



**Title: Being a parent or carer**  
**Part 2: If I were a parent or carer**

**Level: SECOND**

**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.

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

**Learning Intentions**

- I know that all families are different.
- Children understand and explain the role and qualities of a parent/carer.

**Success Criteria**

- I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.
- I can describe the diversity we find in family life.
- I can discuss some of the challenges of being a parent/carer.
- I talk about the kind of parent or carer I would be.

**Resources to support this activity**

- PowerPoint 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. **What might be difficult or tough about being a parent or a carer when your child is...:** 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 (this may have come up previously). Use the slides 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. Children might like to work with a partner, then feedback. If children would benefit from some examples you could work as a full group on the first slide, you could offer suggestions like: *It might be difficult when your baby is sick.... It might be difficult when your baby is crying....*
3. Acknowledge the contributions, recognise that parenting/caring for children can be a tough job. For some of the challenges think about/ask children about *things that will help and where parents can find help and support*, for example (if they need prompting) from family members, from health visitors, from friends, and that there are online supports for parents and carers too.
4. **What might be fun and amazing about being a parent or a carer?** By contrast, ask the children to think about all the things that they imagine (or know from their own family experience) about what can be the positive aspects of being a parent. Ask the children to think across the age groups, with a partner, then feedback.
5. **Imagining me as a parent or carer:** Ask the children: *Do you ever imagine being grown up and having children that you care for?* Encourage some discussion, then explain that they 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. Explain the children use images and words. Share and review the slide before setting off on the task.

### Me as parent or carer

- How will I make sure my child is healthy?
  - How will I make sure my child is happy?
  - How will I make sure my child is safe?
6. 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. Display along with the poster from the earlier session.

## Connecting with home:

Text is provided with activity *What does a parent/carer need to know?*

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

- What does a parent/carer need to know?

## Practitioner Notes

