

TEACHER SLIDE

This is the fifth in a series of six lessons about relationships and includes learning about the qualities of relationships, expectations and reality, making relationships work, living together, ending relationships and now parenting. Although the learning in this lesson aims to enable young people to become better parents at some stage in the future, we should emphasise that not everybody chooses to become a parent, that parenting styles vary widely, but that this lesson is also about relationships with families, not just how to be a parent.

Activity	Description	Timing
Introduction	Ask students to complete the 'do it now' task. Introduce learning objectives and revisit class agreements.	5 minutes
Recall	Let's ask ourselves from the previous lessons	5 mins
Do now and discussions	Please give students time to reflect on slides 8 and 9	10 mins
Parenting patterns & priorities	Slides 10 and 11 can be presented as information but also provide a stimulus for conversation	5 minutes
4 Pillars of parenting	We recommend asking students to work in eight small groups and for two small groups to consider each of the questions.	10 mins
Baby challenges	As with the '4 pillars' discussion, this is probably best done in eight small groups with two separate groups considering each of the challenges. These are designed to promote student's thinking skills, oracy and empathy, based on real life challenges.	10 mins
What are we saying about parenting?	This (slide 15) is optional – and is designed as a buffer activity for groups who are politically talkative.	
Reflection / support	Please encourage students to reflect on the ASK that they have used or developed in this lesson, but also ensure that they know the sources of support should they need them.	5 mins

DO IT NOW



Why is it important for young people of our age to learn about parenting?

PARENTING

YEAR 9



Isle of Man
Government

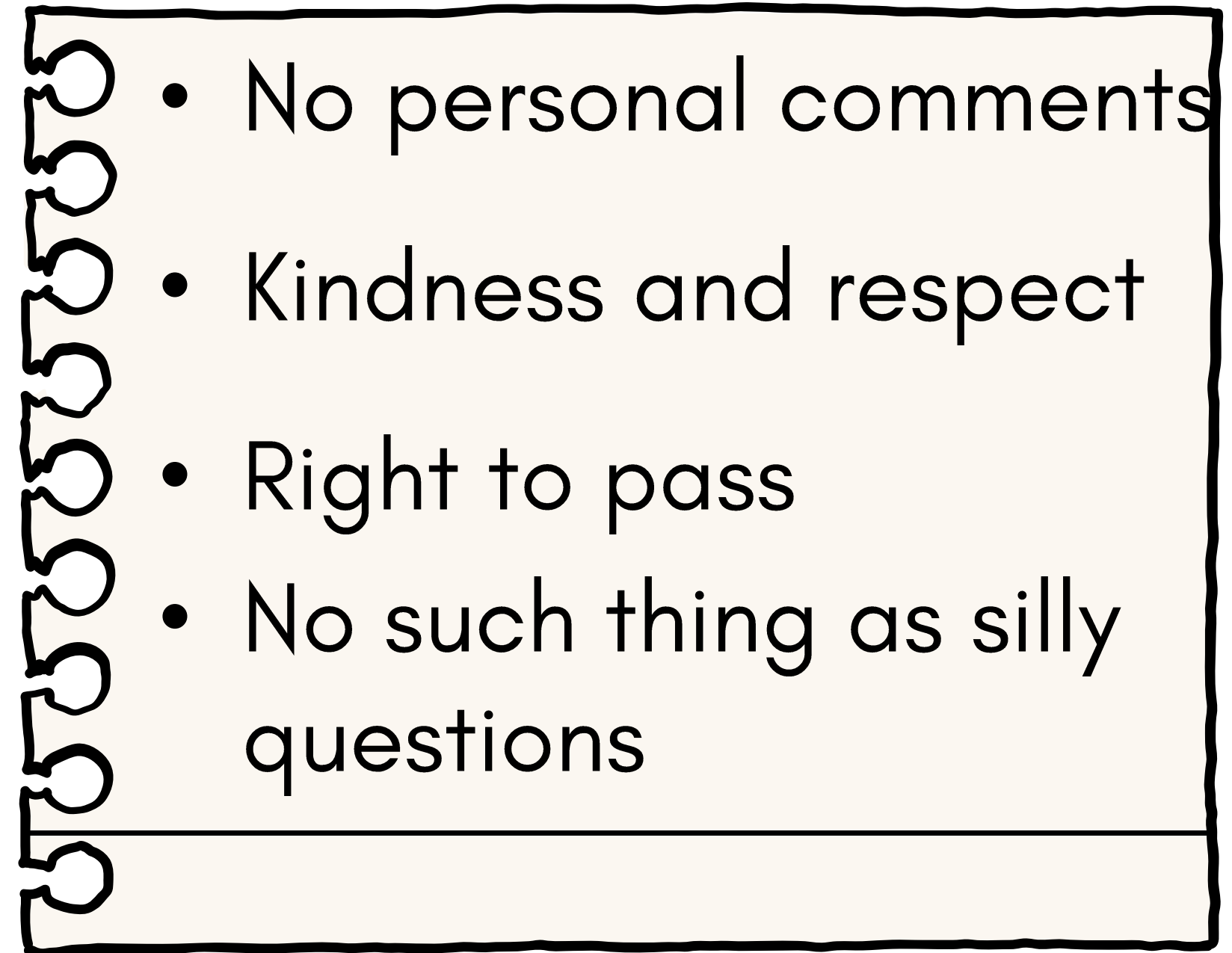
Reiltys Ellan Vannin

LEARNING OBJECTIVES

By the end of this lesson, students will:

- Know some of the basic responsibilities of a parent.
- Understand the financial, emotional, and time commitments required for raising a child.
- Analyse the importance of responsible decision-making regarding parenthood.
- Empathise with the challenges and rewards of parenting.

CLASS AGREEMENTS

- 
- No personal comments
 - Kindness and respect
 - Right to pass
 - No such thing as silly questions

any others?

THINK, PAIR, SHARE...

Let's **ASK** ourselves, from the previous lesson(s)

What are some of the **a**tttributes that you learnt or used?

What were some of the **s**kills you practised?

What was one piece of **k**nowledge you learned?

DO IT NOW - REFLECTION

Why is it important for young people of our age to learn about parenting?

SOME MORE DISCUSSION POINTS

What do you think is the hardest part about being a parent?

What do you think is the best part about being a parent?

PARENTING PATTERNS:

The average age of starting a family has changed:

- 1950s–1970s: 23–24 years old
- 1980s–1990s: 27 years old
- 2000s – 2020s 29 – 30 years old.

There are now significantly more births to women over 30 than to those under age 25.

Why do you think these patterns have changed?

THINK, PAIR, SHARE ...

AI tells us:

- There's a growing awareness of the importance of mental health for both parents and children, with an increase in demand for support services.
- There is a noticeable shift away from "gentle parenting," with parents favouring a more balanced approach that combines empathy with consistent boundaries.
- Parents are also more focused on eco-conscious choices, from sustainable products to teaching children about environmental responsibility.
- Digital safety and mindful screen time are a top concern, with many parents actively seeking to delay their children's access to technology.

FOUR PILLARS OF PARENTING:

- 1) Financial commitment. What do babies and children need that costs money?
- 2) Time and energy commitment: how much time do you think a parent should spend with a child?
- 3) Emotional commitment: What emotions do parents have to deal with?
- 4) Relationships commitment: What role do parents and families have in teaching children about relationships?

MY FUTURE CHILD:

- 1) The basics. Please choose a name, a hobby and a personality trait for your imaginary child.
- 2) The budget. Please calculate the budget for raising a child for one year.
- 3) The schedule. Please create a simple daily timetable for your imaginary child, including wake-up time, meals, playtime and bedtime.
- 4) The challenges. Please discuss the emotional challenges a parent might face when they are raising a child.

BABY CHALLENGES:

- 1) If you had to be in charge of a baby for just one hour, what's the first thing you would do?
- 2) What are the three most important things that parents (or caregivers) should provide for a baby?
- 3) If a baby could talk, what do you think it would say about its needs?
- 4) Imagine you have to build the perfect playground for a toddler, what are the three most important things you would include and why?

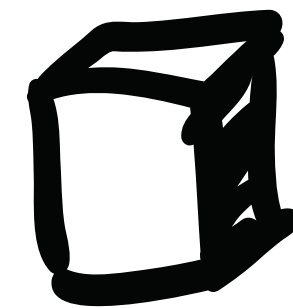
WHAT ARE WE SAYING ABOUT PARENTING?

Please work in small groups to create three short statements that reflect your views about parenting.

REFLECTION

ASK what are you taking from today's lesson?

If anyone was concerned about anything from today's lesson, where could they get help?



GET SUPPORT

To talk with someone confidentially about how you feel, you can:

Contact [Isle Listen](https://www.islelisten.im): 01624 679118 www.islelisten.im

Text SHOUT to [85258](https://www.shouttextline.com) to contact the [Shout textline](https://www.shouttextline.com)

Call [HOPELINE247](https://www.hope247.org) on [0800 068 4141](https://www.hope247.org) or the NHS on [111](https://www.nhs.uk) and select option 2

Contact [Childline](https://www.childline.co.uk) by using [1-2-1 chat](https://www.childline.co.uk) or calling [0800 1111](https://www.childline.co.uk)