

PREPARING TO PARENT: ANALYZING INFLUENCES AND SETTING GOALS



LESSON INTRODUCTION:

The purpose of this lesson is to understand the commitment necessary to raise a child. Information is also provided about Shaken Baby Syndrome.



OBJECTIVES:

Students will be able to...

- Analyzing influence of pregnancy and parenting on daily life
- Identify one goal they would like to complete by the close of high school
- Examine how pregnancy may affect one's ability to reach a goal
- Articulate why someone may shake a baby and identify warning signs of shaken baby syndrome



VOCABULARY:

- Financial Wellness
- Emotional Wellness
- Physical Wellness
- Social Wellness



STANDARDS:

Wisconsin Standard for Health Education

- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will analyze the influence of family, peers, culture, media, and technology, and other factors of health behaviors.

National Sexuality Education Standards

- **PR.12.INF.3** Analyze factors that influence decisions about whether and when to become a parent.
- **PR.12.DM.2** Assess the skills and resources

GRADE: High School

LENGTH OF LESSON: 45-50 min

SEQUENCE: 8



ACTIVITIES:

- 8.1 Anonymous Question Box
- 8.2 Analyzing the Influence of Pregnancy and Parenting on Daily Life
- 8.3 Shaken Baby Syndrome Slide Show
- 8.4 Pregnancy Prevention and Goal-Setting & Homework



MATERIALS/TECHNOLOGY:

- Shaken Baby Syndrome Slide Show: <http://bit.ly/2PzJvtf>
- Worksheet: My Day-to-Day
- Worksheet: Goal Setting
- Assessment Rubric



Activity 8.1: Anonymous Question Box (5 minutes)

Take a moment to check in on the ground rules for the Human Growth and Development unit. If there are questions in the anonymous question box, answer them using the **Answering Difficult Questions Protocol** found in the introduction of the curriculum. Remind students that the box will be available throughout the remainder of the human growth and development unit.



Activity 8.2: Analyzing the Influence of Pregnancy and Parenting on Daily Life (30 minutes)

Tell the students that the purpose of this lesson is to understand the commitment necessary to raise a child. They will also learn information about Shaken Baby Syndrome.

To understand this commitment, they'll learn about analyzing influences, setting goals, and how becoming a parent could affect the future goals students hope to achieve. List the following four vocabulary words on the board (financial wellness, social wellness, emotional wellness, and physical wellness) and talk about what they mean. Ask students for examples of how having a baby would impact each wellness factor. For example:

Financial Wellness	Social Wellness	Emotional Wellness	Physical Wellness
Raising a baby is expensive	Raising a baby is time consuming, leaving less time for friends	Raising a baby can be stressful	Raising a baby keeps people up – new parents can lose a lot of sleep
Earnings at an afterschool job would likely not be enough to support raising a baby	Less time for other activities like sports and clubs	Chronic stress can lead to other emotional challenges like anger or anxiety	Pregnancy changes your body, and good nutrition and exercise is important

Tell students today they are going to look at the commitment involved with becoming a parent. Specifically, they are going to analyze how having a baby as a young person influences daily life, and the four dimensions of wellness.

1. Identify people and things that might influence you (ex. family, culture, peers, media, technology, perceptions of norms, personal values, health risk behaviors [such as alcohol and other drugs], public health policies).
2. Evaluate how the influence might affect your health behavior and decisions.
3. Choose positive influences on health.
4. Protect yourself from negative influences on health.

My Sexual Health: My Future

Ask students where they have seen life with a baby portrayed. Ask for real life and media examples, and to describe them. Do students think these are realistic examples?

Share with students this scenario: *Imagine you became pregnant or got someone pregnant, and you decided to raise the baby.*

Lead a discussion with students working through the four steps, asking students what influences might be present in their lives in this scenario.

Explain that students will be completing the **My Day-to-Day Worksheet**. Each student will complete the worksheet twice; once with a baby ("Baby and Me") and once without a baby ("Just Me"). Pass out the **My Day-to-Day Worksheet**. Instruct students to fold the paper down the middle line, then complete the "Just Me" side first followed by the "Baby and Me" side.

Questions for Discussion:

- What kind of time adjustments did you make between your "Just Me" wake-up time compared to your "Baby and Me" wake-up time?
- What are some strategies to balance the responsibilities, and options for your time after school or work?
- How would you feel after bathing, feeding, and putting a baby to sleep at night after working or being in school all day?
- How often do babies need to eat at night? How would that disrupt your sleep? Who can you ask for tips on how to manage that?
- Who can you think of in your life that would be a positive influence on you and your child? How likely would it be that they would be willing and available to help with care?

Discuss that parenting a baby is hard work and may interfere with life goals.

My Sexual Health: My Future



Activity 8.2: Worksheet: My Day-To-Day

Student Name: _____

Directions:

- Fold this handout down the middle line.
- **Step 1:** Fill out the “Just Me” side.
- **Step 2:** Fill out the “Baby and Me” side
- Compare the time difference between the two and reflect on how having a baby will change each day of your life.

PART ONE		PART TWO	
Time	Activity – Just Me	Time	Activity – Baby and Me
	Wake Up		Wake Up Feed Baby
	Shower Brush teeth Get dressed		Shower Brush teeth Get dressed Change baby Dress baby Pack baby for the day
	Eat breakfast		Eat breakfast Feed the baby
	Go to school/work		Drop off baby at daycare Go to school/work
	Do something fun after work		Pick up baby
	Eat dinner		Eat dinner Feed baby
	Relax Household chores Laundry		Play with baby Bathe baby Put baby to bed Relax Household chores Laundry
	Go to bed Sleep		Go to bed Sleep Wake to feed baby every 3-5 hours



Activity 8.3: Shaken Baby Syndrome Slide Show (15 minutes)

Let students know they you're going to spend some time learning about Shaken Baby Syndrome. Define Shaken Baby Syndrome (also known as abusive head trauma or whiplash shake syndrome) as a serious brain injury resulting from forcefully shaking an infant or toddler.

Explain that knowing about Shaken Baby Syndrome is important to both avoid it and to recognize the signs if you have a baby and leave it with a care provider. Tell students that they have seen how much time and attention babies need to thrive, so they can probably also imagine that caring for a child is often stressful and tiring. Show students the **Shaken Baby Syndrome Slide Show**.

Field any questions or comments students have about Shaken Baby Syndrome and/or the slide show.



Activity 8.4: Pregnancy Prevention and Goal-Setting and Homework (10 minutes)

Let students know that to wrap up the class they're going to learn about setting goals for their lives. Goal setting is an important way for them to think through what they want for their future and make plans for how to achieve it. Students will learn and practice the skill of goal setting using the **SMART** model¹. **SMART** stands for: **s**pecific, **m**easurable, **a**chievable, **r**ealistic, and has a **t**imeline.

Demonstrate how to set a **SMART** goal for the class. One example could be:

My goal is to apply to at least nine out-of-state colleges or universities. I'll apply to three reach schools, three schools I think I can get accepted into, and three safety schools. I'll save money from my afterschool job to pay for the application fees and set aside three hours each week to write essays. I'll submit all my applications by the posted deadline.

Next give each student a copy of the **Goal Setting Worksheet**. Explain that students will identify one goal they personally want to complete before the end of high school. They'll reflect on why that goal is important, and how their ability to achieve it might be affected by a pregnancy.

Let students know they should bring their completed worksheets to the next class.

¹ Colorado Initiative Goal Setting Module. (2014, October). Retrieved December 6, 2017, from <http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/GS-9-12-model.pdf>

My Sexual Health: My Future



Assessment Rubric

Use the following rubric to assess student mastery of learning objectives.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Analyzing influence of pregnancy and parenting on daily life	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Identify one goal they would like to complete by the close of high school	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Examine how pregnancy may affect one's ability to reach a goal	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			