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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Child Development |
| **Lesson/Unit Title** | Rights, Responsibilities, and Realities of Parenting |
| **TEKS Student Expectations** | **130.277. (c) Knowledge and Skills**  (2) The student analyzes roles and responsibilities of parenting. The student is expected to:  (A) identify parenting skills and responsibilities  (B) investigate the legal rights and responsibilities of parents  (C) analyze relationship and communication skills needed for parenting  (D) explore the parental responsibilities of educating children |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Differentiate parenting skills and responsibilities * Identify strategies to focus on your relationship in a positive way * Investigate the information in the child support handbook * Demonstrate effective verbal, nonverbal, written, and electronic communication skills |
| **Rationale** | As a child guidance professional, it is important to understand the vital role you have in the development of a child. What are the roles of a caregiver? It is important that you understand parenting dynamics and understand child support, custody cases and divorce issues. It will benefit the children in your care and will help to build rapport with the parents. This lesson will also focus on appropriate communication skills, marriage preparation, and money management skills in the maintenance of a successful personal relationship. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Arrearage:** Unpaid payment for past periods owed by a parent who the court has ordered to pay child support  **Caregiver:** Any person other than a parent who provides routine care for a child  **Child Support:** Child support is money a parent pays to help meet his/her child’s needs when the parent is not living with the child  **Child Support Order:** The ongoing obligation for a periodic payment made directly or indirectly by a non-custodial parent to a custodial parent, caregiver or guardian, or the government, for the care and support of a child  **Communication:** The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs  **Garnishment:** A legal proceeding under which part of a person’s wages and/or assets is withheld for payment of a debt. This term is usually used to specify that an income or wage withholding is involuntary  **Legal Custody:** Is the right and responsibility to make decisions relating to the health, education, and welfare of a child. Usually, a parent with legal custody is authorized to decide whether the child will enroll at a given family child care home or center  **Noncustodial Parent:** Is a parent who does not have physical and/or legal custody of his/her child by court order  **Non-Verbal Communication:** Body language, eye contact, appearance, and facial expressions.  **Paternity Establishment:** Paternity establishment is the process to determine the legal parental relationship between a man and a child based on an Affidavit of Parentage or a court order  **Physical Custody:** Is the right and responsibility to supervise and reside with a child, subject to the rights of the other parent to visitation  **Relationship:** The relation connecting or binding participants in a relationship  **Verbal Communication:** Voice and tone |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for power point presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter remote   **Materials:**   * Basket (for drawing cards)   **Supplies:**   * Child support pamphlets * Children’s clothing * Play food * Play money * Copies of all handouts   **PowerPoint:**   * Rights, Responsibilities, and Realities of Parenting   **Technology:**   * Infographic:   + Eight Effective Parenting Tips That Work  Effective means something that works well and is capable of producing the intended result. These parenting tips will help you become better parents.<http://www.aha-now.com/effective-parenting-tips/> * Tedx Talk   + Roberto D’Angelo + Francesca Fedeli: In our baby’s illness, a life lesson  Roberto D’Angelo and Francesca Fedeli thought their baby boy Mario was healthy until at 10 days old, they discovered he’d had a perinatal stroke. With Mario unable to control the left side of his body, they grappled with tough questions: Would he be “normal?” Could he live a full life? The poignant story of parents facing their fears and how they turned them around.<https://www.ted.com/talks/roberto_d_angelo_francesca_fedeli_in_our_baby_s_illness_a_life_lesson>   **Video:**   * The Attorney General of Texas  For Our Children: Learning to Work Together<https://www.oag.state.tx.us/media/videos/play.php?image=cs_for_our_children&id=182>   **Graphic Organizers:**   * K-W-H-L Chart * Rights, Responsibilities, and Realities of Parenting Notes   **Handouts:**   * A Study on Child Support * Child Support Cards * Child Support Handbook * Communication Skills * Handbook for Noncustodial Parents * Lesson Closure Activity * Maps for New Dads * Take 15 * The Responsibilities of Parenting-R U Ready * What are the Rights, Responsibilities, and Realities as a Parent? What are the Rights, Responsibilities, and Realities as a Parent? (Teacher key) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Note to teacher – cut the Child Support Cards apart. They will be used during the Independent Practice activity.  Display as many items from the Materials or Specialized Equipment Needed section as you have available on a table in the front of the room.  Questions to ask students:   * What does the child support program do? * How is paternity established? * Why do minor parents have to provide their parent/legal guardian’s information? * How can the child guidance professional tell who really has custody of a child? * What rights do children have in Texas custody cases? * What are some parenting skills and responsibilities?   Distribute K-W-H-L Chart. The K-W-H-L graphic organizer generates students’ prior knowledge by asking them what they already Know; assists with setting goals specifying what they Want to learn; guides them to think about How they will learn it; leading to what they have Learned. The students will complete the first three sections and will complete the last section at Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute What are the Rights, Responsibilities, and Realities as a Parent? handout prior to viewing the PowerPoint. Students will read each statement and place a true or false answer on the before (left hand) column of the handout. After they have answered each statement, students are to put the handout away for later use during lesson closure.  Distribute Rights, Responsibilities, and Realities of Parenting Notes. Students will be expected to take notes while viewing the slide presentation. Teacher to determine the notes which will be recorded by students.  Introduce PowerPoint Rights, Responsibilities, and Realities of Parenting and begin the discussion with students. Allow for questions and answers to check for understanding.  Pause at slide 15. View and discuss Child Support Program of Texas at <https://www.oag.state.tx.us/cs/about/index.shtml>  Pause at slide 16. View and discuss Texas Family Code at <http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.151.htm#151.001>  Pause at slide 19. View and discuss Monthly Child Support at <https://www.oag.state.tx.us/cs/calculator/>  Pause at slide 22. View and discuss Office of Child Support Enforcement at <http://www.acf.hhs.gov/programs/css/resource/state-and-tribal-child-support-agency-contacts>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * copy of slide presentation provided * allow students to make illustrations instead of writing out information |
| **Guided Practice \*** | Note to teacher: Prior to distributing Take 15, make sure to provide explicit instructions to the students regarding the types of activities that may be included on the handout.  Distribute handout Take 15. Taking 15 minutes to focus on your relationship in a positive way is a good strategy to keep it on the right path. Individually, students are to list and describe ten ways a person can interact with their significant other for 15 minutes and the benefits of the interaction. Then, write a summary sentence at the bottom of the page.  Place students in male/female groups to simulate an engaged couple. Distribute Communication Skills. The following activity will help the students evaluate communication skills in preparation for marriage. Working with an engagement simulation partner, students will discuss a relevant topic (finances, where to live, educational goals, career decisions, household duties, or whether or not to have children). Then they will read each statement and place a check in the column that best represents how they feel about the statement. They will explain how the following poor communication skills could affect the success of a marriage relationship.  Questions to ask students after completing the activities:   * Why are these activities important to build a relationship? In marriage preparation? As a marriage partner? * Why is spending quality time with a person an important component in the roles and responsibilities of parenting? * How would you apply what you learned about communication skills to having a successful relationship? * What other types of activities could assist couples in their relationship?   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * prioritize assignments * extra time for assignments * opportunity to respond orally |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will be studying the information in the Child Support Handbook. You may make copies or refer to the handbook at:   * U.S. Department of Health and Human Services  Child Support Handbook<https://www.acf.hhs.gov/sites/default/files/programs/css/child_support_handbook_with_toc.pdf>   Separate Child Support Cards and place in a basket. There are seven topics to select from. Blank cards have been provided for writing any other information you may want to include. Divide the students into subgroups of three or four and explain that they will choose one topic from the basket. Using A Study on Child Support handout, they will read and study the information on the topic they selected.  Topics include:   * Finding the Noncustodial Parent * Establishing Fatherhood * Establishing the Support Order * Collecting Support * Where the Money Goes * Working Across Borders * Noncustodial Parents’ Rights and Responsibilities   After reading their section of the Child Labor Handbook, they will:  1. Study and explain the material by:   * Clarify the contents by discussing the important issues. What conclusions can be drawn from this text? * Create examples, illustrations, or applications of the information or idea. * Identify points that are confusing or with which they disagree. Why are the points confusing or why do they disagree? * Argue with the text; develop an opposing point of view. How would they change it and why? * Assess how well they understand the material. What conclusions can they draw about the validity of information?   2. Assign jobs to group members such as facilitator, timekeeper, recorder, or spokesperson.   3. They will present their information to the class during Summative/End of Lesson Assessment.  4. They will be assessed by Rubric for Group Project.  Distribute Rubric for Group Project so that students understand what is expected.  Note to teacher: You may distribute Article STOP and JOT handout to assist students with reading the text. After reading EACH paragraph, students JOT down its main idea or key points. This strategy will allow students to gather and process their finding and thoughts prior to writing a summary. This may be used as a Special Education modification.  Allow time for discussion of the topic.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * emphasis on major points * exemption from reading before peers * assistance in class discussions * special projects in lieu of assignments |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will retrieve What are the Rights, Responsibilities, and Realities as a Parent? handout they completed at the beginning of Direct Instruction. Students are to respond to the statements again in the after (right hand) column. As a class, compare the two sets of answers.  Students will complete the last section of the K-W-H-L Chart.  Distribute handout Lesson Closure Activity. The lesson closures activity is an instructional strategy which allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and future. It also allows the teacher to evaluate the progress of the students and lesson. |
| **Summative/End of Lesson Assessment \*** | Students will present their information on their particular topic from the Child Support Handbook.  Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extended time for writing assignments * provide more time for practice of certain tasks * provide computers for writing tasks |
| **References/Resources/**  **Teacher Preparation** | * Microsoft Clip Art: Used with permission from Microsoft.   **Textbook:**   * Decker, C. (2011). *Child development: Early stages through age 12*. (5th ed.). Tinley Park: Goodheart-Willcox Company.   **Websites:**   * Michigan Department of Human Services Office of Child Support  Developed this teaching packet for use in Michigan schools to increase the students’ awareness of the legal and financial responsibilities that come with being a parent.<http://www.michigan.gov/documents/dhs/R_U_Ready_A_Student_Guide_to_Child_Support_Final_2_319111_7.pdf> * National Fatherhood Initiative  Mission is to improve the well-being of children in America by increasing the number of children who are raised by a responsible, committed, and loving father. Offers press releases, newsletter, columns, tips, and online resources. <http://www.fatherhood.org> * Texas Attorney General  As the official child support enforcement agency for the State of Texas, the Office of the Attorney General provides services for parents who wish to obtain or provide support for their children.<https://www.oag.state.tx.us/cs/> * Texas Constitution and Statues  Family Code<http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.151.htm#151.001> * U.S. Department of Health and Human Services  Child Support Handbook<https://www.acf.hhs.gov/sites/default/files/programs/css/child_support_handbook_with_toc.pdf> * U.S. Department of Health and Human Services  Office of Child Support Enforcement<http://www.acf.hhs.gov/programs/css/resource/state-and-tribal-child-support-agency-contacts>   **Video:**   * The Attorney General of Texas  For Our Children: Learning to Work Together<https://www.oag.state.tx.us/media/videos/play.php?image=cs_for_our_children&id=182> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Use drawings, dramatic gestures, actions, emotions, voice, mime, chalkboard sketches, photographs, and visual materials to provide clues to meaning * If necessary, repeat your actions using the same simple structures and actions * Simplify your message as much as possible breaking them into smaller, manageable parts to give newcomers a chance at comprehending * Make sure the student’s attention is focused * Don’t insist, however, that students make eye contact with you when you are speaking to them. This is considered rude in many cultures |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events:  Assign student to read on parental skills and legal responsibilities. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * State of Texas  Frequently asked questions about p.a.p.a. for parents.<https://www.oag.state.tx.us/cs/ofi/papa/papa_parent_flyer.pdf>   The Word Attack Strategy will be utilized. Advise students prior to reading the articles, to skim the article and circle / underline words that are unfamiliar to them. For example, any Child Guidance acronyms or lingo used in the field. The students will be encouraged to use <http://www.dictionary.com> and to check the word wall to help with decoding. This procedure will help them with understanding of the meaning and pronunciation of the words.  Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | We may not be able to prepare the future for our children, but we can at least prepare our children for the future.  **-Franklin D. Roosevelt**  To be in your children’s memories tomorrow, you have to be in their lives today. **-Barbara Johnson**  No matter how calmly you try to referee, parenting will eventually produce bizarre behavior, and I’m not talking about the kids. Their behavior is always normal. **-Bill Cosby**  Children have never been very good at listening to their elders, but they have never failed to imitate them. **-James Baldwin** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What are some responsibilities of caregivers? * What is the purpose of the child support program? * How is paternity established? * Good communications skills are important in a relationship because\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT is a post-reading strategy outlined to determine student understanding of the material in a creative and relevant way. Students can be very creative in placing themselves in the role of the writer.   * Role: Texas Attorney General * Audience: High school students * Format: Newsletter * Topic: Legal responsibilities involved in caring for children |
| **Communication**  **90 Second Speech Topics** | * Explain the responsibilities of caregivers related to a child’s guidance. * Good money management skills are vital to a relationship because\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Roberto D’Angelo + Francesca Fedeli: In our baby’s illness, a life lesson  Roberto D’Angelo and Francesca Fedeli thought their baby boy Mario was healthy until at 10 days old, they discovered he’d had a perinatal stroke. With Mario unable to control the left side of his body, they grappled with tough questions: Would he be “normal?” Could he live a full life? The poignant story of parents facing their fears â and how they turned them around.<https://www.ted.com/talks/roberto_d_angelo_francesca_fedeli_in_our_baby_s_illness_a_life_lesson>  Students can participate in the following activities:   * p.a.p.a. for students * What’s p.a.p.a. all about? * Take the “What do you know about the law and parenting?” quiz * View the videos contained in the p.a.p.a. DVD * Web resources for student research projects * Visit the Texas Teen Page   Have you ever wondered what makes an infant coo or a toddler tick? Child Care Licensing invites you to a new series of web-based training courses designed with you in mind! Students can participate in these online training courses. External Links are quick, free, and an easy way to learn about an infant or toddler. They cover topics such as:   * The benefits of developing healthy eating habits at a young age. * How to reduce the risk of Sudden Infant Death Syndrome (SIDS). * The importance of good communication with your child care provider * Tips on how to understand and deal with difficult behavior in your toddler |
| **Family/Community Connection** | * Have students research the internet about children with special needs and type reports describing the condition and the suggested ways a caregiver can optimize their physical, emotional, social, and intellectual development. Have students give oral reports on their findings.   Topic examples: diabetes, down syndrome, epilepsy, mental impairments, sickle cell anemia, cerebral palsy, and AIDS. * Invite an owner/worker of a local day care center to speak to the students about the responsibilities of a caregiver. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)** [www.fcclainc.org](http://www.fcclainc.org)  **STAR Events:**   * Applied Technology – An individual or team event: Recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects. * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need.   Families First- Students display research posters, mobiles, tri-fold boards on the development of an infant at a school open house or community |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.<http://www.nylc.org/>  Possible ideas:   * The students will demonstrate their service learning skills by recycling, repairing, and donating educational toys to a local daycare/women’s shelter/children’s home.   As a reflection, the students will evaluate how their skills aided them in the project.  Do they feel they made an impact at the community venue and school?   Did the project achieve its purpose?   What might you do differently next time?   What did each student gain from this experience and contribution including both in learning and in the service?   * Refer to the Attorney General of Texas – Community Services and Volunteer Program for additional service learning projects.<https://www.oag.state.tx.us/cs/community/index.shtml> |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)