3 Analyze consequences of parenting practices to the individual, family, and society.

Comprehensive Standard:

15.2 Evaluate parenting practices that maximize human growth and development.

Competencies:

15.1.4 Analyze societal conditions that influence parenting across the life span.

15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2.1 Choose nurturing practices that support human growth and development.

Content: 5.0 Family Studies

Comprehensive Standard: 5.5 Analyze functions and expectations of various types of relationships.

Competencies:

5.5.1 Analyze processes for building and maintaining interpersonal relationships in families.

5.5.3 Evaluate processes for handling unhealthy relationships.

Comprehensive Standard: 5.6 Examine personal needs and characteristics and their effects on interpersonal relationships.

Competency: 5.6.1 Investigate the effects of personal characteristics and needs on family relationships.

Content: 12.0 Human Growth and Development

Comprehensive Standard: 12.4 Analyze functions and expectations of various types of relationships.

Competency: 12.4.1 Analyze processes for building and maintaining interpersonal relationships across the lifespan.

Kansas Family and Consumer Science Competencies

Content: Family Studies (22208/22218)

Benchmark: 5.2 Analyze roles and responsibilities of parenting.

Competencies:

- 5.2.1 Examine parenting roles across the life span.
- 5.2.2 Explain cultural differences in roles and responsibilities of parenting.
- 5.2.3 Examine the financial responsibilities of parenting.
- 5.2.4 Determine societal conditions that impact parenting across the life span.
- 5.2.5 Determine the effects of change and transitions over the life course.
- 5.2.6 Compare and contrast consequences of parenting relationships to the individual, family, and society.

Benchmark: 5.5 Analyze functions and expectations of various types of relationships.

Competencies:

- 5.5.1 Analyze processes for building and maintaining interpersonal relationships in families.
- 5.5.2 Examine physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.
- 5.5.3 Evaluate processes for handling unhealthy relationships.

Content: Human Growth and Development (45004/45014)

Benchmark: 12.4 Analyze functions and expectations of various types of relationships.

Competency:

- 12.4.1 Analyze processes for building and maintaining interpersonal relationships across the lifespan.

Benchmark: 12.5 Examine personal needs and characteristics and their effects on interpersonal relationships.

Competencies:

- 12.5.1 Investigate the effects of personal characteristics and needs on relationships throughout life.
- 12.5.2 Categorize the effects of life span events and conditions on relationships.

Basic Skills (red font/highlight): **Language Arts**, Math, Science, Social Studies

21st Century Process Skills (red font/highlight):

- Thinking & Problem Solving: **Critical Thinking, Problem Solving** (Flexibility), Creativity (Innovation)
- Information Literacy and Communication Skills: **Communication** (Media Literacy, Technology)
- Leadership and Collaboration: Leadership (Initiative), **Management** (Productivity), Goal Setting, Decision Making

Learning Objectives: The learner will:

- Analyze a family as the basic unit of society.
- Examine the functions that parenting fulfill throughout the life cycle.
- Identify the tasks of parenting.
- Explain how having a child affects all aspects of parents' lives and rewards of parenting.
- Evaluate advantages and disadvantages of different types of parenting.
- Describe the family roles as primary educator.
- Compare and contrast the U.S./American culture view of child rearing, family roles, and work issues with other countries and cultures.

Vocabulary:

Family Structures (Nuclear, Blended, Single-Parent, etc.)

Self-Doubt

Self-Esteem

Life-Cycle

Dialect

Parenting

Roles

Responsibilities

Parenting Styles

Instruction

Bell work (5 minutes)

(Post or project on the board as students enter the classroom.)

What things do parents want for their children?

What do children want from their parents?

What type of parent do you want to become?

Introduction (anticipatory set):

Teacher:

A. Unit Overview (5 min)

Review what the students will be doing. The unit will:

- Explain what parenting as a team means.
- Examine the concept of parents working together for the best interest of their children.
- Examine your attitudes toward marriage and healthy relationships.

- d) Analyze the Characteristics of Lasting Commitments.
- e) Conduct an interview with a married couple interview, and produce a display to share their answers.
- f) Consider skills necessary for maintaining successful marital and parental relationships.
- g) Analyze case studies and record positives and negatives about long term relationships.
- h) Role play a family situation that revolves around the needs of a child.

B. Introduction Activity: Newspaper Ads (20 minutes)

Begin by asking students to remember what it was like to be a small child. Share their memories with the class.

Ask students to pretend they are grandparents looking for the “ideal parents” for their grandchildren.

Distribute “WANTED: Parents” (Worksheet 9.1) asks students to think about what they would look for in the parents of their grandchildren. Allow 5-10 minutes and then collect them for a future use.

Being a good parent isn’t easy. You have to master lots of skills to be a successful parent. The same skills that help you be a good parent can help you have a lasting marriage, too. The good news is that these skills can be learned, and now is a good time to begin practicing for future commitments, like parenthood and marriage.

Learning Process (with Activities):

I. Introduction to Teamwork

A. Teacher: What is a Team? (20 minutes)

As we begin this unit, we are now looking at how parenting really functions—what makes it work. We will begin with a series of questions: *(Allow students to try to answer—lead them to the answer desired. You might write down their answers on newsprint to post in the room while this unit is moving forward.)*

- What is the difference between a “group” and a “team”? *(Answer: A group doesn’t have a common goal or a leader, a team has a common goal and someone serves as a leader, even if that leader position moves from person to person)*
- Does anyone know the definition of teamwork? *(Answer: Teamwork refers to the actions of a group of people who are implementing their part of the plan to work toward the achievement of their shared goal.)*
- What does a team look like? *(Answers will vary, but should include people working together, with their heads down or answering each other questions as they work.)*

- What does a team feel like? *(Answers will vary but should include feeling included or valuable; feeling needed or vital for the goal to be accomplished.)*
- What does a team sound like? *(Answers will vary but should include that it has two-way communication, it could be quiet or loud, but not shouting; words are encouraging and helpful; gratitude and respect is obvious; the goal is the focus of the work)*
- We are going to switch gears here for a moment--how do you know if a team is not working? *(Answers will vary, but should include things such as people shouting, working not being done, disagreements halt goal achievement.)*
- Can one person cause the team to not work well? *(Answer: Yes)*

As we look at these questions and answers, you will see that the same is true with being a parent. Many parent as a couple and these same principles of teamwork are required to be successful. The task of parenting can be stressful if done alone and/or one of the partners does not want to work as a team. Let's see what we mean.

Activity #1: The Box Company (30-45 minutes)

(Source: Personal and Family Wellness, Kansas State Department of Education, 1996.)

(Pre-planning: Obtain colored paper 8 ½ x 11 size. Laminate, then cut into ½ " strips across the short side to create 17 ½" strips that are 8 ½ " long.)

Directions:

1. Divide the class into groups of 3 or 4. Give each student one color of strips so that when all group members count their strips there are a total of 12. (If there are 3 per group, each will have 4 strips; if there are 4 per group, each will have 3 strips.)
2. Ask the group to sit across from each other so that a flat surface (as in a table top or open floor space) is between them.
3. Direct each group to practice forming one large square (box) using all the strips their group has. (Each side will have 3 strips laying end to end (short end) to form a square.)
4. Once they feel comfortable, have each person obtain their own color strips and start again, HOWEVER this time the person can only move/touch their own colored strips. This requires teamwork to accomplish. They must do this and obtain teacher visual approval before moving to the next direction.
5. Once groups have accomplished the one box, direct them to form two boxes using all the strips. *(Note: Most will form one larger box with 8 of the strips—2 strips per side; and a second smaller box—1 strip per side; to form them. Allow them to look to each*

other to solve this task...it may take a bit of time. Some groups may just copy another group once they see their interpretation of the direction.)

6. Direct the groups to continue forming boxes (equal sides) using all their strips (12) each time until they get stuck. Remind them that each time they move from one number to the next, they need teacher visual recognition before moving on. *(Tips: when directing to make three boxes means each has 4 strips—1 strip a side. To make four boxes means you move one of the three made overlapping one corner to form a smaller fourth box. Allow the students to brainstorm how to meet the next number challenge.)*

7. Reflection Questions:

8. *(NOTE: The answers will vary, but the answers desired should relate to how it was difficult at times, but together you accomplished the task and it felt good to solve it together. They might talk about frustrations which you can link to how frustrating parenting can be, especially if not all (such as the other parent) are team players.)*

Once you stop the groups, ask them the following questions:

- Did you just experience teamwork? How do you know?
- If not, why not?
- How difficult was it to form the boxes?
- How did you have to rely on each other to complete the tasks?
- How is this activity like parenting like a team?
- What did you learn most about parenting and teamwork?

II. Family Structure

[Teacher Note: If Unit 5 was taught, this would be a review. If Unit 5 was not taught, refer to that Unit for possible activities to teach the structures and life cycle. This information will be referred to during this unit so you might want to ask the students to take notes (or obtain their notes from that unit) to serve as a reference.]

TABLE FROM UNIT 5

<i>Nuclear</i>	<i>A mother, father and one or more shared children.</i>
<i>Single-Parent</i>	<i>One parent and one or more children.</i>
<i>Extended</i>	<i>Includes all the relatives in a family such as grandparents, aunts, uncles and cousins.</i>
<i>Adoptive</i>	<i>A mother and father who are raising a child who are not the biological parents.</i>
<i>Childless</i>	<i>A husband and wife with no children.</i>

<i>Blended</i>	<i>Combined families which may include children from the present union with the children from previous relationships/marriages.</i>
<i>Foster Family</i>	<i>A temporary family that takes care of a child for short or long periods of time until the children either return home or into a more permanent and healthy environment.</i>

A. Teacher: Cultural Effects on the Family (30 min)

As we know from before, families can look different and be made up of a variety of people, but they have similar things in common. Let's explore what we mean by looking at parenting across the globe.

Today we will begin to examine the cultural similarities and differences in roles and responsibilities of parents by researching different countries. Everyone should write down the directions to Activity #1 as you will be conducting research regarding parenting practices outside of the U.S.

(NOTE: A suggestion is to have the student study their family culture. If their parents are German decent, they could study the culture and family values in Germany. Cultural study will include examining prenatal and postnatal care, role of family members as well as maternity and paternity community and work expectations and child care practices.)

Activity #2: Cultural Family Structure Research. (60-90 minutes)

(Pre-preparation: Create a rubric for the presentations and share with the teams, ensuring their teamwork skills are the most important section. See Unit 10: "Teaching Resource 10.4— Collaborative Work Skills Rubric" for teamwork components to consider.)

Directions: (Handout 9.2)

Choose a city outside the US and study the family structures. Example: If you were choosing Germany, a city in Germany would be Hamburg. Research the family structures of this country answering the questions below, and then compare them to your family. Share the students will be creating a handout to distribute with the class over their country. *(Option: Assign countries or create a list to pick from so a range is selected.)*

- What is the main dialect? (Language spoken)
- What is the main religion?
- What is the average family size?
- What are the most common family structure(s)?
- What is the average income?
- What is the average education level/college level?

- Do the children go to school past high school?
- Who is the main caregiver for the children? How is childcare handled?
- In your opinion, what do they want for their children?

Be prepared to present your findings with the class, referring to the handout and using the correct family structure terms.

(Optional: The teacher might want to create a table to collect answers to the questions and direct students to complete it as others in class share. This could be helpful when looking at multi-cultural families later in the unit.)

(OPTIONAL: Create a list of items which identify “WHAT PARENTS WANT” as the reports are given. This will start to build the understanding that all parents want the same things for their children regardless of culture. Compile on newsprint or in a power point. Determine which reflection questions are fitting. Do not compile list as indicated below because it was generated as the presentations were given.)*

Reflection:

Let’s reflect on the presentations you all just completed. Can we agree that many countries see things differently, but that many answers were very similar? **(Answer should be yes.)**

Let’s really look at the last question--“What did you think the parents wanted for their children?”.

Questions:

- How similar were the answers you gave?
- Were there any that were really different than the others?
- Can we agree that all parents really want the same things for their children?
- Let’s create a common list together, as a team:

*(*Create the common list or statement and post as a reference.)*

B. Teacher: Effective Parenting Skills (50 minutes)

Being a good parent takes some effort. As we just learned, all people want the same things for their children, but how do we make that happen.

You have to master lots of skills to be a successful parent. The same skills that help you be a good parent can help you in other relationships too. The good news is that even if you don’t have these skills right now, you can learn them, and now is a good time to begin practicing for future commitments, like parenthood and marriage.

(Assign students to take notes over the following lecture. Share they will be assigned to create a poster or display as a result. NOTE: This is a tactile project and should not be done electronically.)

10 Skills for Effective Parenting *(Lecture Notes for Teacher)*

1. **Make your relationship with your child a top priority.** In all your dealings with team members, focus on your commitment to build a healthy child/parent relationship. As you make day-to-day decisions, ask yourself what impact the decision will have on your relationship with your child. “I will skip playing basketball this afternoon even though I really want to, because it is my scheduled time to be with my child, and I want her to know she can count on me.”
2. **Be businesslike.** If you and your child’s other parent— or other important team members — cannot be friends, treat them like colleagues that you must work with even if you don’t like them. Be cordial. Keep your feelings in check. Be orderly. Avoid making any assumptions — get clarification on everything. Use businesslike communications. Don’t take the other person for granted. When you go to a team member’s home, act like you’re going into an important office to take care of some business. If problems occur, set up a meeting to try to resolve it. (Usually the worst time is when tempers are flaring.) “I’d like to find a time to talk with you about.... When would be good for you?”
3. **Keep your child out of the middle.** When issues come up between you and your child’s parent, keep it there. Do not say negative things to your child about his or her mother/father or the other team members. Don’t speak on the phone with such conversations when your child is in earshot. And by all means, don’t ask your child questions about his/her mother/father’s business. All parents have problems to solve or negotiate, but the child doesn’t need to be involved. “It’s important for you and me to work this out somewhere outside of our child’s hearing. Where would be convenient for you?”
4. **Give compliments to team members.** Frequently problems arise when people feel unappreciated. Make a habit of thanking people for what they do for your child. “I appreciate the way you get my child to school on time every morning before you go to work, even though it must be a huge hassle for you.”
5. **Listen, listen, listen.** In order to resolve problems, each party must listen to the other’s point of view. Your child’s mother/father is more likely to listen to your issues if they feel you listen to theirs. When he/she or anyone else on the team has an issue, make it your job to listen. When you think you understand, explain what you’ve heard. Don’t get into arguing or defending. Just listen first, then discuss. “I want to understand how this problem has affected you.”
6. **Apologize.** When you’ve made a mistake, or not done something you said you’d do, simply apologize. Don’t give explanations or excuses. Simply apologize, and use a descriptive word that labels your behavior as wrong. “I’m sorry for being late to pick up our child and not calling ahead to let you know. It was very inconsiderate of me.” Taking full responsibility for your behavior will

limit the amount of time the other person spends getting you to understand what you've done.

7. Make changes when necessary. If something you are doing is causing a real problem for the other parent, ask what you can do to reduce tensions. "What can I do to make this better? What can I do to help solve this problem?" If the request is reasonable, make the change. Just do it.

8. Share your experience. If something the other person does is making it hard for you as a parent, explain what it is. Say it in a way that the person can hear. "When you say negative things to me in front of our child, I feel disrespected and embarrassed. It makes me want to stay away, and that's not good for the child."

9. Ask for what you want with respect. When you want something from a team member, ask. Don't tell or demand. "I am scheduled to pick our child up this weekend, but my boss wants me to work overtime, and it would help me in my new job to say yes. Will it be all right for me to have him next weekend instead?"

10. Be a person of your word. Do what you say you're going to do. Keep your promises, and be on time with all scheduled activities. If for some reason you can't keep your word, call immediately and let the other person know. You create your own reputation by how you carry out your promises. As other team members see you being consistent in your actions, they will want to cooperate on your team.

Activity #3: Effective Parenting Skills Posters (60-75 minutes or assign as homework)

Directions:

Students can work in teams of two to create a poster to illustrate parenting skills. They are to pick their top valued 5-6 skills from the list just shared and can research statistics to support why they chose each skill as being the most important, adding explanations, examples, and pictures/illustrations to better explain each one. Display in room and have each team justify their answers. There are no right or wrong answers here, but allows the students to process their values toward parenting. *(Reminder: Create a rubric for evaluation purposes, ensuring the teamwork points are the highest point section. Refer to Unit 10—"Teaching Resource 10.4--Collaborative Work Skills Rubric" for sections to consider.)*

C. Teacher: The Role of Fathers: (15 minutes)

(Source: U.S. Department of Health and Human Services—Administration for Children and Families <https://www.childwelfare.gov/pubs/usermanuals/fatherhood/chaptertwo.cfm>)

Research in the area of fathers and fatherhood is fairly new, but the conclusion is very strong—fathers are very important in the lives of their children. The benefits of having an

involved and respectful father around impacts the child in a positive manner as it relates to the following:

- Cognitive abilities are stronger
- Success in school is more likely
- Social skills are stronger
- Emotional development is more likely to be in place

The one most important influencer on the child’s well-being is the father-mother relationship. Fathers who treat the mothers of their children with respect, and deal with conflicts in an appropriate manner are teaching their children about many things.

- Boys learn how to treat women and are less likely to be aggressive towards women.
- Girls learn how to expect men to treat them and are less likely to become involved in violent or unhealthy relationships.
- Research also shows that children who have witnessed fathers who display anger, show contempt for or give their wives the cold treatment are more likely to be anxious, withdrawn or antisocial.

Fathering through a child’s early years can set a child for more success later in life:

- Children with involved and caring fathers have better educational outcomes.
- Fathers who play with their infants have children with higher IQ’s and speaking skills due to the likelihood of the play being one-to-one and involved in stimulating activities, many being outside which introduces the child to a world of exploration.
- Fathers who are involved with their toddlers encourage development that leads to higher readiness for school, a stronger ability for patience and the ability to handle the frustrations of school better.
- This continues through the teen years.

Caring fathers exist outside of marriage, but are more likely to be found within a marriage situation, partly because of the legal connections made through the marriage document.

[For additional information refer to US Dept of Health and Human Services <http://fatherhood.hhs.gov/index.shtml>; National Fatherhood Initiative www.fatherhood.org or National Center for Fathering www.fathers.com]

Activity#4: Create a “Role of Fathers” PSA. (30-45 minutes)

Directions:

1. Students will be paired up to create a 30 second radio PSA on the importance of fathers.
2. Share the three sites listed above for sources of information.
3. Direct each team to promote the importance of fathers in a manner that will promote their message in a creative, appropriate manner.
4. Allow for students to write script, practice, record and share them with the class and/or the school TV channel.

5. *(NOTE: There are commonly 5-7 sentences per minute of a PSA, each sentence made up of 5-7 words.)*
6. Evaluate the PSA using the evaluation rubric provided. (Teaching Resource 9.3)

D. Teacher: Pulling It All Together

Now that we have learned what being in a team means, reviewed the family structures, explored cultural similarities and differences and what parents expect of each other, let's review case studies to determine what is working and what isn't.

Activity #5: Case Studies (45-60 min)

Directions:

1. Divide the students into groups of two, assigning one of the three case studies below. (Handout 9.4)
2. Direct the groups to read their case study and determine the answers to the questions listed.
3. Once completed (and if the class has more than one group with each case study) direct the class to locate those with the same case study, share answers and determine what is the best from the combined discussions.
4. Once the best answer is determined, ask the enlarged groups to read their case study and their suggestions.
5. Repeat for the other groups.
6. End with asking the class what the purpose of this activity was in their opinions.
(Possible Answer: To learn how the information learned in this unit is applied to real world situations.)

E. Teacher: What About the Most Important Person?

Most of our unit has been from the side of the parent and their needs for a positive, team strong relationship. But we cannot forget why this all this is important. And that is the children. The following will illustrate what is meant by this.

Andre's Story (30-45 min)

(Pre-planning: Obtain a 8 ½ " by 11" piece of paper with IALAC on it. You might also want to provide each student with their own as well. At points in the reading, this paper will be ripped and dropped on the floor to indicate the negative impact of the life events on the child.)

Teacher Directions:

1. Read this story aloud to the students. Try not to stop so the story emotions can build.
2. When you see "RIP", rip the paper as directed in the story.
3. When completed be sure to debrief .

Story: (Read aloud)

This is a story about Andre and one of his most prized possessions — his IALAC sign. *(Hold up paper with IALAC printed on it.)* When Andre was born, he was just like everyone else. He came equipped with a sign called IALAC. IALAC stands for “I am Lovable and Capable.”

Because it was invisible, no one — not his parents, relatives or the doctor who delivered him knew it was there. Nevertheless, it was shiny and new and in the earliest days of Andre’s life when his young mother and father (who were happy and in love) stroked him, kissed him and admired him, his IALAC sign actually grew a little bit larger and stronger every day.

The IALAC sign is an indication that children come into this world free of self-doubt, feelings of shame, inferiority or anything negative. They learn those things from the people and the world around them. And so it began for Andre.

At age three, Andre, his mom and dad did a lot of things together. They had fun on the playground and watched cartoons on Saturdays. One day at the playground, he heard his mom and dad yelling at each other. Andre felt scared. He went over to give his dad a hug and his father pushed him away and told him to go back to the swings. His father’s face looked so mean that Andre started to cry. His mom came over and hugged him but Andre still felt scared. *(RIP a small corner off)* A very small piece of Andre’s IALAC sign ripped off. Andre didn’t feel as lovable and capable at the moment.

When Andre was almost four, he overheard his mother, Mika, and his grandmother, Sarah, talking about his father. His grandmother said, “That man is not good. He doesn’t ever have any money. He can’t even buy medicine when the boy is sick. You don’t need that no good dog.” Andre didn’t understand exactly what his grandmother meant, but he could tell by her voice that she was mad at his daddy and that made Andre feel sad. *(RIP a larger corner piece off.)* Another piece of his IALAC sign ripped off because Andre wanted his mom and grandmother to love his daddy like he did.

A few weeks later, on his fourth birthday, Andre heard his father at the door. He went running to the door, but his mother was there looking very mad. She and his daddy started to yell at each other. His mom said, “Where’s the money you promised? I don’t want to see that stupid toy you bought for his birthday. He needs clothes and food.” Andre covered his ears and started back into his room. But not before he heard his father say, “You witch. You can’t keep me away from my son. I hate you.” *(RIP at least 1/3 of the paper off)*

A few months after that, Andre was visiting his father. They went to see a Disney movie. It was a good day with his dad. Then they went to the house of a lady named Miss Kim for dinner. Andre didn’t like the way that Miss Kim hugged and kissed his daddy. Andre told Miss Kim that her macaroni and cheese didn’t taste as good as his mommy’s. Miss Kim got mad and called his mommy a bad name. Andre’s dad told him to eat and tell

Miss Kim that her food was good. Andre told his dad that he wanted to go home to his mommy, and his dad got real mad. It wasn't a good day anymore. *(RIP another piece off)*

A year later Andre started kindergarten. His mom called him her little man. He was growing up fast. She said, "Your daddy doesn't come over to see you like he should. He's no good. I know when you grow up, you will never be like him." Andre felt confused. He still loved his dad and wanted to spend time with him. Sometimes he thinks that his dad doesn't visit a lot because his mother and grandmother are so mean to him. Andre worries that they are driving him away.

A week later his father called. Andre said, "Dad please come get me. I want to go with you." His dad promised he would come. Andre took his bath and got dressed. He waited and waited, but his dad never came. Andre kept waiting. Finally, his mom told him his dad wasn't coming. She asked if he wanted spaghetti for dinner. Andre said he wasn't hungry. His stomach hurt and his heart did too. *(RIP another piece off)*

When Andre was in second grade, he had gotten kind of used to not seeing his father much. It was no big deal. He started getting into trouble a lot at school. His teacher said he had a behavior problem. Nowadays his mother was always tired when she got home from work. She never laughed anymore. Today after school his mom was screaming mad. She said the school called her at work and said they were expelling him for calling a little girl a witch. Andre's mom yelled at him. "What do you know about calling somebody a witch? This is awful. I don't know who you are. You are just like your no-good daddy. You're gonna grow up and break somebody's heart just like he broke mine. I can't take this anymore." Andre just stood there and acted like he didn't care. He had learned that this was the best way to deal with his mother when she started screaming. But inside he wondered, "Was his daddy really no good? Does his daddy love him? Was he just like his dad?" *(RIP the remaining paper in half again. Both on the floor.)* A big piece of his IALAC ripped and fell off.

Debriefing:

- What is a IALAC?
- How do we know everyone has one?
- What is the significance of the ripped paper?
- How did ripping the paper make you feel?
- How likely will Andre overcome his perceptions of what marriage is like?
- How can Andre's experiences be avoided in your future relationships?

Conclusion: (15-20 minutes)

(Redistribute the "WANTED: Parents" assignments from the intro.)

As we close this unit, let's look back to where we began. Your initial "WANTED: Parents" worksheet will be redistributed. This is your chance to redesign the advertisement for the parents of YOUR grandchildren. Reflect upon all we have learned in this unit and identify

the traits, skills and etcetera you would want for them. *(Allow time in class or assign as homework.)*

Debriefing Questions:

Technical:

- What does IALAC stand for?
- What can cause a child's IALAC sign to rip?
- What are the family structures common in the U.S?
- What do all parents want for their children?

Interpretation:

- What does teamwork mean in a parenting relationship?
- What factors influence our parenting practices?
- What parenting practices should we model for maximum human growth and development?
- Who is(are) the most important person(s) in a parenting relationship?

Reflective:

- How can we change our parenting practices from those we witness (friends, neighbors, in cinema or on TV)?
- What do we do about communicating the roles and responsibilities of parenting to families and communities?

Assessment:

- Unit Exam *(teacher to create)*
- Reflection Paper—"What I learned about Parenting as a Team?" *(Evaluate using local writing rubric)*
- Parenting Skills Poster/Display
- Cultural Family Structure Research
- Fathering PSA
- Activity Participation
- Teamwork Rubric
- WANTED: Parents Newspaper Ad (initial and final copy)
- Debriefing Questions

Materials:

- Poster Board or Display Base *(could be assigned for students to provide)*
- Newsprint
- Markers
- Colored paper, laminated and cut into ½" strips (Activity #1: The Box Company)
- Paper with "IALAC" printed on them *(optional--one per student)*

Handouts:

- 9.1—WANTED: Parents Handout

- 9.2—Cultural Family Structure Research Handout
- 9.3—PSA Rubric (one per team)
- 9.4—Case Studies

FCCLA Integration: *(Affiliated chapter is required to use these materials. www.fcclainc.org)*

Power of One- Family Ties

National Program: Families First

FCCLA STAR Event:

- Illustrated Talk
- Advocacy
- Chapter Service Project
- Life Event Planning
- Focus on Children

Teaching Resources:

- Personal and Family Wellness, Kansas State Department of Education, 1996.
- U.S. Department of Health and Human Services—Administration for Children and Families
<https://www.childwelfare.gov/pubs/usermanuals/fatherhood/chaptertwo.cfm>)

Optional/Additional Learning Activities/Follow Up:

- Watch movies or TV families to observe teamwork in action, both positive and negative examples.
- Students could create a personal parenting philosophy.

WANTED: Parents for Grandchildren

Directions: Individually, write a newspaper ad for “parents” for your future grandchildren. Include the skills you want them to have, things you want them to be able to provide for the children. Keep it positive so rephrase negative “I don’t want” to “I do want” statements.

Activity #2: Cultural Family Structure Research

Directions:

Choose a city outside the US and study the family structures. (Example: If you were choosing Germany, a city in Germany would be Hamburg.)

Research the family structures of this country answering the questions below, and then compare them to your family. Create a one page handout to share with the class regarding your findings.

Country: _____

- What is the main dialect? (Language spoken)
- What is the main religion?
- What is the average family size?
- What are the most common family structure(s)?
- What is the average income?
- What is the average education level/college level?
- Do the children go to school past high school?
- Who is the main caregiver for the children? How is childcare handled?
- In your opinion, what do they want for their children?

Be prepared to present your findings with the class, referring to the handout. Use the correct family structure terms if applies.

Public Service Announcement Rubric

Category	4	3	2	1	Total
Content	Original, accurate and interesting PSA that adequately addresses the assigned topic.	Accurate PSU, but interest isn't strong.	Accurate PSA, however it is incomplete and did not meet the assignment.	PSA was not completed or did not follow directions.	
Copyright	Work is original or permission was provided for use of music, sound or theme. Documentation was presented.	Work is somewhat original. Permission was not given, but works (music, sound, script, and theme) of others was used.	Most of the PSU work is original; however some components are used without permission.	Work was not original but found elsewhere and claimed as original work. Permission was not given.	
Teamwork	Team worked well, responsibilities were shared evenly and the assignment was	Team worked well most of the time; however some worked more than	Team worked well a few times. Assignment was completed but mainly because of	Individuals did not work together to complete the assignment. Assignment was not	

	completed.	others. Assignment was completed.	the work of 1- 2 people.	completed.	
Technical Production	Voice tone, level and speed of delivery fit the PSA. Background noise fit the theme.	Voice tone, level and speed of delivery fit part of the PSA, but not all of it. Background noise didn't fit PSA.	Voice tone, level and speed did not work well. Enthusiasm was missing, but PSA was created.	Voice tone, level and speed did not work well. PSA was not completed as assigned.	
Comments:					

Handout 9.4

Activity #5

Case Study A--Terrell and Joyce

Terrell is a 24-year-old father. He and his 19-year-old girlfriend, Joyce, have a three-year-old girl named Daisy. Joyce and Daisy live with Joyce’s parents. Terrell was supportive of Joyce throughout her pregnancy, and he took time to go with Joyce to every doctor’s visit. Terrell and Joyce also attended childbirth classes together, and he was in the delivery room when their baby was born. Terrell has a wonderful, warm relationship with his daughter.

When Daisy was just 18 months old, she was sick and had a very high fever. When she was hospitalized, Terrell drove her there with Joyce and stayed with them, even though his manager threatened to fire him — and did. The baby recovered, and now Terrell sees Joyce and the baby almost every day — because he is unemployed. He rarely has any money to help Joyce.

They sometimes fight about Terrell’s unemployment. It seems to Joyce that he is not even trying to find a job or continue his education so he can get another one.

Joyce did graduate from high school, and she was a good student. Now that the baby is healthy, Joyce has started taking classes at the community college. Joyce works hard at school and gets good grades. She reads to her daughter every night, keeps her very well groomed and dressed, keeps their rooms spotless, and has already taught her to be very polite. Although Joyce is gentle with Daisy, she is undemonstrative and quite strict. It seems to Terrell that his daughter should be able to relax and have a little more fun.

What do these parents have going for them?

What needs work?

Activity #5:

Case Study B—Martin and Maria

Martin, age 23, is the father of 2 children: Maria, age 5, and Martin Jr., age 6 months. “I didn’t have a very good relationship with Maria’s mother, Angelica. We weren’t even together when Maria was born, and I knew that I wasn’t going to do it that way again.” Martin and his wife, Vanessa (Martin Jr.’s mother), have been married a little over two years. “Vanessa and I started talking about getting married on our second date. We just knew that we wanted to spend the rest of our lives together.” Martin and Vanessa did date for about 8 months before they got married and went to premarital counseling with a minister they both knew.

“Vanessa can make me laugh at just about anything. We talk over the little things that go on in our day, and it’s nice knowing that she’s going to love me even if I do make a fool of myself. It really helped for us to go to counseling before we got married. We talked about the different ways we had been raised and how we thought a marriage should be.” Martin does admit that it’s not always been easy: “Even with the counseling, we’ve fought some about money and how much time we each spend with our friends. Vanessa’s gotten jealous of one of my old girlfriends with whom I’m still friends. We went back to the counselor when it got really bad right before Martin Jr. was born and that helped.”

Martin has not seen his daughter, Maria, for almost 2 years. Her mother, Angelica, moved to Los Angeles, and it’s been impossible for him to get out there. “I’ve been able to talk to Maria on the phone once a month or so, but it’s just not the same. She keeps asking me why I don’t come see her and if I love her. I vowed to never let that happen with Martin Jr. I may not be able to fix it with Maria, but I’ll always be there for him.” Martin believes that his relationship with Vanessa will help Martin Jr. feel more secure and loved. “I don’t ever want Junior to wonder if I love him or not.”

What do these parents have going for them?

What needs work?

Activity #5:

Case Study C—Kenny and Shari

Kenny quit school to get a job to support his son, Rudy, who is now almost five. Kenny is a salesman in a furniture store. He makes decent money, but he isn't rich. Kenny pays his child support in full, on time, every month. He maintains regular contact with Shari, Rudy's mother, but he does not spend much time with her and their little boy. He has visitation rights, and he picks up Rudy faithfully every Saturday afternoon. Kenny is nice to Rudy, but he almost always immediately takes his son to stay with his parents all day instead of spending time with Rudy himself. Kenny works overtime most weekends.

Shari dropped out of school to have Rudy. She wasn't doing very well, anyway. She lives with her parents in an upstairs apartment they have fixed up for her. She is very sweet, and she is crazy about Rudy. She never denies him anything. She lets him do anything he wants. She has lots of girlfriends, and they all dote on Rudy. Every day she goes to the mall, where she buys toys and cute little suits for Rudy, as well as clothes and make-up and jewelry for herself. She calls the baby her "living doll." Kenny feels she should be saving some of the money he gives her. He also feels that Shari should consider working part-time once Rudy starts school. Although her parents offer free day-care, Shari says no way because she wants to stay home with her baby all day.

What do these parents have going for them?

What needs work?
