



**Title:** Being a parent/carer: If I was a parent

**Level:** SECOND

**Code:** 2.14.2

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a	Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.

**About this activity**

In this second of two sessions children are asked to think about the challenging aspects of parenthood and to imagine the kind of parent/carer they might be, thinking about what they as a parent/carer would do to help their child be healthy, happy and safe.

**Resources to support this activity**

- Slides
- Good drawing paper and crayons/pencils/pens

**Activity**

1. Following on from the previous session, remind/ask the children about their discussions about being a parent/carer – reflect on the *Dear Adults* poster they created that captured all the things that parents and carers can do to make sure their child is healthy, happy and safe.
2. **Being a parent and carer can be a tough job:** Explain that we have thought about all the things adults should do, but it would be helpful also to think about how hard it might be to be a parent or a carer. Use the slide with all the children of different ages, start with the baby, Ask: *What might be difficult or tough about being a parent or a carer when your child is... a baby?* then work through the ages. Acknowledge the contributions, recognise that parenting/caring for children can be a tough job. For some of the challenges think about things that will help/where parents can find help and support, for example from family members, from health visitors, from friends, and that there are online supports for parents and carers too.
3. **Imagining me as a parent or carer:** Ask the children, do you ever imagine being grown up and having children that you care for? You could be a mum, or a dad or a foster carer or an auntie or uncle who supports and cares for a child. Explain the task is to imagine they are grown up, they are

to draw a picture of themselves, and use the questions on the slide to make their picture all about being a parent or carer. Share and review the slide before setting off on the task.

### **Me as parent or carer**

First, draw a picture of you as an adult. How do you think you will look? What would you be wearing?

Then, around your picture write or draw some things about the kind of parent or carer you will be:

- How will you make sure your child is healthy?
- How will you make sure your child is happy?
- How will you make sure your child is safe?

4. As you go round the class/group have conversations about the drawings, if the children use images rather than words this is okay.
5. Bring the children back together and have some sharing and explanations – perhaps each child can tell one thing about their drawing and how they will help their child to be healthy, happy or safe.

### **Connecting with home**

A short text is provided with activity 2.14.1

### **Further learning activities are available that connect to this RSHP curriculum content**

- 2.14.1 Being a parent or carer: What does a parent/carer need to know?

### **Practitioner Notes**

