



**Title: Being a parent (2)**  
**Part 3: The importance of play/The Baby Box**

**Level: THIRD/FOURTH**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options. HWB 4-51a Through investigation I can explain the support available for parents and carers looking after babies and bringing up children. HWB 4-51b	Explains how to access support for parents and carers.

**Learning Intentions**

- Young people understand the role of a parent/carer.
- Young people understand the challenges of being a parent/carer.
- Young people understand how having a child would impact on their life.
- Young people understand the importance of nurture and play in a child’s development.
- Young people learn about the importance of finding and seeking help and support as a parent.

**Success Criteria**

- I can discuss the skills and qualities of a parent/carer.
- I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.
- I can discuss some of the challenges of being a parent/carer and how to seek help and support.
- I talk about the kind of parent or carer I would be.

**Resources to support this activity**

- PowerPoint slides
- This is me: The Child’s Right to Play short film <http://ipaworld.org/ipa-video-this-is-me-the-childs-right-to-play/> (scroll down for English version)
- Information/The baby box: <https://www.parentclub.scot/baby-box#>
- Baby box short film <https://www.youtube.com/watch?v=ZPONTczcPTs&feature=youtu.be>

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## Activity

1. Remind the class/group of the work over the past 2 sessions – and the continuing emphasis on parenting and the role that men and women play in that. Explain that with the sessions being on how important parents/carers are to the wellbeing and development of the child this session is about playing and finding out about a special gift that all families with new babies get called the Babybox.
2. **Play.** Young people should have some knowledge of the UNCRC. Share the slide about Article 31.

**Article 31 of the United Nations Convention on the Rights of the Child says that all children and young people have a right to relax and play.**

Ask (with a partner then full group): *Why do you think play is important for children? What do you remember playing as a child? Who taught you games and activities? Do you still play? What's changed? (If this hasn't come up as an issue) How can we make sure boys and girls are free to play whatever and with whatever they want – without gender stereotypes?*

3. After some discussion watch the film **This is me: The Child's Right to Play** <http://ipaworld.org/ipa-video-this-is-me-the-childs-right-to-play/> (duration 3 minutes 9 seconds) Scroll down to the English Language version – this is a short film produced by the International Play Association that stresses why play is so important that it is a child's right. Encourage any feedback/questions.
4. **What 5 things can a parent/carer do to make sure their child can play?** Acknowledge that if a child has a right to play then their parents and carers are going to be important to make sure this happens for them. Ask the young people to work in pairs or 3s and think about the question. Get some feedback. Explore whether the suggestions are for babies or small children. Remind the young people that they still/also have the right to play – what could, or should a parent or carer do to support them?
5. **The Baby Box:** <https://www.parentclub.scot/baby-box#> Introduce the class/group to the baby box. The images on the Parent Club web page provide all that you will need including the short film. Explain that every baby born in Scotland gets a baby box. It provides a lot of things a new born baby needs, including becoming a place where the baby can sleep safely up to 6 months old. Watch the short film (if you don't see it on the web pages also available here <https://www.youtube.com/watch?v=ZPONTczcPTs&feature=youtu.be>) that shows the box and its contents. Then scroll down and check out the questions that are posed, ask the group if they have any questions and find the responses by clicking through. (A poem has been written by the Makar Jackie Kay and put in every Baby Box – you could read it).
6. **A visit from a Health Visitor or midwife.** While the film and web pages provide the information you need it would be good to invite a local health visitor or midwife to come and speak to the class, bringing a baby box with them to show its contents and talk about its use. S/he might also then be able to talk about his/her work and about what babies and parents need. Making time for this might reduce time available for the final task below, if so these can be provided as a hand-out.
7. **Finding information, help and support if you are a parent.** For this last task clarify that one thing we have all learned over these sessions is that being a parent and carer is an important and challenging role. This means that it's good to know where information and support is available. One

place to look is online. Ask the class/group to work in pairs and give them access to a iPad/tablet/PC or allow young people to use their phones. Ask them to go online and explore one (or more) of these sites. Explain their task is to find out then feedback/comment on:

- What the site offers parents/carers.
- What do they find most interesting about the site.
- Whether they think it is helpful for parents/carers and why so/why not.

After some time get some feedback about the different sites.

**Parent Club** <https://www.parentclub.scot/>

**Play Talk Read:** <http://playtalkread.scot/>

**Communicating with Teens:** [https://www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers/communicating-teens?gclid=EAlaIQobChMIw5nxveHO3AIVSbftCh2nHA7aEAMYAiAAEgK0jFD\\_BwE](https://www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers/communicating-teens?gclid=EAlaIQobChMIw5nxveHO3AIVSbftCh2nHA7aEAMYAiAAEgK0jFD_BwE)

**Parent Line Scotland** <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

**Parentzone** <https://education.gov.scot/parentzone>

**Young Scot Young Parents** <https://young.scot/ping>

### Additional ideas

- As the session emphasises the importance and role of play why not set up a play session in the hall or playground? Skipping ropes, some traditional street games, ask colleagues in the Sports/PE department to support you, ask a community group/after school club if they would like to come facilitate a street games session. And use the session to remind young people about the value and importance of play.
- A poster about Article 31 is available (produced by the International Play Association) should you want to explore this further or use as a handout.

### Connecting with home

- Information is provided with activity ***Being a parent: Would having a baby change my life? What do parents need?***

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

- Being a parent: Would having a baby change my life? What do parents need?
- Being a parent: Connecting with and nurturing your child

### Practitioner Notes