

# WHAT MAKES A GOOD PARENT?

## Age range:

14+, Years 10 +, KS 3, KS 4

## Programmes to

use with: Ben, Nat and Baby Jack

## Topics covered:

Parenting

Time: 15-30 minutes.

## Equipment Needed:

Flipchart or interactive whiteboard, pens and paper.

## Learning Outcomes

- Young people have an increased awareness of what makes a good and bad relationship.
- Young people have an increased ability to identify both the pros and cons of being a teenage parent.
- Young people have increased knowledge of the physical, legal, emotional and financial implications of having a child.

The key concepts for PSHE education in personal wellbeing for Ben, Nat and Baby Jack are:

- personal identities
- healthy lifestyles
- risk
- relationships

An exercise to introduce the concept of parenting. This exercise works well as a preparatory exercise to prepare the learners for the theatre in education programme **Ben, Nat and Baby Jack**.

## Introduction

This exercise uses creative thinking and reflective learning to explore the role of a parent.

## Exercise

On the board write 'A good parent...'. Ask the group for their suggestions on what they think makes a great parent and record everything on the board. Don't challenge any suggestions at this point. Typically groups will focus on what they would like their *own* parents to be and initially suggest that a good parent gives you lots of freedom and / or money.

If the group need help or struggle for suggestions then prompt by asking supplementary questions e.g. 'What would a good parent allow their child do? or give their children?' etc. If the group still struggle then briefly explore 'A bad parent is...' and then ask for any opposite suggestions.

Read through the list and start to explore the responses. Particularly explore any suggestions that are about good parenting being just about giving money and gifts or letting children do whatever they want. Try to ensure that the groups think of both male and female parenting.

Ask the group 'What is a parent's job or purpose?'. Use this to flesh out what impact parenting could have on children. Supplementary questions could be 'What attitudes or values should a good parent give their children?', 'what would a good parent do or give to their children?', 'what abilities or skills would a good parent pass on to their children?' etc.

In pairs or small groups ask the learners to create a short job advertisement that is advertising for a good parent. What skills, qualities or knowledge would each applicant need?

Encourage groups to be creative in their adverts. You could always extend this into short scenes of drama or design work to flesh out the adverts further to look at images of positive parenting.

Ask each group to read through or show their adverts.

## Summary

Recap on the original suggestions made about what makes a good parent and ask for any changes that the group would like to make to see if there has been any shift in the way they think about parenting.