



**Title: Being a parent or carer (2)**  
**Part 2: Connecting with and nurturing your child**

**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.

The learning intentions and success criteria are met with delivery of all parts of this topic.

**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
- *What is your baby thinking?* <https://youtu.be/pMYiTYwbOto> (4 minutes 3 seconds)
- Parent Quiz/handouts

## Activity

1. Start with a reminder of the last session, focus on the conversations that the young people had about being a good parent. Remind them that at the heart of being the best parent or carer a person can be is building a relationship with your child.
2. **Making connections.** Tell the young people this starts when the baby is born. Introduce a short film about connecting with a baby. Scroll down to *Tune into your baby's emotions* and watch the film Watch the film *What is your baby thinking?* <https://youtu.be/pMYiTYwbOto> (4 minutes 3 seconds) Get some initial feedback and explore any questions, highlight, so what should the parents of babies do to build that relationship?
3. **What do my parents/carers do for me now?** Ask the young people to think about themselves, at (14/15 or current age) they are still growing and developing. Ask them to identify 5 things their parents and carers do to support their development *at the moment* – it could be their physical health and wellbeing, or emotional wellbeing or social wellbeing (how they get on in the world). Take contributions. Explore: *Do they value the role their parent/carer takes now? Do they see the things they say and do as nurturing? Or perhaps intrusive/annoying?*
4. **Nurture.** Introduce the slide on nurture, discuss and check understanding.

**Nurture means to care or protect someone or something as it grows.** To be a nurturing parent or carer means giving your child lots of love and affection. If a parent/carer nurtures their child then the child feels protected and cared about, children feel important and good about themselves and their relationships.

Share the next slide, ask small groups to consider one age/stage category (they can choose) and think about their ideas. On completion get some feedback and have a conversation, explore similarities and how things change.

### Imagine yourself as a parent or carer: What would you do to nurture your child...?

- As a baby
  - As a toddler
  - As a 5-year-old
  - As a 10-year-old
  - As a 15-year-old
5. **Parent quiz:** Introduce the quiz, explain while it is a bit of fun it will spark some discussion about the kind of parent/carer the young people imagine they might be. It's a 10-part quiz, they can do it with a partner, they can share a copy but indicate their own opinion/answer. Do the quiz then go through questions one-by-one exploring responses. While making sure there is no sense of right/wrong responses (there are no answers given), take any opportunities to explore whether responses sit alongside some of the things young people have already said about being a parent.
  6. **Parenting discussion:** Ask the young people to work in a 2 or 3 to decide how they feel about the following proposition. They can agree or disagree or take a qualified 'maybe' position. Give them some time to work out their view and ask for feedback.

**DISCUSS:** Parenting has been called the ultimate long-term investment. It's one of the most complex and challenging jobs you'll face in your lifetime -- and also the most rewarding.  
**Agree/Disagree/maybe....**

7. End with acknowledgement of all contributions. Explain that in the next session the class/group will be talking about how important play is, and about something called the Baby Box.

### 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: The importance of play/The Babybox.

### Practitioner Notes