



## **Risk - Year 9**



## Theme Assembly

**THEME:** Risk

### ASSEMBLY TITLE

The bravest woman in Afghanistan - Malalai Joya

### INTENDED OUTCOMES

For students to consider the bravery of Malalai Joya, the Afghan MP and to consider the risk she places herself under due to her beliefs

For students to consider the risks that people might go to for what they believe in

### RESOURCES

- Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people
- Brian Radcliffe - Optimus Education 2008 Pages 155-158
- Music
- UNCRC - Article 12 - a right to an opinion

### ASSEMBLY PRESENTATION/DESCRIPTION

The assembly describes the bravery of Malalai Joya, how she places herself in danger in order to fight for what she believes in particularly the plight of women in Afghanistan.

The assembly invites students to think about what it might feel like to place yourself in a situation of risk to present your beliefs. It also encourages the students to think about things that they care enough about to warrant them getting involved and presenting their own opinions about human rights. It helps them to think about issues that matter to them within their own community such as bullying, vandalism.

### REFLECTION

My voice is a quiet voice,  
But if I join in with your voice it becomes louder  
20 voices forms a chorus  
100 voices form a crowd  
And a crowd cannot be ignored  
May I have the courage to be the first voice  
Do you feel able to voice your own opinion?  
What issues matter to you that you would risk speaking out?  
Why might you not speak out - what are the risk factors involved?

# The bravest woman in Afghanistan

Malalai Joya



## Key Stage 4 and 5

**SEAL Key Aspect:** Motivation

### Summary:

In this assembly students are encouraged to consider the bravery of Malalai Joya, the Afghan MP.

### Resources:

- Two readers.

**Taken by:**

**Date:**

**Given to:**

**Comments:**

## Engagement

### Leader

Afghanistan is a country that's often in the news. Here are two sides of the story.

### Reader 1

Afghanistan has a democratically elected government. The country's new constitution requires that two women are elected from each of its 34 provinces. They make up about a quarter of the country's parliament. Malalai Joya is one of these women MPs.

### Reader 2

Malalai Joya is always accompanied by up to six heavily armed bodyguards. She wears a burqa in public, not simply because she is a Muslim but in order to conceal her identity. She never sleeps in the same house for more than one night and frequently has to borrow fresh clothes to attend

meetings. Her husband lives 600 miles away. She sees him infrequently and under conditions of great secrecy.

Malalai Joya has been physically attacked in the assembly, her home has been bombed and she's survived four assassination attempts. She's been called the bravest woman in Afghanistan.

## Reflection

### Leader

What has made Malalai Joya such a target? In simple terms it's her refusal to do anything other than tell the truth as she sees it about corruption and human rights in her country.

On 17 December 2003 she made her maiden speech in the embryonic national assembly. It wasn't a very long speech but it was received in stunned silence followed by violent uproar. What did she say that so enraged many of her fellow members? Her crime



## *The bravest woman in Afghanistan*



**Malalai Joya**

## *The bravest woman in Afghanistan*

was first of all to identify the fact that many members of Afghanistan's ruling assembly were in fact fundamentalist warlords, criminals and drug traffickers who had assumed power in their areas. She said that they had no right to take part in shaping the country's future. Her further point was that those people should in actual fact be tried as war criminals. The atmosphere turned ugly and, under pressure from many of those she'd accused, security guards threw her out.

Malalai's words struck a chord with many ordinary Afghans. In September 2005 she was elected as a member of parliament. She continued to be a fierce critic, stating that even though people wore suits and ties it didn't mean that they weren't the same, corrupt and murdering warlords that had ruined the country. For this she was banned from parliament until 2009.

What is it that motivates this woman to put herself in a situation of grave danger? It's primarily to do with the plight of Afghan women, even in the new democracy. Let's hear some facts and figures:

### **Reader 1**

87% of Afghan women are illiterate.

### **Reader 2**

Only 30% of girls have access to an education.

### **Reader 1**

One in three Afghan women suffer physical, psychological or sexual violence, often in their own home.

### **Reader 2**

As many as 80% of Afghan girls face the prospect of a forced marriage.

### **Leader**

For Malalai Joya this is enough motivation. She cares deeply about the lives of ordinary women who've seen little difference to their experience since the new democracy began. Tirelessly she visits refuges and sanctuaries for women who are victims of violence and other abuses, speaking out for human rights and true justice in her country. She knows she's likely to be killed but asserts that nothing can silence her voice since it's the voice of all Afghan women. Her much-quoted cry is: 'You can cut the flower, but you cannot stop the coming of spring.'

Malalai Joya has made a huge personal sacrifice for the sake of others. She's even given up the hope of having children, not only because of the separate lives she and her husband have to live, but also because she's unwilling to sacrifice the nine months of pregnancy, because there's too much to do. She also states pragmatically that, since there are so many orphans in her country, they could adopt a child if the situation stabilised.

## **Response**

How much do you care about what goes on in the world, in this country, in this community? Human rights are not simply an issue thousands of miles away. They are here among us. The right to personal security is about bullying. The right to own property is about petty theft. The right to a fair hearing is about victimisation. The right to free speech is about listening to one another's opinions without interrupting or ignoring.

Do you care enough to speak out for the human rights of others? There's just as much a sense of risk in voicing what you might truly think about

## The bravest woman in Afghanistan

certain issues here in this school as out in the wider world. Take the brave way and speak out like Malalai Joya.

### Meditation/prayer

Think about the words of this response.  
Make it your own prayer if you wish.

*My voice is a quiet voice,  
But if I join it with your voice it becomes louder.  
20 voices form a chorus.  
100 voices form a crowd.  
And a crowd cannot be ignored.  
May I have the courage to be the first voice.  
Amen*

### Leading questions

1. What does it take to stop you expressing your opinion:
  - Someone disagreeing with you in objective terms?
  - Sarcasm?
  - Rejection by your friends?
  - Vandalism of your property?
  - Physical violence?
2. Which countries are at present in the news because of the denial of human rights, particularly the right to freedom of speech?

### Something to do

Plant a tub with a selection of seeds.

Attach a sign reading 'you can cut the flower, but you can't stop the coming of spring'.

Place the tub somewhere it can be easily seen.

Water it regularly. Each time you water it, check on the internet for up-to-date news about Malalai Joya.

# The Price of Parenting

This unit has been adapted for Kaleidoscope, with the kind permission of Gloucestershire County Council, from a resource developed and published in Gloucestershire in partnership with DebtCred and pfeg. Our gratitude is due to all those listed below.

## Acknowledgements

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DebtCred, The High Sheriffs' financial literacy project: [www.debtcred.org.uk](http://www.debtcred.org.uk)

Just Ideas: [www.Just-Ideas.co.uk](http://www.Just-Ideas.co.uk)

NCLP, The Nationwide Community Learning Partnership: [www.nclp.org.uk](http://www.nclp.org.uk)

**pfeg**, the personal financial education group: [www.pfeg.org](http://www.pfeg.org)

U-Too: [www.dads-matter-too.blogspot.com](http://www.dads-matter-too.blogspot.com) or phone Mike White, U-Too: 01380 850547

Sara Lees: [sara.lees@ambamai](mailto:sara.lees@ambamai)





# Risk

**Thought for the week**

My future is  
what I choose,  
not what  
happens to me



The background of the entire slide is a faded, light red image of a person riding a bicycle. The person is wearing a helmet and a jacket, and the bicycle is in motion, with the wheels and frame visible. The overall tone is soft and motivational.

# Risk

## Thought for the week

Listening is the most important part of communicating, because communication has 'U' in the middle



**Risk**

**Thought for the week**

Children come  
with instructions  
not included

A person is riding a bicycle, captured in a low-angle shot. The image is heavily tinted with a red color. The text 'Risk' is prominently displayed at the top in a bold, white font. Below it, a red horizontal bar contains the text 'Thought for the week' in white. The main body of the image features the text 'Becoming a parent changes everyday life, for life' in a large, red, sans-serif font, centered over the cyclist. The background shows the wheels and frame of the bicycle, with the rider's legs and feet visible as they pedal.

# Risk

**Thought for the week**

Becoming a  
parent changes  
everyday life,  
for life





# Risk

## Thought for the week

Do you know  
the difference  
between what  
you want and  
what you need?





# Risk

## Thought for the week

Shouldn't a child  
be the best  
thing that ever  
happened to its  
parents?

## Risk Year 9

### Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
All	Teenage parenthood often makes newspaper headlines and articles can form the basis for debate. Examples from the Independent and the Sunday Times are included here.		
All	<p>Various BBC and Channel 4 materials are also available around this theme:</p> <ul style="list-style-type: none"> <li>BBC Baby Borrowers series - the DVDs contain some excellent footage on relationships, and on the reality of looking after a baby such as changing nappies and night feeds.</li> <li>Channel 4 Series Parents and Teens includes an episode on the relationship between a mother and her daughter who is expecting a baby. There are some useful resources on Communication Skills.</li> <li>The BBC has produced a very useful DVD and teaching pack based on the series 'Underage and Pregnant'</li> </ul>		<p>Teacher's pack can be downloaded from <a href="http://www.bbc.co.uk/schools/teachers/babyborrowers/">www.bbc.co.uk/schools/teachers/babyborrowers/</a></p> <p>There is also an online game: <a href="http://www.bbc.co.uk/parenting/interactive_area/baby_borrowers/game_window.shtml">www.bbc.co.uk/parenting/interactive_area/baby_borrowers/game_window.shtml</a></p> <p><a href="http://www.channel4learning.com/support/programmenotes/micro/parentsandteens/prog4.html">www.channel4learning.com/support/programmenotes/micro/parentsandteens/prog4.html</a></p> <p><a href="http://www.bbc.co.uk/schools/teachers/underageandpregnant/">www.bbc.co.uk/schools/teachers/underageandpregnant/</a></p>
2	Collect pictures of famous couples from magazines/newspapers		
All	Some schools have purchased RealCare babies from Life Choice Ltd. These "babies" are highly sophisticated and can be programmed to simulate different patterns of behaviour.		<a href="http://www.lifechoice.co.uk/index.htm">www.lifechoice.co.uk/index.htm</a>
3	<p>Space large enough to accommodate all your students in groups of 4 while viewing a slide show</p> <p>Space to act as the supermarket stall</p> <p>Scissors</p> <p>Scrap paper</p> <p>Whistle or bell etc.</p>		
4	<p>Flip chart</p> <p>Post-it notes</p> <p>Coloured pens &amp; pencils</p> <p>The audio material in Lesson 4 is taken from the DVD, "Dads - Matter - Too" produced by Mike White of U-Too based in Swindon.</p> <p>The DVD can be purchased for £10.</p>		Mike White, U-Too, Link Centre, Whiteway, Swindon, SN5 7DL, Tel. 01380 850547.
5	<p>Internet access (optional)</p> <p>Shopping catalogues (optional)</p>		
6	A video camera to film the final 'interviews' (optional)		

## Kaleidoscope - Related Aspects - Risk Year 9 - Summer Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 9	Rights Respecting Schools
<p>P1.1a Understanding that identity is affected by a range of factors, including a positive sense of self</p> <p>P1.1c Understanding that self esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p> <p>P1.2a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices</p> <p>P1.2.b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p>	<p>E 1.2.a Exploring what it means to be enterprising.</p> <p>E 1.2b Learning how to manage money and personal finances</p> <p>E 1.3.a Understanding risk in both positive and negative terms.</p> <p>E2.1b Identify major life roles and ways of managing the relationships between them</p> <p>E2.1c Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise</p>	<p><b>Physically healthy.</b></p> <p>Mentally and emotionally healthy.</p> <p>Sexually healthy.</p> <p>Healthy lifestyles</p> <p><b>Stay Safe</b></p> <p>Safe from accidental injury and death.</p>	<p><b>1 PSHE</b></p> <p>1. uses the PSHE framework to deliver a planned programme of PSHE, inline with DCSF/QCA guidance</p> <p><b>1 PSHE</b></p> <p>7. involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers</p>	<p>Empathy</p> <p>Self-awareness</p> <p>Motivation</p>	<p>6. I can reflect on my actions and identify lessons to be learned from them.</p> <p>23. I can look to long term not short term benefits and can delay gratification</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.</p> <p>33. I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.</p> <p>36.I understand the impact of bullying, prejudice and discrimination on all those involved, (including people who bully, people who are bullied and people who witness bullying, and others such as friends,, family and the wider community) and can use appropriate strategies to support them.</p>	<p>I can identify what others do that is effective and apply this to my actions and understanding.</p> <p>I can show respect for people from a wide variety of backgrounds.</p> <p>I can recognise that people with different skills, attitudes and values enhance my life experiences.</p> <p>I can balance the needs of a few close friends with being part of a larger group.</p> <p>I can break friends without falling out.</p> <p>I am able to discuss the importance of rights and responsibilities and recognise why they are important.</p> <p>I can predict the consequences of failing to meet responsibilities.</p> <p>I can take on and try out different roles in a team/group.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 36 - Children should be protected from any activities that could harm their development.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 9	Rights Respecting Schools
<p>P1.3.a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.</p> <p>P1.3.b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.</p> <p>P1.4a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.</p> <p>P2.1a Reflect critically on their own and others' values</p> <p>P2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing</p> <p>P2.2.b Find information and support from a variety of sources</p>	<p>E 2.3.b assess, undertake and manage risk</p> <p>E2.4d Identify how finance will play an important part in their lives and in achieving their aspirations</p> <p>E 3.g personal budgeting, money management and a range of financial products and services</p> <p>E3.j Social and moral dilemmas about the use of money</p>				<p>39. I can communicate effectively with others, listening to what others say, as well as expressing my own thoughts and feelings.</p> <p>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>50. I can be assertive when appropriate.</p>	<p>I know how to select and form an effective team/group taking account of the feelings of others.</p> <p>I understand what it means for one person or group to have power over another.</p> <p>I know how to handle relationships of unequal power.</p> <p>I can take other people's thoughts and feelings into account when I make decisions.</p>	



PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 9	Rights Respecting Schools
P2.2.c Assess and manage the element of risk in personal choices and situations P2.2.e Know when and how to get help P2.3.b Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences P2.3c Use the social skills of communication, negotiation, assertiveness and collaboration P2.3d Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves							

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 9	Rights Respecting Schools
<p>P3.a Examples of diverse values encountered in society and the clarification of personal values</p> <p>P3.f How a balanced diet and making choices for being healthy contribute to personal wellbeing</p> <p>P3.k The nature and importance of marriage and stable relationships for family life and bringing up children</p> <p>P3.l The roles and responsibilities of parents, carers and children in families</p>					<p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>50. I can be assertive when appropriate.</p>	<p>I can moderate and deal with intense friendships and know my feelings that are experienced by me and others</p> <p>I am aware of the changes in my rights and responsibilities</p> <p>I have some ideas what to do if the way some people are acting is not helping the group to work together</p> <p>I understand why there is sometimes conflict between different groups</p> <p>I know how I might help resolve a conflict between my group and another group</p> <p>I can choose different ways to resolve a conflict</p>	

# Overview of Lessons

Theme: Risk	Year: 9
Lesson Title	Intended Learning Outcomes
1. Aspirations	<ul style="list-style-type: none"><li>• I can recognise my own personal qualities and strengths (P1.1a)</li><li>• I can recognise the choices available to me and the possible consequences (E2.1c)</li><li>• I can recognise that I can influence my future (SEAL 30)</li></ul>
2. Communication	<ul style="list-style-type: none"><li>• I can recognise the importance of effective communication in relationships (P1.4a)</li><li>• I can develop skills to talk about difficult issues, feelings and emotions (P2.3c; SEAL 39)</li></ul>
3. Myth and Reality - Parenthood Game	<ul style="list-style-type: none"><li>• I can gain an insight into the practicalities of parenting (P1.2a; P3.f)</li><li>• I can develop my communication and problem solving skills through parenting dilemmas (SEAL 43)</li><li>• I can empathise with and recognise the complexities of parenting (P2.2c; P3.l)</li></ul>
4. Myth and Reality - Diaries	<ul style="list-style-type: none"><li>• I can consider the positive and negative aspects of being a parent. (P2.3d; SEAL 33)</li><li>• I can explain how being a parent changes everyday life, for life. (P3.k; E 2.1b)</li></ul>
5. Myth and Reality - Financial Cost of Parenthood	<ul style="list-style-type: none"><li>• I can understand the financial responsibilities of parenthood, e.g. needs/wants (SEAL 23; SEAL 44)</li><li>• I know about prioritising &amp; budgeting, e.g. making choices (E1.2b; E3.g)</li><li>• I understand about long-term financial commitments and their impact on my lifestyle (E2.4d; E3.j)</li></ul>
6. Through the Eyes of a Teenage Parent	<ul style="list-style-type: none"><li>• I can apply my previous learning in a new context. (P2.2a; SEAL 6)</li><li>• I can use my imagination to understand and empathise with someone else's experience. (P1.1c; SEAL 32)</li><li>• I can reflect on my own values and the choices I might make. (P2.1a; P3.a)</li></ul>
<b>End of Theme Product/ Project Outcome:</b>	
Students create interviews for a mock TV documentary about teenage parenthood, using all they have learnt in the unit to generate realistic characters and situations.	
These materials are adapted from 'The Price of Parenting' published by Gloucestershire County Council and funded by DebtCred and pfeg. They may not be re-published in any form.	
A copy of 'The Price of Parenting' is available from Gloucestershire County Council at cost price.	

**THEME:** Risk: Aspirations**LEARNING INTENTION/'I'**

I can recognise my own personal qualities and strengths

I can recognise the choices available to me and the possible consequences

I can recognise that I can influence my future

**VOCABULARY**

Quality, strength, interest, choice, consequence, aspiration.

**RESOURCES**

- Chair of truth questions
- QSI cards
- Personal QSI cards
- Scenario cards
- Pathways to success sheets - examples and blanks on A3

**TEACHING/LEARNING ACTIVITIES****Engagement**

This exercise is designed to encourage students to reveal information without feeling exposed. There are no right or wrong answers and they are free to answer as they like.

Place a chair in the middle of a room. Explain that you will make several different statements. The more the students agree with the statement the closer they move towards the chair; the more they disagree, the further away they move.

Start with some easy statements to check that everyone understands the exercise (see resources).

Note: Teacher can ask participants why they have chosen to stand where they are this will help you to get into a general discussion about personal future and career aspirations.

Suggest a variety of successful role models and take ideas from students. Examples:

- Rio Ferdinand - born in Peckham, south-east London, grew up on a council estate. Successful England footballer of mixed Caribbean and Irish descent
- J K Rowling - Successful author of Harry Potter series and films, who went to school in the Forest of Dean

**Reflective learners**

Assess themselves and others, identifying opportunities and achievements.



## Core Activity

### Activity 1: QSI Card Sort

By the end of this activity students would have been encouraged to consider a range of qualities, skills and interests. Students can work in pairs or small groups in which each have a pack of cards, of which three define a quality, skill or interest. Students then must sort the remaining cards under appropriate quality, skill or interest heading. Some may cause discussion as they don't clearly fall under one category.

Teacher may sum up by outlining that we all possess different skills, qualities and interests.

### Activity 2: Personal QSI cards

Each student is to be given a Personal QSI card. Students should then complete card with 2 skills, 2 qualities and 2 interests. The number section should be completed by the teacher prior to giving out the cards, students should make a note of their number as this will be needed later on but should not be shared with other students. Once the cards have been completed and collected in the teacher will use the example card to outline how careers and jobs often link to qualities, skills and interests. Encourage students to consider the whole person when trying to match their personal QSI's with possible career paths. Teacher then hands out the numbered cards randomly and students working alone or in pairs suggest possible career opportunities/pathways best suited to the person's profile. Once completed teacher recollects and hands out to the original owner. The original owner reads through their suggested career paths.

### Activity 3: Scenarios

In small groups students are faced with 6 different scenarios, they all potentially have a number of different endings with immediate and long term consequences. This should encourage students to think about the impact their choices have on their future. You may encourage them to make notes under the headings short term and long term consequences for each of the scenarios.

### Activity 4: Pathways to success

This is a culmination of social and personal aspirations and career aspirations. Distribute the example to students and run through, identifying how each step contributes to the ultimate aspiration. Then give students their own copy, this resource can be A3 or A4 and has the potential for students to personalise using colour, pictures, cartoons and drawings. You may also want to display all pathways to success on the wall in your classroom. Alternatively you can ask students to place them in an envelope, write their name on the front and return to them at different times in their school life (for example year 11) encouraging them to reflect on their progress.

## Plenary

Students turn to the person next to them and share 3 things that they've learnt about themselves as a result of the work carried out in this session.

Teacher notes:

Components of High Aspirations

- Information - appropriate, reliable, able to make positive informed choices...
- Inspiration - diverse sources, new experiences, broaden horizons...
- Self-esteem - confident, skills required to achieve goals, develop resilience to cope with set backs...
- Self-efficacy - belief they can achieve goals through working hard, confident that they have a fair chance of success...

## KEY QUESTIONS

What is the difference between a skill and a quality?

What is the difference between a career aspiration and a personal one?

What do you need to do to achieve your dreams?

## AFL

The 'Pathways to Success' demonstrate understanding and engagement with the key ideas.

Plenary - sharing in pairs allows reflection on learning points from the lesson.

## DIFFERENTIATION

Most activities involve collaborative working and mutual support.

Ensure that where necessary students are helped to understand the difference between qualities, skills and interests.

## CROSS CURRICULAR LINKS

English 3.1b: Activities should include informal group or pair discussions

## NOTES

# **Chair of Truth**

**Start with some easy statements to check that everyone understands the exercise:**

- **Today is .....**
- **It's cold outside**

**Then move onto the following:**

- **We all have good qualities**
- **We are able to influence our own lives**
- **We are able to influence other lives**
- **I can only be really happy if I'm rich**
- **Happiness is feeling fulfilled**
- **I have positive aspirations and ambitions**
- **If I do well at school I can make lots of money in the future**
- **If I take part in extra curricular activities such as sport or music, I will gain skills I can use in later life**
- **I can think of a role model that inspires me to succeed**

## QSI Card Sorting

### Quality

Definition: An attribute or value that someone holds

### Interest

Definition: A hobby, past time or leisure activity

Punctual

Caring

Drawing

Writing

Sporty

### Skill

Definition: An ability or talent in a given area.

Takes pride in presentation

Organised

Patient

Numeracy

Reading

Drama

Music

ICT

Funny

Team Player

Listening

Childcare

Trustworthy

Photography

Genuine

Motivator

Leader

Time Management

Mechanics

Reliable



## Personal QSI Card

**My Personal QSI Card**

**Number** . . . . .

**Qualities** . . . . Caring . . . . Patient . . . .

**Skills** . . . . Organised . . . . Drawing . . . .

**Interests** . . . . Animals . . . . Reading . . . .

**Suggested Careers Paths:**

Nursing, working with animals (vet/vetinary nurse)

**My Personal QSI Card**

**Number** . . . . .

**Qualities** . . . . .

**Skills** . . . . .

**Interests** . . . . .

**Suggested Careers Paths:**

1. You're at a party and have had too much alcohol to drink. You're persuaded to go upstairs with someone of the opposite sex...

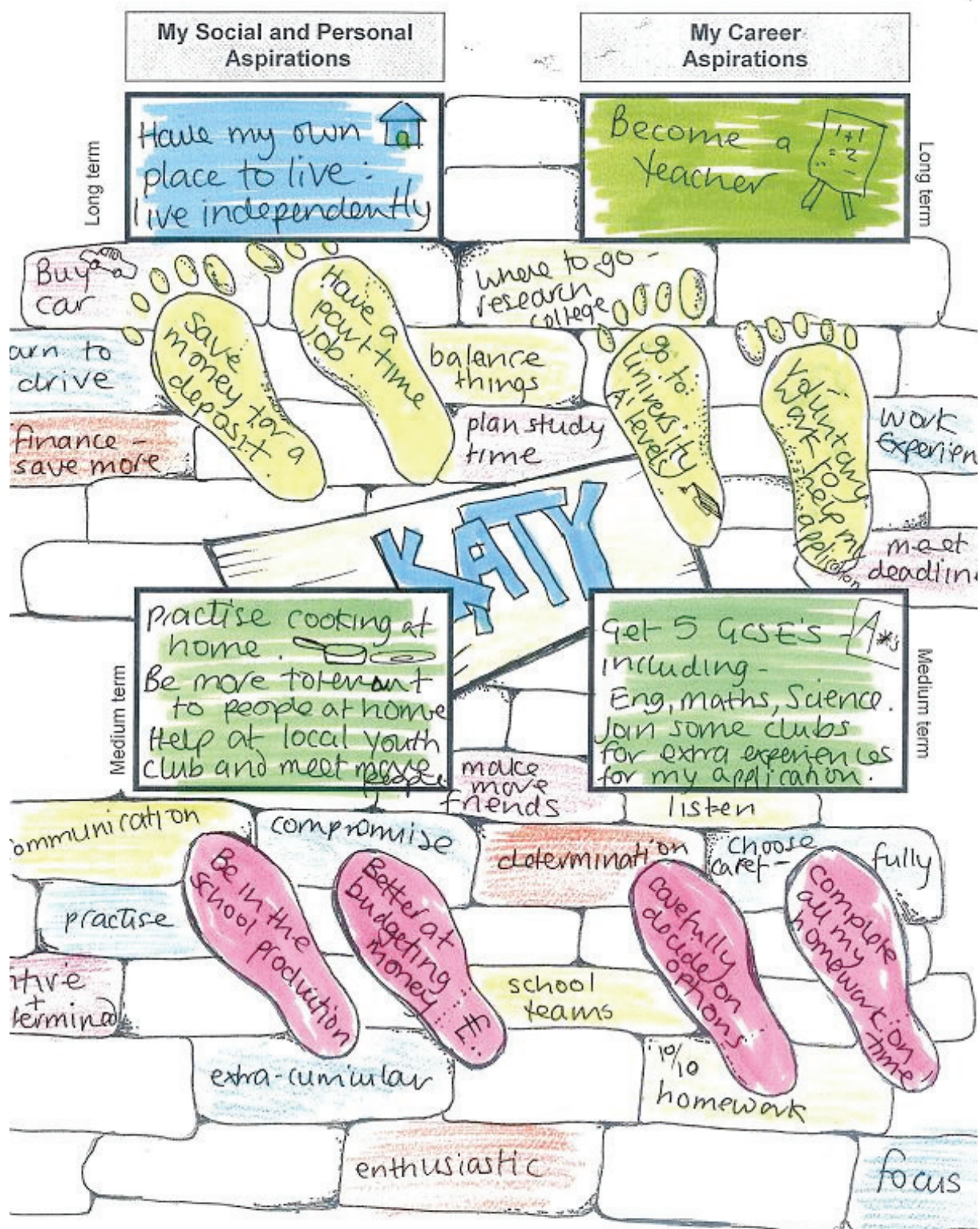
2. Your GCSE coursework is due in tomorrow; you haven't completed it yet, and have been asked to go to a concert. You...

3. You're on your way to school when you meet a friend who tries to persuade you to skive school for the day. You...

4. Your mates are at the park and start shouting racist abuse at a passer by. You ...

5. You've had a heavy Friday night. The next morning your alarm clock goes off at 7am to wake you up for your part time Saturday job. You ...

6. Earlier in the day you had a big argument with someone you're close to. How do you manage your emotions for the rest of the day ...?



**My Pathway to Success**

**THEME:** Risk: Communication**LEARNING INTENTION/'I'**

I can recognise the importance of effective communication in relationships

I can develop skills to talk about difficult issues, feelings and emotions

**VOCABULARY**

Communication, issues, feelings, emotions.

**RESOURCES**

- Continuum worksheet
- Famous couples that you have collected from magazines/newspapers
- 3D blank person sheet and character descriptors
- Scenario cards.
- Observation sheets

**TEACHING/LEARNING ACTIVITIES****Engagement**

Speed Dating - 3 minutes unscripted. Students talk in pairs, face to face. Move on after 1 minute and again after another. Give no introduction just ask them to talk to each other!

Teacher prompt: Did you feel comfortable? What went well....not so well?

**Continuum Worksheet: How do you feel about communicating on personal issues?**

Objective is to get a snapshot of how confident students feel about discussing "difficult" issues. Use continuum sheets and ask pupils to record how they feel about each situation. Note: emphasize there are no right answers. Suggested questions are given in the resources but can be adapted to suit your class.

**Self-managers**

Reach agreements,  
managing discussions  
to achieve results

## Core Activity

### Activity 1: Celebrity Couples

Explain lesson objectives - Understand how good communication is important in relationships (with friends, parents, or other adults - not just partners) and start to develop skills for effective communication in difficult circumstances.

Show groups the pictures of famous couples. Ask, "How are they communicating with each other? What do we really know about their personal relationships from the media?" ...Encourage pupils to identify different aspects and to be specific e.g. if someone suggests "body language" ask them to explain further.

### Activity 2: Role play of tricky situations

In small groups create a character for role play in different situations.

On 3D blank person sheet, put name and interests on the card he/she is holding and add words describing their character around the outside. Choose from descriptors on cards. Encourage students to create a realistic character that they can empathise with! All characters are 16, can be male or female and are attending college.

#### Role play:

Create conversations between "the character" and their partner (whose characteristics are already defined - see resources) using 3 given situations:

- First date
- The party
- Monday morning at school

One person from the team plays the role of the character. Another person (either from a different group or the teacher) plays the role of their "boyfriend/girlfriend". Other members of the team complete the observation sheet and give feedback. This can be done in their groups or as a whole class. Students will need some guidance to help them understand what they are looking for and how to complete the observation sheet and how to give feedback: i.e. be specific, and factual. "When you ..., I noticed that...."

Notes: The first scenario will be fun and there is a lot of scope for discussion around likes/dislikes, compromise and getting one's own way. The second scenario gets a little more sensitive, and the third (if appropriate for your group) is expected to be challenging.

Allow 2-3 minutes for each "conversation" plus a similar length of time for feedback.

Prompts:

- What did you notice about their body language?
- Did they talk about the subject given or did they avoid it?
- Did they come to an agreement about what to do?
- Were they both happy with the decision? (how did they feel)

We can sum the session up with, "So we've learned about all these good communication skills..... but when it got to a tricky situation it was difficult to communicate.....what could they have done differently?" Discuss as a whole class.

## Plenary

Repeat speed dating activity.... "Have a go at talking about....." (choose an appropriate topic)

### KEY QUESTIONS

How good a communicator am I?

In what kind of situations do I find it difficult to communicate?

### AFL

Conversations and observation feedback show students' grasp of communication skills.

## DIFFERENTIATION

Students confident with role play can take on character roles, others can share in creating characters and making observation notes.

Supplementary activities - see notes below.

## CROSS CURRICULAR OPPORTUNITIES

English 3.1b: Activities should include informal group or pair discussions

English 3.1c: Activities should include individual and group improvisation and performance

R.E. 3.i: Study should include ethics and relationships: questions and influences that inform ethical and moral choices



**NOTES**

Core principles for good communication: clarity, respect for the other individual, openness, honesty, empathy, sensitivity.

Communication techniques: body language, facial expression, gestures, tone of voice, eye contact.

**Supplementary activities**

Some pupils may need more practise to explicitly recognise body language and facial expression cues. There are two additional activities included in the resources to build confidence in their innate abilities to recognise non-verbal communication.

These are in the form of “matching” activities in worksheet or presentation format.

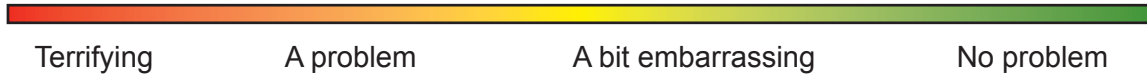
- Body language
- Facial expression

## How do you you feel about discussing personal issues

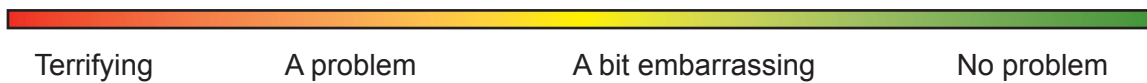
1 Talking about my plans for the future is . . .



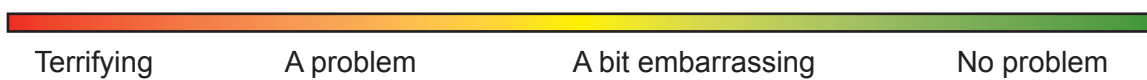
2 Talking to people about money problems is . . .



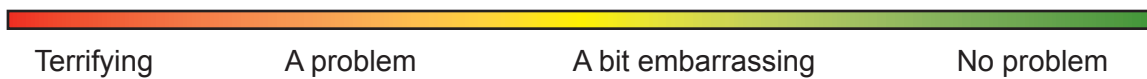
3 Chatting to someone I fancy is . . .



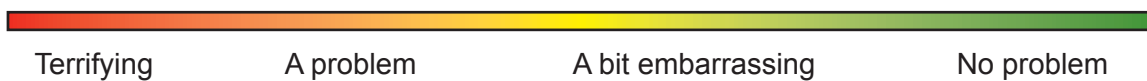
4 Telling my friends how I feel is . . .



5 Discussing contraception is . . .



6 Talking to my parents about sex is . . .



## Personality Traits

<b>Positive</b>	<b>Negative</b>	<b>Easy Going</b>	<b>Energetic</b>
<b>Outgoing</b>	<b>Shy</b>	<b>Responsible</b>	<b>Ambitious</b>
<b>Confident</b>	<b>Sensitive</b>	<b>Idealistic</b>	<b>Reliable</b>
<b>Funny</b>	<b>Serious</b>	<b>Excitable</b>	<b>Pushover</b>
<b>Lairy</b>	<b>Quiet</b>	<b>Vulnerable</b>	<b>Impulsive</b>
<b>Clever</b>	<b>Caring</b>	<b>Sharing</b>	<b>Loyal</b>
<b>Anxious</b>	<b>Warm</b>	<b>Judgemental</b>	<b>Bossy</b>
<b>Cold</b>	<b>Trusting</b>	<b>Controlling</b>	<b>Reckless</b>
<b>Loner</b>	<b>Angry</b>	<b>Manipulative</b>	<b>Trustworthy</b>
<b>Honest</b>	<b>Friendly</b>	<b>Kind</b>	<b>Stressy</b>
<b>Chilled</b>	<b>Nice</b>	<b>Horrible</b>	<b>Reserved</b>
<b>Square</b>	<b>Depressed</b>	<b>Considerate</b>	<b>Lazy</b>
<b>Attention seeking</b>	<b>Trouble Maker</b>	<b>Thrill seeking</b>	<b>Self doubting</b>

## Successful Communication

Your character is going to have some conversations with a boy friend or girl friend in a series of different situations.

One member of your team will act as your character.

Another person will act as the boy friend or girl friend

The other team members will observe and give feedback.

Boy friend or Girl friend

## Observation Sheet

Personality Trait (write down top 3)	Yes or No	Communication	😊	Conversation	😊
1.		Body Language		Clear message?	
2.		Facial expression		Agreement?	
3.		Tone of voice		Amicable	
Was your character happy with the outcome? (explain)					
What could the have said or done differently?					

Personality Trait (write down top 3)	Yes or No	Communication	😊	Conversation	😊
1.		Body Language		Clear message?	
2.		Facial expression		Agreement?	
3.		Tone of voice		Amicable	
Was your character happy with the outcome? (explain)					
What could the have said or done differently?					



## **Scenario 1: First Date**

Partner conversation ideas:

- Will we go as a couple or in a group?
- Where are we going to meet?
- Where are we going to go?
- Where are we going to eat?
- Who will pay?

## **Scenario 2: The Party**

Conversation ideas:

- Do we meet there or go together?
- Are you planning to have a few drinks?
- What time do you need to go home?
- Have you thought about ...

## **Scenario 3: Back at College**

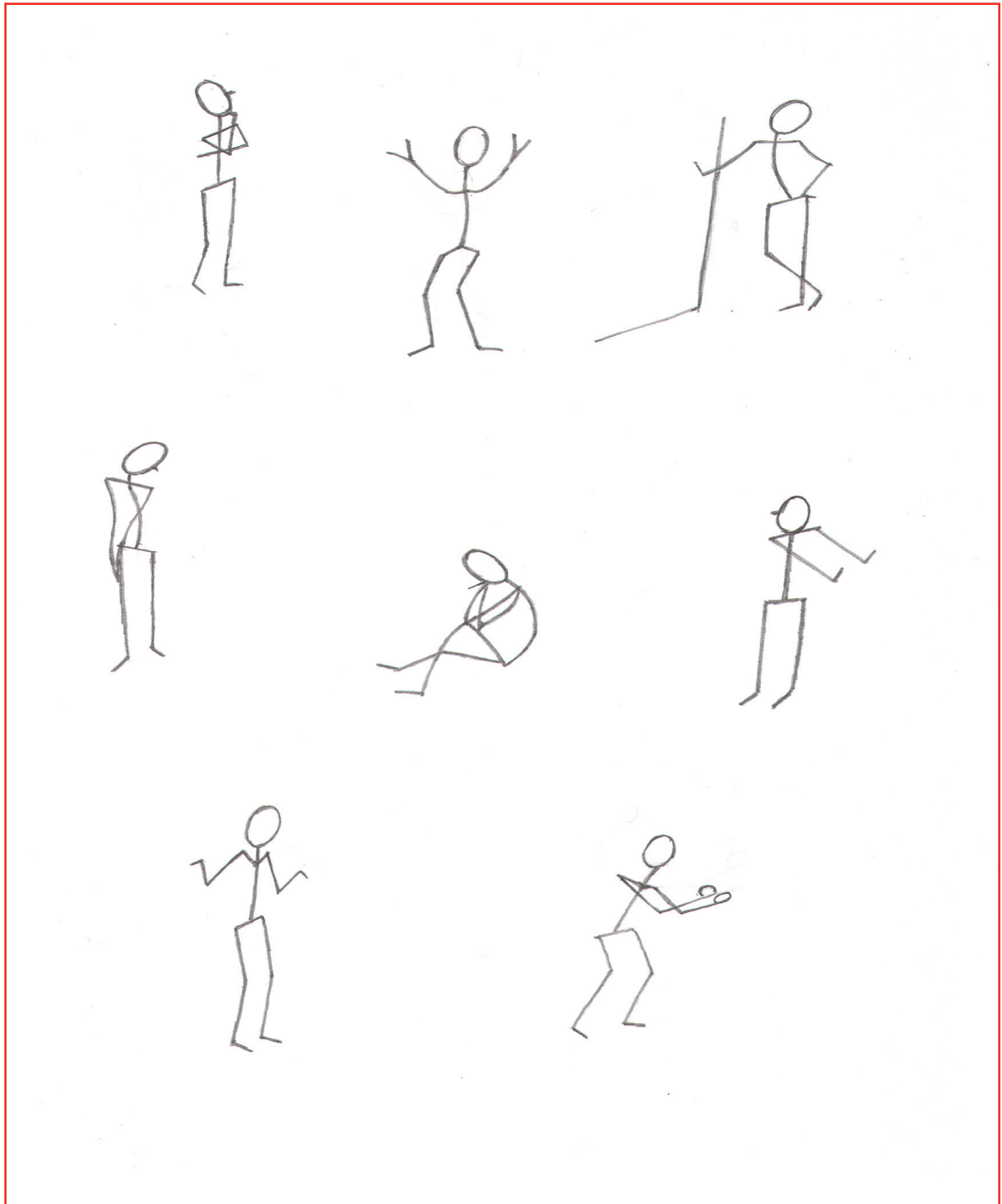
Conversation ideas:

- We need to talk about Saturday night....

# Body Language

## What are the stick figures saying?

From the list below, write the expression under the figure to indicate what is being said.



I'm angry. I don't know. I'm happy. Stay away. I'm bored. I'll think about that. I'm shy. I'm sad.

# Facial Expressions

What emotions am I feeling?



Happy Sad Guilty Proud Worried Interested Bored Excited Lonely Angry

Hint: Not all the words have a picture.

**THEME:** Having fun, Staying safe - What is risk?

**LEARNING INTENTION/'I'**

I can gain an insight into the practicalities of parenting

I can develop my communication and problem solving skills through parenting dilemmas

I can empathise with and recognise the complexities of parenting

**VOCABULARY**

Stereotype, similarities, scenario, happiness, consequence.

**RESOURCES**

- Coloured paper or colouring pencils (red, orange, green, blue and yellow - one for each food group)
- Scissors
- Scrap paper
- Whistle, bell or other signal to indicate moving on to next section of the game.
- Blank decision chart for each group
- Decision chart for the supermarket with the allotted points on
- Happiness cards - you could need up to 15 sheets printed off and cut up
- Food groups card - one for each working group

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Students are given 5 minutes to draw and annotate a teenage parent. The aim of this is to consider stereotypes surrounding teenage parents. Once completed, display as many as possible for all to see. From this identify any key similarities e.g. are they all girls, hair colour, social background, dress code etc. Keep for the plenary activity.

**Team  
workers**

Collaborate with others  
to work towards  
common goals

## Core Activity

### Myth versus Reality - Parenthood Game

#### Teachers notes:

The aim of the game is to follow the life of a parent trying to provide a stable life for their child. The game is set in the life of a teenage parent; students will need to consider several aspects of child development such as healthy lifestyles. They will be faced with a number of challenges that they will have to decide what the best course of action is. How will they cope with a newborn to a child of four years? The idea is that they will need to multi-task: preparing "food" by colouring and cutting; making decisions; making lists of ideas.

#### Time required:

You will need approximately 50 minutes; this includes the briefing and debriefing.

In the game every five minutes acts as stage of the child's life.

Use the PowerPoint to explain to students how the game works and what it entails.

#### Order of play:

1. Put 2 students on the supermarket stall.
2. Put the remaining students into groups of 4 and run through the equipment they have on their desks. Highlight to them they are not to steal equipment from other teams. (To develop discussions at the end you could vary the size of the groups as this will help reflect the reality of the different size and shapes of modern day family life).

(If you're playing with a **small group** or a **single student** you could just look at the scenarios within the time frame or lengthen the game so that they have 5 minutes to make the decisions and 5 minutes to produce the food. Plus you as the teacher would have to oversee the supermarket).

3. Run through the introductory exercise (two minutes) - As individuals you have to make a choice between the following:

*You've been given £20 by your parents and told to go out tonight and enjoy yourself, you know that your mates are going into town and you plan to join them. Do you:*

- a. *Join them and have a few alcoholic drinks and get merry?*
- b. *Join them and get absolutely wasted, forgetting most of the evening?*
- c. *Join them and have alcoholic drink then move onto soft drinks?*

4. Run through, by hands up or stand up activity who would vote for what, now ask all those that said (b) to stand up and highlight that they could have ended up pregnant or got someone pregnant as a result of a drunken one night stand that they can't really remember. Out of a class of x, x could potentially be pregnant. (Ensure that students are aware that drinking doesn't inevitably lead to pregnancy - but many teenagers have unprotected sex whilst under the influence of alcohol or drugs).
5. Outline the aim of the game using the PowerPoint. Highlight that every five minutes equals a stage of a child's life. Note that they will be faced with 2/3 scenarios that they will have to decide upon within those five minutes. Depending on their decision they will be awarded happiness cards or consequence cards that they will collect from the supermarket stall. If they do not make the decision within that five minutes you can opt to penalise them with consequence points regardless of the decision they make to promote time management and dealing with decisions in stressful situations.
7. Start playing the game and allow the PowerPoint to run, this can run on an automatic timer ensuring the game keeps to time.
8. Once the game is completed students add up their happiness cards to see who's won and remove cards for each consequence point they have received. This is also an ideal opportunity to introduce some of the discussion points that may have emerged during the game, for example:
  - Childcare
  - Qualifications versus work, looking at long term gain and opportunities
  - Benefits entitlement
  - Contraception - risk of multiple unwanted pregnancies
  - Healthy lifestyles (body and mind)
  - Role of the dad as well as the mum
  - Possibility of having twins or a child with disabilities/illness
  - Role of the family
  - Options available around unwanted pregnancies



**Plenary**

Using a different colour pen annotate the stereotype picture used for the starter, adding difficulties you've perceived in life as a teenage parent as a result of game and discussion.

**KEY QUESTIONS**

What will you decide?

Why did you choose to do that?

Would you choose differently next time?

**AFL**

In the concluding discussion, review the group's communication and decision making under pressure.

By final annotation of the teenage parent stereotype picture, students and teacher can review the learning points taken from the lesson.

**DIFFERENTIATION**

See notes above relating to a small group or single student

**Cross Curricular Opportunities**

Science 3.3c: Study should include how health can be affected by diet, drugs and disease

**NOTES**

## Role Card

You are a teenage parent, and need to consider several aspects of your child's development such as a healthy diet.

You will be faced with a number of scenarios at different stages of your child's development (every 5 minutes) and will have to decide what the best course of action is.

Whilst you're discussing your decisions you will need to provide food for your child by drawing, cutting out and colouring 3cm x 3 cm squares that represent food. Unappealing and messy food will be rejected by your child so make sure you cook with care! Don't give your child too much as we don't want a nation of obese adults but do ensure they're getting more than enough of the essentials! The amount and type of food they need will change as they grow.

Based on your decisions and food choices you will gain happiness cards or consequence points. The aim is to build up as many happiness cards as you can.

Food Group	Notes	Colour
Oils, fats and sugars	High in calories, but not very rich in nutrients and goodness. E.g. crisps and fizzy drinks. However some oils, such as fish oils are good for you	Yellow
Proteins	Proteins are needed to build cells. Good sources of protein include meat, beans, lentils, fish, eggs and cereals.	Red
Dairy	These are rich in calcium, needed to grow strong bones. E.g. cheese, milk and cream.	Blue
Fruit and vegetables	Provide fibre, vitamins, minerals and water. Some contain high levels of vitamins C and B as well as folic acid (essential in pregnancy)	Green
Carbohydrates	Provides energy and a good source of fibre. Things like wholemeal bread and brown rice are very nutritious.	Orange

## Myth & Reality - Decision Card (one per team)

You will be given five minutes at each stage. You have to decide within that life stage what decision you would make to collect happiness cards.

Stage	Decision (circle A,B,C, or D)					Consequence Points	Happiness Cards
<b>Stage 1</b> Pregnancy	Health	A	B	C			
	Education	A	B	C			
	Equipment List	<i>Separate sheet</i>					
<b>Stage 2</b> Newborn (0-6 months)	Equipment	A	B	C			
	Support Network	A	B	C			
	Name of child						
<b>Stage 3</b> 6-12 months	Entertainment	<i>Separate sheet</i>					
	Party	15	10	5			
<b>Stage 4</b> 1-2 years	The future	A	B	C			
	Health and safety	A	B	C			
	Your birthday	A	B	C			
<b>Stage 5</b> 2-3 years	Night out	A	B	C	D		
	Moving on	A	B	C			
<b>Stage 6</b> 3-4 years (school)	Equipment	A	B	C			
	Windfall	A	B	C			
Totals:							

## Supermarket Instructions - Happiness Cards

	Fruit and vegetables	Oils, fats and sugars	Proteins	Dairy	Carbo-hydrates
	Green	Yellow	Red	Blue	Orange
<b>Stage 1</b> Pregnancy	(after the initial 5) 1-2	1	3-4	2-3	3-4
<b>Stage 2</b> Newborn (0-6 months)	(after the initial 5) 2-3	1	3-4	3-5	3-5
<b>Stage 3</b> 6-12 months	(after the initial 5) 3-4	1	2-3	3-5	3-5
<b>Stage 4</b> 1-2 years	(after the initial 5) 4-5	1	3-4	3-5	4-6
<b>Stage 5</b> 2-3 years	(after the initial 5) 5-6	1	4-5	2-3	4-6
<b>Stage 6</b> 3-4 years (school)	(after the initial 5) 5-7	2	5-6	1-2	5-6

So for example at stage 1, family A brings you 4 green, 8 yellow, 2 red, 3 blue and 3 orange - they get no happiness cards because they haven't reached the minimum requirement of 5 fruit and veg before you start!































In stage 2 they have learnt so they bring 8 green (3 cards) 8 yellow (1 card), 2 red (0 cards they didn't get the minimum required), 3 blue (3 cards) and 7 orange (5 cards is the maximum) - a total of 12 cards. You may wish to issue 1 physical happiness card for every 10 points.

# Supermarket Instruction - Consequence Points

At each stage the families will bring you their decisions and you will award consequence points as shown on the sheet below. Mark their sheets accordingly.

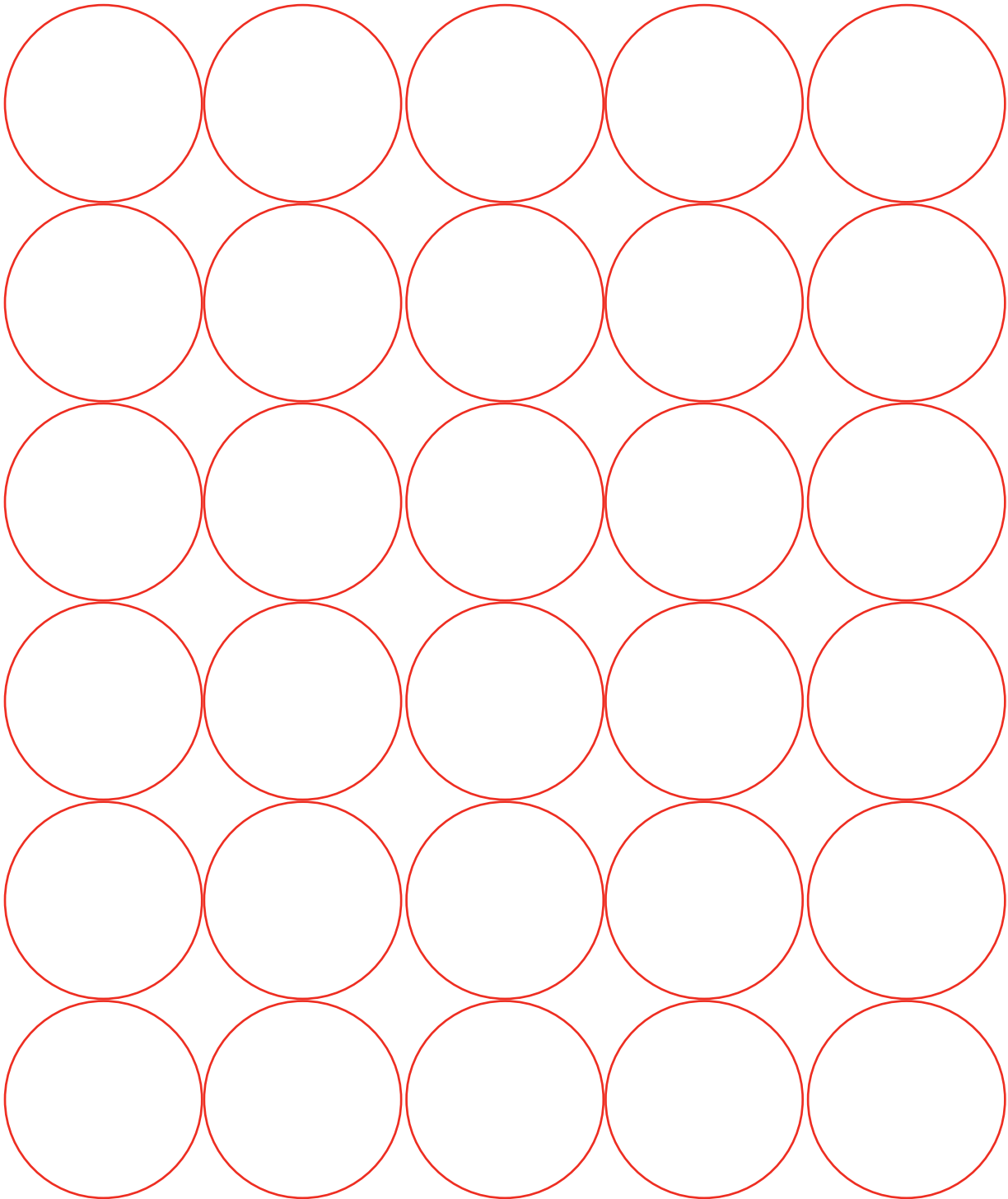
Stage	Decision Give the number of consequence points in bold			
<b>Stage 1</b> Pregnancy	<b>1) Health</b> Giving up smoking and drinking	A <b>5</b>	B <b>3</b>	C <b>1</b>
	<b>2) Education</b> What are you going to do about school?	A <b>2</b>	B <b>5</b>	C <b>1</b>
<b>Stage 2</b> Newborn (0-6 months)	<b>3) Equipment</b> Buying the pram and clothes	A <b>10</b>	B <b>0</b>	C <b>0</b>
	<b>If a family does not buy contraception from you give them 50 consequence points!</b>	<b>50</b>		
	<b>4) Support Network</b> Realise you need support	A <b>5</b>	B <b>5</b>	C <b>5</b>
<b>Stage 3</b> 6-12 months	<b>5) Entertainment</b>	<i>Give teams one happiness card for every suitable activity. For example: Reading, drawing, singing, baking, colouring, painting etc.</i>		
	<b>6) Party - THEY OWE YOU HAPPINESS CARDS</b>	<b>15</b>	<b>10</b>	<b>5</b>
<b>Stage 4</b> 1-2 years	<b>7) The future</b> Going out to work	A <b>3</b>	B <b>2</b>	C <b>5</b>
	<b>8) Health and safety</b> Child on a chair	A <b>8</b>	B <b>1</b>	C <b>5</b>
	<b>9) Your birthday</b> It's your 16th	A <b>5</b>	B <b>5</b>	C <b>2</b>
<b>Stage 5</b> 2-3 years	<b>10) Night out</b> Consequences will be shared with after all have their decisions in	A <b>8</b>	B <b>10</b>	C <b>0</b> D <b>7</b>
	<b>11) Moving on</b> Housing where will you live	A <b>8</b>	B <b>4</b>	C <b>6</b>
<b>Stage 6</b> 3-4 years (school)	<b>12) Equipment</b> Nike trainers	A <b>1</b>	B <b>0</b>	C <b>5</b>
	<b>13) Windfall</b> Given £250	A <b>3</b>	B <b>3</b>	C <b>0</b>



<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 
<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 
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<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 	<b>Happiness Card</b> 

[illegible]

**Food Templates**



# Myth Versus Reality

## Myth versus Reality - Game



## Taster

- You've been given £20 by your parents and told to go out tonight and enjoy yourself, you know that your mates are going into town and you plan to join them. Do you:
  - a) Join them and have a few alcoholic drinks and get merry?
  - b) Join them and get absolutely wasted, forget most of the evening?
  - c) Join them, have an alcoholic drink then move onto soft drinks?

## Myth versus Reality - Game



### Learning outcomes

Students will:

- gain an insight into the practicalities of parenting
- develop communication and problem solving skills through parenting dilemmas
- begin to empathise and recognise the complexities of parenting

## Aim of the game



You're going to follow the life of a parent trying to provide for their child. The game is set in the life of a teenage parent. You will need to consider several aspects of child development such as a healthy diet. You will be faced with a number of challenges, and will have to decide the best course of action. How will you cope with a newborn? How will you cope with a child?



## What you need to know about the game

- Every 5 minutes will represent a stage in your child's life.
- Your family needs to gain as many happiness cards as possible.
- In that 5 minutes you will have to:
  - Compile a balanced diet for you and your child. This will be done by cutting out squares of paper (3cmx3cm) that you will colour to represent the different food groups.
  - make a choice on how you would cope in a variety of scenarios - you have 5 minutes to decide.
  - take both your decision choices and food to the supermarket to collect happiness cards and consequence points.

## Food groups

It is important for both parent and baby to eat healthily, both during pregnancy and as the child grows. There are 5 main food groups which need to be balanced every day:

- Starchy foods such as rice pasta bread and potatoes - **Orange**
- Fruit and vegetables - **Green**
- Meat, Fish, Eggs and Beans **Red**
- Milk and dairy foods **Blue**
- Foods containing fats and sugar **Yellow**

Remember that you need to create appealing, healthy food that you and your child will want to eat if you want to have a happy family

## Stage 1: Pregnancy



You've found out you're pregnant. You've discussed it with the baby's father and have decided to keep the baby. After the initial shock and having told family and friends you have some decisions to make.



## Stage 1: Pregnancy

2 minutes

1) **HEALTH** - Whilst you're pregnant you decide to:

- a) Carry on drinking alcohol and smoking.
- b) Cut back on the alcohol and try and give up smoking.
- c) Give up smoking and alcohol completely.



2) **EDUCATION** - What are you going to do about school? Do you decide to:

- ☑ Stay on for as long as you can and try and get as much learning done as possible before the baby arrives.
- ☑ Leave as soon as you find out you're pregnant – this is a great excuse not to go in.
- ☑ Leave school before you start to show and enrol in your local teen Mums programme.



## Equipment

2 minutes



- You soon realise that babies need a lot of equipment. You have 2 minutes to list all the things you think you might need in the first few months. The families with the most relevant items will gain more happiness points.
- Take your list to the supermarket

- Extra happiness points will be awarded for the family who can predict how much it costs to get ready for a baby and care for it in its first few months



## Equipment



- You soon realise that babies need a lot of equipment. You have 2 minutes to list all the things you think you might need in the first few months. The families with the most relevant items will gain more happiness points.
- Take your list to the supermarket

- Extra happiness points will be awarded for the family who can predict how much it costs to get ready for a baby and care for it in its first few months
- (£3,000 according to Mothercare.com)



## Stage 2: Newborn



You've had the baby after 36 hours in labour, you're really proud of your new child and you both as parents decide you want to give your child the best start in life that you possibly can. At this stage you can agree on a name and write it in the box provided.



## Stage 2: Newborn

You can now name your child

3) **EQUIPMENT** – You now know babies are expensive. Do you decide to:

- ☑ Get the very best of everything – the designer prams and clothes
- ☑ Search charity shops, freecycle websites and eBay looking for great offers, saving yourself a fortune.
- ☑ Buy a mixture of second hand and new items as well as ask friends and relatives if they have any clothes or equipment you could borrow or have. At the end of the day they grow out of it so quickly.

4) **SUPPORT NETWORK** - Babies take up most of your time. At this stage they are completely dependent on others to survive. You need to enlist more support. Do you:

- ☑ Discuss it with your boyfriend and agree a rota to look after the baby, enlisting family sometimes, when you think you both may need a break.
- ☑ Get your mum to look after the baby, that's what grandmothers are for aren't they?
- ☑ Put your baby in a nursery during the day.

Visit the supermarket for contraception

3 minutes





### Stage 3: 6 months to a year



- Your child is quickly developing and taking in the world around them.



### Stage 3: 6 -12 months



#### 5) ENTERTAINMENT

Your child needs to be entertained and mentally stimulated.

Make a list of as many positive things you could do with your child that could help their development. Take your list to the supermarket who will assess it and reward you with a number of happiness cards.



3 minutes

#### 6) PARTY

Your child has taken their first step and you want to do something to celebrate. You can choose one of the three options below, but they will cost you happiness points.

- 15 cards - Take the baby down the pub to show all your mates what he/she can do, give your mum the money to buy everyone at the bar a drink to celebrate this momentous occasion.
- 10 cards - Have a family party at home with lots of cake, games and drinks.
- 5 cards - Go and buy your child their first pair of shoes, wrap them up and play games as a family to encourage him/her to develop their walking skills.

### Stage 4: 1 - 2 years



Your baby is now a toddler and into everything. They have a little more independence and are really starting to develop a personality. Plus they are getting more demanding.



### Stage 4: 1 - 2 years

3 minutes



#### 7) THE FUTURE

Do you:

- ☒ Go out to work
- ☒ Go back to college/school to get qualifications
- ☒ Stay at home with your child

#### 8) HEALTH AND SAFETY

Your child stands on a chair do you:

- ☒ Rock it until he/she falls, so that they won't do it again
- ☒ Talk them around and convince them to get off the chair
- ☒ Shout at them and then smack them

#### 9) YOUR BIRTHDAY

It's your 18th birthday, how do you decide to celebrate?

- a) 2 week holiday with your mates in Ibiza (leave your child with your mum)
- b) 1night bender, getting drunk and a long hangover
- c) Meal with close friends and family as well as your child



2 minutes



### Stage 5: 2 – 3 years



#### 10) NIGHT OUT

You really fancy a night out what do you do?

- ☒ Ask your mum to mind your child, she's been great so far.
- ☒ Stay in.
- ☒ Call a friend over to babysit as you're part of a babysitting circle.
- ☒ Ask your mates round instead.

#### 11) Moving On

- a) You want your independence so you put yourself on the council housing list.
- b) You stay with Mum it's cheap and there's free babysitting.
- c) You move in with your new boyfriend/girlfriend who is starting work in London and is renting an apartment in Docklands.

### Stage 6: 3 - 4 years (off to school)



## Stage 6 3 - 4 years (off to school)

3 minutes



### 12) EQUIPMENT

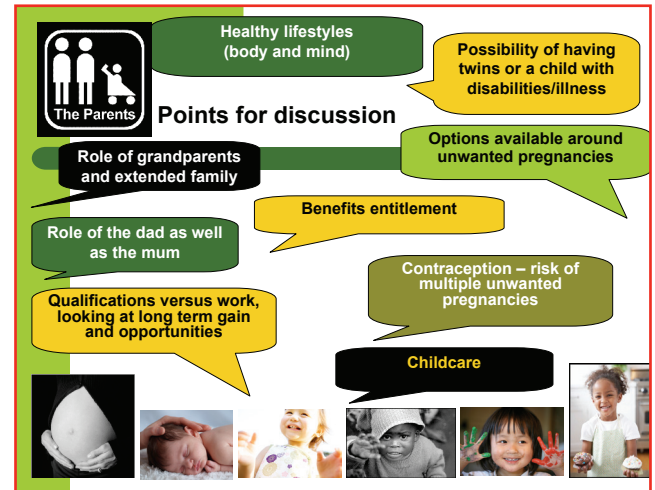
Your child is off to school and you have to get them the school uniform and PE kit. Do you:

- ☞ Go to ASDA and get the own brand stuff.
- ☞ Go to EBay and pay half the price for a nearly new pair of Nike trainers.
- ☞ Go designer: every child needs a pair of Nike trainers to start school.

### 13) WINDFALL

You get a windfall of money (£250) do you:

- ☞ Get a Nintendo Wii, you've wanted one for ages.
- ☞ Put it into your child's savings account.
- ☞ Save half and then get your child the best Christmas ever.



Role of grandparents and extended family

Role of the dad as well as the mum

Qualifications versus work, looking at long term gain and opportunities



## Possible Consequences



- Life is never as simple as a game but here are some possible consequences to your family's decisions



## Stage 1: Pregnancy

### 1) HEALTH - Whilst you're pregnant you decide to:

- a) Carry on drinking alcohol and smoking.
- b) Cut back on the alcohol and try and give up smoking.
- c) Give up smoking and alcohol completely.



- ☞ Your baby is premature and has learning difficulties as s/he grows. This puts an added pressure on you as s/he struggles at school.
- ☞ Your baby is premature and has asthma resulting in frequent hospital visits.
- ☞ You lose a number of friends because they think you're really boring



## Stage 1: Pregnancy

### 2) EDUCATION - What are you going to do about school? Do you decide to:

- ☞ Stay on for as long as you can and try and get as much learning done as possible before the baby arrives.
- ☞ Leave as soon as you find out you're pregnant - this is a great excuse not to go in.
- ☞ Leave school before you start to show and enrol in your local teen Mums programme.



- ☞ You are bullied by a group of girls who call you 'a slapper'
- ☞ You become a Jeremy Kyle expert but you're really bored. You have little in common with your friends. You don't get any GCSE's so you can only get minimum wage jobs when you want more than benefits.
- ☞ You lose touch with some of your old friends who feel you have nothing in common, but find a new support network which helps you get the qualifications you need



## Stage 2: Newborn



### 3) EQUIPMENT - You now know babies are expensive. Do you decide to:

- ☞ Get the very best of everything - the designer prams and clothes
- ☞ Search charity shops, freecycle websites and eBay looking for great offers, saving yourself a fortune.
- ☞ Buy a mixture of second hand and new items as well as ask friends and relatives if they have any clothes or equipment you could borrow or have. At the end of the day they grow out of it so quickly.

- ☞ You run up credit card bills and fall out with your Mum. You spend most months struggling to make ends meet which causes you stress and ill health
- ☞ Whilst you've saved a fortune some of your friends start avoiding you because they think you're a 'chav'

- ☞ Wonder why everyone thinks your baby boy is a girl and realise it's the second hand pink baby-grow he's wearing - the photos will be priceless when he starts dating 13 years from now!



## Stage 2: Newborn

### 4) SUPPORT NETWORK -

Babies take up most of your time. At this stage they are completely dependent on others to survive. You need to enlist more support. Do you:

☞ Discuss it with your boyfriend and agree a rota to look after the baby, enlisting family sometimes when you think you both may need a break.

☞ Get your mum to look after the baby, that's what grandmothers are for aren't they?

☞ Put your baby in a nursery during the day.

☞ The rota quickly fails because you both want to get on with your lives. You spend hours arguing every week trying to sort things

☞ Your Mum takes over and you never really feel in control. The baby turns to your Mum first – you feel hurt and trapped

☞ You need to get a job and only see your child for an hour of quality time a day. You spend half your time feeling exhausted and the other half guilty



## Stage 4: 1 - 2 years

### 7) THE FUTURE

Do you:

☞ Go out to work

☞ Go back to college/school to get qualifications

☞ Stay at home with your child

☞ You get a low paid job but gradually gain experience and qualifications. By the time your children want to go to university you have enough saved to help them out

☞ Although you struggle for a while on benefits you get a career job with prospects and pension provision. You have enough money to have a nice life but you have to work hard.

☞ You enjoy watching your children grow but you have to make sacrifices and you never quite make ends meet



## Stage 4: 1 - 2 years

### 8) HEALTH AND SAFETY

Your child stands on a chair do you:

☞ Rock it until he/she falls, they won't do it again

☞ Talk them around and convincing them to get off the chair

☞ Shout at them and then smack them

☞ You make £250 by sending the clip in to 'You've Been Framed' but Social Services investigates claims of child abuse and your child is put on the 'at risk' register

☞ This method takes time and you feel worn out but it does eventually seem to work because your child learns you will stand your ground

☞ This works quickly but over time your child becomes aggressive and difficult to handle – as they get older you fear for your safety



## Stage 4: 1 - 2 years

### 9) YOUR BIRTHDAY

It's your 16th birthday, how do you decide to celebrate?

a) 2 week holiday with your mates in Ibiza (leave your child with your mum)

b) 1night bender, getting drunk and a long hangover

c) Meal with close friends and family as well as your child

☞ You have a great time but it leaves you with mixed feelings. This one off has shown you what life could have been like. It's back to life with a toddler and the television.

☞ You have a great time but you lose your mobile, purse and the contents of your stomach. The next day is unbearable as your toddler has tantrums as you try to sort out your life.

☞ It's all very nice but you do secretly fancy clubbing if only you could guarantee you wouldn't get woken at 6



## Stage 5: 2 – 3 years

### 10) NIGHT OUT

You really fancy a night out what do you do?

☞ Ask your mum to mind your child, she's been great so far.

☞ Stay in.

☞ Call a friend over to babysit as you're part of a babysitting circle.

☞ Ask your mates round instead.

a) Your mum's had enough and refuses.

b) You've been struggling for a while and needed a break. You reach the end of your tether and start shouting and hitting your child when they disturb you watching TV.

c) You go out and have a great time. You needed to let your hair down and relax.

d) Things get out of hand Your mates get your child up to play. They're drunk and your child is scared. Your place gets messy and your child's toys are broken. You're the one tidying up the next day.



## Stage 5: 2 – 3 years

### 11) Moving On

☞ You want your independence so put yourself on the council housing list

☞ You stay with Mum it's cheap and there's free babysitting.

☞ You move in with your new boyfriend/girlfriend who is starting work in London and is renting a new apartment in Docklands

a) You wait for 13 months and get a damp and dingy flat miles from family and friends. You are next door to a drug dealer, the lifts don't work and it stinks.

b) You try to start new relationships and have your own life. Mum keeps interfering. You feel like you're not allowed to grow up and that you're always being judged.

c) You never see your partner and there's nothing to do. You're bored but feel trapped – you have no money of your own.



### Stage 6 3 - 4 years (off to school)



#### 12) EQUIPMENT

Your child is off to school and you have to get them the school uniform and PE kit. Do you:

- Ⓐ Go to ASDA and get the own brand stuff
- Ⓑ Go to EBay and pay half the price for a nearly new pair of NIKE's
- Ⓒ Go designer, every child needs a pair of NIKE's to start school

- Ⓐ You save money but your child moans that they're getting laughed at
- Ⓑ Your child moans for a week but soon forgets about the shoes and starts asking for a DS – you resist
- Ⓒ Your child is happy for a week but now wants a new DS, Play station and a party and you have a credit card bill you can't pay



### Stage 6 3 - 4 years (off to school)



#### 13) WINDFALL

You get a windfall of money (£250) do you:

- Ⓐ Get a Nintendo Wii, you've wanted one for ages
- Ⓑ Put it into your child's savings account
- Ⓒ Save half and then get your child the best Christmas ever



- Ⓐ You have great fun with the Wii for a week but you can't afford any new games and there are still bills to pay
- Ⓑ Start dipping into your child's savings as the money is really yours. You've soon spent it all –oops!
- Ⓒ You have a good Christmas and can relax as you have some money to fall back on

**THEME:** Risk: Myth & Reality - Diaries

### LEARNING INTENTION/'I'

I can consider the positive and negative aspects of being a parent

I can explain how being a parent changes everyday life, for life

### VOCABULARY

Aspect, positive, negative, diary, similarities, differences.

### RESOURCES

- Cost/benefit grid
- Blank A to Z record
- Blank diary sheet
- Blank 24 hour clocks
- Completed diary sheet by teenage parent
- Audio files
- Transcripts of audio files
- Flip chart or post it notes or washing line worksheet
- Coloured pens and pencils

### TEACHING/LEARNING ACTIVITIES

#### Engagement

Game of A-Z of parenting - move around the class and come up with an A-Z of parenting, allotting a term that relates to parenting to each letter of the alphabet. For example: A = Anxiety, B = Baby, C = Cot, D = Dad and so on.

#### Alternative activity: Costs & Benefits

Using the costs and benefits grid sheet, ask students to think of as many costs and benefits of parenthood as they can think and list them separately for girls/women and boys/men in 2 minutes.

#### Core Activity

##### Activity 1: Comparing Diaries

Students think back to last Saturday and have to complete the diary proforma of the day. Suggest that they highlight using colour pens things they did for others and other people did for them.

Once completed distribute the diary of a single parent, in pairs students are encouraged to look at the similarities and differences between the two days. You may want to do a quick Q&A around main observations.

Extension - To make this activity more visual you could get students to complete the 24hour clocks and colour, one for their day and one for the day of the single parent. This allows comparisons to be drawn more easily.

##### Activity 2: Experiences of (real) young Mums and Dads

Listen to the audio clips of 5 different parenting experiences of some young people and ask students to write down key words to help them remember what they have heard. The clips are quite short so you could repeat them. At the end of the listening section, students then place the positive and negative aspects they've identified from the audio under the following headings using either the washing line resource sheet, post it notes or flip chart

- Practical changes (as well as finance)
- Emotions and Feelings
- Education and Aspirations
- Family
- Environment/home

#### Plenary

Use the following sentence starters to reflect upon students learning from this lesson:

- 1) I was surprised by ....
- 2) One aspect that didn't surprise me ....
- 2) One aspect of parenting that scares me ...
- 4) One aspect of parenting I'd enjoy ....
- 5) One aspect of parenting I wouldn't like ...
- 6) The biggest responsibility when bringing up a child is ...

**Independent enquirers**

Explore issues, events or problems from different perspectives

<p><b>KEY QUESTIONS</b></p> <p>What did you do for someone else?</p> <p>What differences are there?</p> <p>How do you think they feel?</p>	<p><b>AFL</b></p> <p>Learning review through sentence stems in the plenary session</p>
<p><b>DIFFERENTIATION</b></p> <p>Various alternative and extension activities suggested above.</p> <p>Plenary sentence stems activity could be developed into more extended writing reflecting on the costs and benefits of teenage parenthood.</p>	
<p><b>CROSS CURRICULAR OPPORTUNITIES</b></p> <p>Citizenship 3.g: Study should include the needs of the local community and how these are met through public services and the voluntary sector</p> <p>Mathematics 3.3b: Study should include the presentation and analysis of data</p>	
<p><b>NOTES</b></p> <p><b>Extension Activity</b></p> <p>In pairs students choose one of the teenage parent characters from the audio. Imagine that the teenage parents plan the pregnancy for later in their lives. Identify what parental challenges remain and which if any improve or become harder.</p>	



**A to Z of Parenting**

	Word	Comment
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

**A to Z**

<b>A</b>	<b>J</b>	<b>S</b>
<b>B</b>	<b>K</b>	<b>T</b>
<b>C</b>	<b>L</b>	<b>U</b>
<b>D</b>	<b>M</b>	<b>V</b>
<b>E</b>	<b>N</b>	<b>W</b>
<b>F</b>	<b>O</b>	<b>X</b>
<b>G</b>	<b>P</b>	<b>Y</b>
<b>H</b>	<b>Q</b>	<b>Z</b>
<b>I</b>	<b>R</b>	

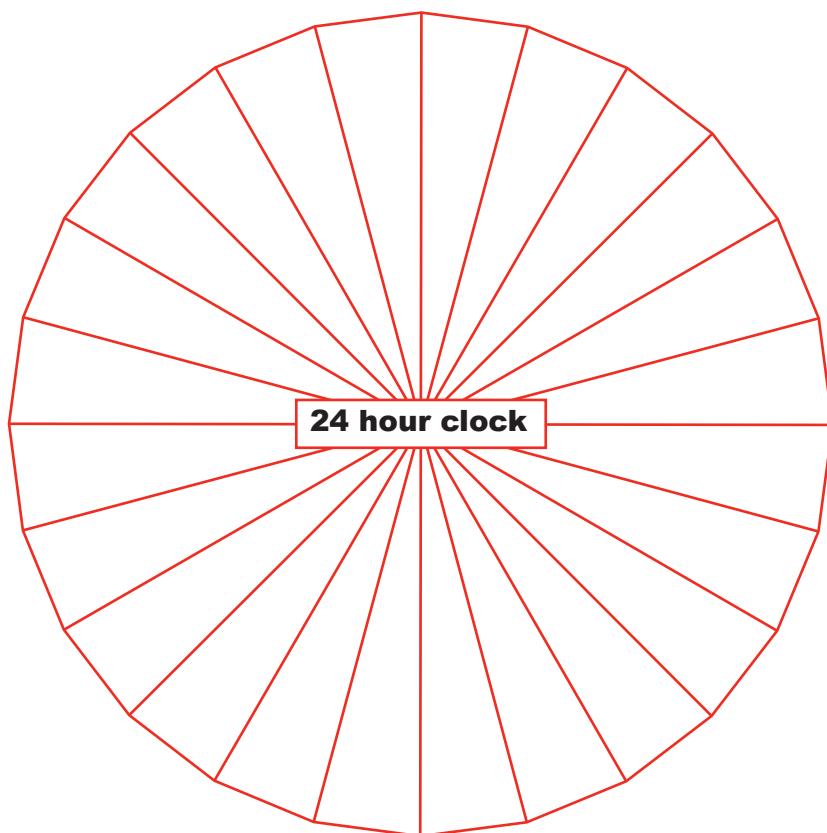
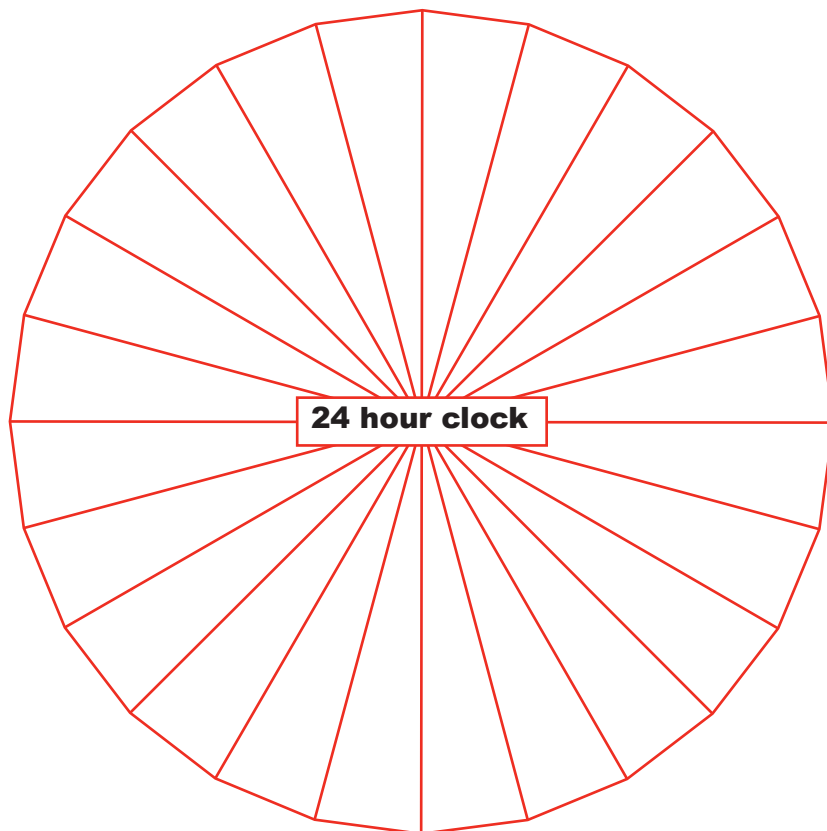
**Costs and Benefits of Parenthood for . . .**

	Girls/Women	Boys/Men
Costs		
Benefits		

[illegible]

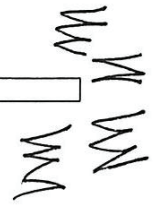
### My Diary

- ☐ Sleep
- ☐ Me time (e.g. eating and anything else done for your personal gain)
- ☐ Time when you have to do stuff for others (including housework)
- ☐ Other (please specify e.g. working, doing homework, sport)



### Parent Diary

- ☐ Sleep
- ☐ Me time (e.g. eating and anything else done for your personal gain)
- ☐ Time when you have to do stuff for others (including housework)
- ☐ Other (please specify e.g. working, doing homework, sport)

[illegible]



# My Saturday Diary

Name Charlie (age 17, has 8 month old twins)

Time	Activity	Planning
8.00am	Feed and change Baby 2. Try to get both babies to sleep.	Make sure 12 bottles of feed are made up in the fridge for 24 hours. Sterilise other bottles.
10.00am	Do some washing and housework.	
12.00am	Feed and change Baby 1. Make babies lunch (mashed vegetables) and try to feed them and have lunch myself.	Make sure sets of clothes were washed and dried for in between changes. Make sure there are enough nappies, cream etc in the house.
2.00 pm	Wash up and make up bottles of milk for later.	
4.00pm	Feed and change both babies and put washing in the tumble drier	Going shopping was a major planning event: get the twin buggy loaded with changing bag, nappies, clean clothes, milk etc.
6.00pm	Bath babies, put in PJs, give them a bottle of milk and put them to bed.	
8.00pm	Finally watch TV and eat a meal myself and go to bed.	Babies have to have loads of changes of clothes and bedding.
10.00pm	Feed and change Baby 1 and try to get some sleep.	
12.00pm	Feed and change Baby 2 and try to get some sleep.	
2.00am	Feed and change Baby 1 and try to get some sleep.	
4.00am	Feed and change Baby 2 and try to get some sleep.	
6.00am	Feed and change Baby 1 and try to get some sleep.	

# My Saturday Diary

Becky (Age 17) Partner Dan (Age 18),  
Name . . . . . son Jack (age 3 months) . . . . .

Time	Activity	Planning
6.00am	Jack crying, ready for feed. Feed Jack and change his nappy. Put down for a nap. Dan heads off to work.	Weekly shopping is a major event, because we need to get everything in; food, nappies, etc because I can't just pop into town any more.
8.00am	Get up, start having breakfast. Jack awake and won't settle so throw on yesterday's clothes and go out for a walk to the park.	
10.00am	Finish breakfast and give Jack second feed of the day (Glad I don't have to make up loads of bottles).	
12.00am	Put Jack down in cot. Put washing on.	I try to arrange to meet with someone - friends, sister, mum - each day so that I don't feel too lonely.
2.00pm	Get Jack ready to go out (changing bag, buggy etc) and walk in to town to meet my sister for a late lunch. Raining, but I am still going because I really want to get out. Eat half a sandwich before Jack wakes up and starts crying. He is sick on my shoulder, so I head home to get changed too.	
4.00pm	Back at home. Hang washing up. I really want a nap but Jack is awake so we watch TV together. Jack ready for another feed. Make myself a cup of tea and some toast.	
6.00pm	Dan arrives home from work and gives Jack a bath while I sort out the washing and tidy up. Susi texts me to say they're meeting up in town (but of course I can't go...).	Dan is really busy at work, so I have to sort out all the washing, housework and stuff. The flat is always a bit of a mess. Too tired to talk when he gets home - feel really stressed all the time! We don't do anything together
8.00pm	Jack has final feed before bed. Spend half an hour settling him down to sleep. Dan is fed up waiting for his tea so he cooks us some pasta.	
10.00pm	Jack starts crying. Dan manages to settle him...but he misses Match of the Day. I go to bed and try to sleep.	
12.00pm	Jack awake and hungry again. It takes nearly an hour to feed, change and settle him back to sleep.	
1.00am	Asleep.	

## Activity 2: Listening to Young Mums and Dads

(Transcripts)

### Mum 1

Hi, I'm 19 and a single young mum. I enjoy every moment with my little boy, but life's pressures do take a toll on relationships and financially. Housing is really hard to find it's not as soon as you have a baby that you get the house of your dreams and lots and lots of money. You have another person to support and love and all you want to do is provide the best for them, so...

### Mum 2

Hi I'm a young mum. As much as I love my son to pieces, I've had to put my future career on hold due to having him. It's really, really hard work. It puts a strain on your relationship, on your financial system and even family-wise. (Just just...). As much as you love kids, don't do it now.

### Mum 3

On the day I found out I was having twins I was scared. Me, myself the kid, was frightening. I tried to get help and housing and all the right benefits but it's not all easy. Once I had the twins I didn't have a house to come home to, but my boyfriend's mum said I could live there. I was still waiting for a house. Two years down the line I had to end up private renting. But I had no deposit, no money for a deposit or anything. I had to (pull) a long night to get my deposit which was hard enough. Including all the bills, which were more than what benefits I was getting, I got myself into a lot of debt. My life changed so fast and so I did. I had to grow up. Whilst I'm feeding and changing nappies my mates were all out having fun whilst I was on my own. It's not all great fun as what you think.

### **Dad 1 - Brett**

Hello I'm Brett. I'm 21. This is April, she's 18. And that's Harvey; he's one and a half. And we've got one on the way, she's 5 months pregnant.

*Q: What's been the most difficult part of being a Dad and why?*

When he was younger he had severe eczema and we were up and down the hospital all the time ...and asthma. We were up the hospital all the time and I didn't have a job at the time so it was like the money, 'cos of petrol for the car, going up the hospital...doctors.

When we were in West Swindon it was a bit out of the way from family, so we couldn't just walk down and get them to take us. We had to do it on our own.

*Q: Have you been affected by benefits or money issues?*

We were on benefits for about a year, I think it was, before I got a job. It was hard work we had to budget 'cos I was running a big car as well. So we had to budget really tight and try and buy clothes for him. Having a baby on benefits is not a good idea. You're better off having a job 'cos you'll be able to afford everything you want then. We had to bid for this place to get it. When you're working you'll get no benefits. They messed all our benefits up, so I'm glad I got a job in the end.

### **Dad 2 - Gareth**

I'm Gareth. I have a little boy who's called Dylan and he's two years old.

*Q: So is being a parent what you'd expected?*

It was hard. Especially when me and Emma moved in back together. I don't know...it was so different, I didn't expect what a shock it was, as for instance she had to do all the nights 'cos she was on her own and then it started to get to the point that when I moved in, I didn't like waking up during the night - my sleep was my sleep. But then I did, I got up straight away the second he cried. I dealt with him so to me I felt good that I was helping my son - he needed feeding, he needed changing or anything like that. Now that he's two I can honestly say I absolutely love being a Dad and I absolutely love him. We have so much play time together. He's well into Thomas the Tank Engine as I was when I was a baby. Yeah.

*Q: Now you know what being a parent is like is there anything that you would do differently?*

If I was going to have another one then I would start saving now but it would be a planned pregnancy this time. Because although it was unexpected, I'm glad it happened. It's changed my life, it's made me better. But if I did have another one, I would make sure I have money aside. I would be able to buy a flat. Just basically, the simple things that you don't need to worry about.

## **Parent Diaries**

- 1) I was surprised by ....**
- 2) One aspect that didn't surprise me ....**
- 2) One aspect of parenting that scares me ...**
- 4) One aspect of parenting I'd enjoy ....**
- 5) One aspect of parenting I wouldn't like ...**
- 6) The biggest responsibility when bringing up a child is ...**

**THEME:** Risk: Myth & Reality - Financial Cost of Parenthood

**LEARNING INTENTION/'I'**

I can understand the financial responsibilities of parenthood, e.g. needs/wants

I know about prioritising & budgeting, e.g. making choices

I understand about long-term financial commitments and their impact on my lifestyle

**VOCABULARY**

Responsibility, priority, budget, choice, commitment.

**RESOURCES**

- True/false quiz and answer sheet
- Pros and cons cards
- Worksheets and "shopping list" cards or websites:  
[www.mothercare.co.uk](http://www.mothercare.co.uk)  
[www.argos.co.uk](http://www.argos.co.uk)  
[www.uk.freecycle.org](http://www.uk.freecycle.org)
- PowerPoint slides and worksheet
- Newspaper articles
- Looking for Childcare - Surestart Childcare Guide - [www.direct.gov.uk](http://www.direct.gov.uk)

**TEACHING/LEARNING ACTIVITIES**
**Engagement**
**True or False**

Simply give out and ask students to complete the True/False quiz. Explain that they are not expected to be sure of the answers yet, and that this is a way of gathering information rather than a test.

and/or

**How will your life change when your new baby arrives?**

Class/small group activity. Sorting cards are provided or it could just be a discussion. Encourage pupils to think about the obvious pros and cons and also some of the less obvious - e.g. stretch marks! Aim to get a balance between positives & negatives. If they don't mention money then make sure that you do...both benefits e.g. child benefit, but also the added expenses.

**Core Activity**
**What will you buy for your baby?**

Pupils can work on these activities in 2s or 3s

1. Pupils use the shopping list and/or catalogues/websites to draw up a list of the things they would want to buy either before or immediately after the birth. This partly aims to illustrate the difference between wants & needs. It also raises the dilemma: parents want the 'best' for their baby but does best always equal most expensive?
2. Which things will you need to buy once? Young parents on a low-income would receive a Sure Start grant of £500 to help with these costs. Can they afford everything that they want? Where else might they be able to get things from...e.g. family, freecycle, charity shops, friends.
3. Which items will they need to buy regularly....work out a budget for your baby's first year? (Teacher's solution given)

Extension: Faster workers can be given one of the two newspaper articles to read and prepare brief feedback to the rest of the class on the information given there and what they think about it.

**Plenary**

1. Round up with a review of the figures the students have arrived at and a comparison with those given in the teacher's notes. Point out that child benefit is currently £20 per week for the first child and £13.20 for each additional child. What proportion of the costs does this cover? Why do you think it is less for the additional children?
2. Take feedback from students who have read the newspaper articles. What do they and the rest of the class think about the impression these give of the costs of parenthood?

**KEY QUESTIONS**

How do I distinguish between what I want and what I need?

How far do state benefits go towards helping with the costs of parenthood?

What choices do parents have to make about spending priorities

**AFL**

Students should review their collaborative decision making in their 2s or 3s in making budgeting choices

Plenary should allow students to reflect on their success not just in managing the figures but also in understanding the financial and lifestyle choices involved

**Team  
workers**

Reach agreements,  
managing discussions  
to achieve results



## **DIFFERENTIATION**

Calculators and/or teacher/TA support for students finding difficulty with the figures.

Newspaper articles - extension activity for faster workers.

Further optional extension activities are described in the notes below.

## **CROSS CURRICULAR OPPORTUNITIES**

**Citizenship 3.h:** Study should include how economic decisions are made, including where public money comes from and who decides how it is spent

**Mathematics 4.d:** Pupils should work on problems that arise in other subjects and in contexts beyond the school

## **NOTES**

### **Optional activities**

#### **Activity 2: Childcare options**

Organising your own life around that of your child (or children) can be very complicated, particularly when you are studying or working. In this activity, groups try to organise an affordable childcare routine for a person or couple described in one of 6 scenarios. Groups can feedback their plans to the whole class for comments. Encourage students to think about the “best” solution, which may not be the cheapest.

For up to date information see [www.surestart.gov.uk](http://www.surestart.gov.uk)

#### **Activity 3: Benefits**

The state benefits that new parents may be eligible for are varied and complicated. This exercise just introduces pupils to the names of the different benefits and some feature or eligibility criterion for each one. Note the benefits, their titles, amounts and requirements can change. For up to date information see:

[www.direct.gov.uk/en/MoneyTaxAndBenefits/BenefitsTaxCreditsAndOtherSupport](http://www.direct.gov.uk/en/MoneyTaxAndBenefits/BenefitsTaxCreditsAndOtherSupport)

#### **Activity 4: Nappy Choices**

This is a pfeg resource which enables students to calculate the number of nappies used in this country and the relative cost of disposable and re-usable nappies given various assumptions. It refers to various schemes which are Gloucestershire based but could easily be adapted to other areas.

## True or False?

1.	Child benefit is only available to parents on low incomes	True	False
2.	The cost of disposable nappies for one year is over £300	True	False
3.	If you have a baby you are more likely to get social housing	True	False
4.	The biggest household cost for families is food	True	False
5.	New parents on low income get a £500 grant	True	False
6.	On average, UK parents spend £100 per week on their children from age 0 to 21	True	False
7.	The cost of a childminder to look after a baby is about £15 per day	True	False
8.	Pocket money paid to children between the ages of 5 and 18 is about £6 per week on average	True	False
9.	As a parent, you can save money by getting second hand clothes or toys for your child	True	False
10.	If a girl has a baby she won't be able to complete her school or college courses	True	False

## True or False?

1.	Child benefit is only available to parents on low incomes	True	False
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8.	Pocket money paid to children between the ages of 5 and 18 is about £6 per week on average	True	False
9.	As a parent, you can save money by getting second hand clothes or toys for your child	True	False
10.	If a girl has a baby she won't be able to complete her school or college courses	True	False

## True or False? **Answers**

1.	Child benefit is only available to parents on low incomes <b>Child benefit is (currently) paid to all parents regardless of their income</b>	True	False
2.	The cost of disposable nappies for one year is over £300	True	False
3.	If you have a baby you are more likely to get social housing <b>But not necessarily in your local neighbourhood</b>	True	False
4.	The biggest household cost for families is food <b>The biggest cost is housing</b>	True	False
5.	New parents on low income get a £500 grant <b>Called Sure Start Maternity Grant - paid to mothers</b>	True	False
6.	On average, UK parents spend £100 per week on their children from age 0 to 21 <b>The latest survey suggests that it is more like £175!</b>	True	False
7.	The cost of a childminder to look after a baby is about £15 per day <b>The cost is likely to be at least £3 per hour - or £21 for a 7 hour day</b>	True	False
8.	Pocket money paid to children between the ages of 5 and 18 is about £6 per week on average	True	False
9.	As a parent, you can save money by getting second hand clothes or toys for your child	True	False
10.	If a girl has a baby she won't be able to complete her school or college courses <b>There is support to help young mothers complete their education - although it may be delayed</b>	True	False

## How will your life change when your new baby arrives?

Sort the cards into two piles positive & negative. Fill in the table below and add any more ideas that you have.

Positive	Negative

Do the plusses outweigh the minuses, or the other way round?

What do you think?

## Sorting Cards

Someone to love	Less money to spend on yourself	Get treated as an adult
Someone who loves you back	Can go on the housing list for social housing	Having a family of your own
Physical affection	No time to yourself	Someone who belongs to you
Can't go out as much	Get government benefits	Difficult to carry on at school/college
Constant noise!	Good reason to get married	Financially responsible for the child
Not enough sleep	Pressure on relationship	Being in control
Pain of giving birth	People judge you for being too young	Need to wear maternity clothes
Losing your figure	Post-natal depression	Stretch marks
All children have their own personalities	Babies grow into children	Babies aren't just for Christmas
Pressure to keep up with other parents	Constant worry	More difficult to go to college/work etc.

## What will you need to buy?

Imagine that you are 17 and have just discovered that you're going to be a parent.

Using the Shopping List sheets, jot down everything you will need to buy before the baby arrives and during the baby's first year. Decide which things are essential and which ones you could manage without.

[illegible]

### Which things would you only need to buy once?

[illegible]

You (or your partner) are eligible for a Sure Start Maternity Grant of £500 to help with the costs. Can you afford all of this with the £500 grant?

If not, what are you going to do?



## Which things would you need to buy regularly?

Your task is to complete the table to find out these costs for the first year of your baby's life. Fill in the costs for the items you will need - use the prices on the Shopping List or estimate the second hand cost.

Fill in the number per month (assume 4 weeks per month).

Calculate the cost each month and then the total cost for 1 year.

How could you save money on these costs?

Item	Cost per item £ (new)	Cost per item £ (second hand)	Number per month	Total cost per month	Total cost for 1 year
Disposable nappies, pack of 54					
Re-usable nappy costs	8.00		1		
Nappy cream					
Baby wipes					
Milk powder (if bottle feeding)					
Prepared baby food, <b>from 6 months</b>	0.58		60		
Talcum powder					
Shampoo					
Sleep suits			2		
Other clothing			1		
Toys and books	5.99		2		
<b>Total</b>					

# Which things would you need to buy regularly?

## Teachers Notes

Completed table below

- Figures in Red are from the Shopping List
- Items in bold are given on the student worksheet
- For cost of second hand items some estimates given below

How could savings be made?

- Reusable nappies rather than disposables
- Breast feeding (save on milk powder)
- Puree own baby foods
- Buy own branded products, look out for special offers, use vouchers...
- Use handed down clothes, toys etc from family and friends

Item	Cost per item £ (new)	Cost per item £ (second hand)	Number per month	Total cost per month	Total cost for 1 year
Disposable nappies, pack of 54	7.49		4	29.96	359.52
Re-usable nappy costs	8.00		1	8.00	96.00
Nappy cream	4.49		2	8.98	107.76
Baby wipes	2.79		4	11.16	133.92
Milk powder (if bottle feeding)	7.95		4	31.80	381.60
Prepared baby food, <b>from 6 months</b>	0.58		60	34.80*	208.80*
Talcum powder	1.99		1	1.99	23.88
Shampoo	1.99		4	1.99	23.88
Sleep suits	4.00	£8.00	2	8.00/2.00*	96.00/24.00
Other clothing	15.00		1	15.00/5.00	180/60.00
Toys and books	5.99		2	11.98/2.00	143.76/24.00
TOTAL (Re-usables + breast feeding)				101.90/75.92	1014.00/702.24
TOTAL (Re-usables + breast feeding)				155.66/129.68	1659.12/1347.36

If not, what are you going to do?

## Shopping List A

Item	Cost
Baby Bath	£7.99
Pram	£349.99
Stroller	£39.99
Pushchair	£269.99
10 x Vest	£10.00
Sleepsuits	£4.00 each
Cot	£5.99
Cot Mattress	£59.99
Coat	£32.00
Snowsuit	£25.00
Baby Monitor	£69.99
Car Seat	£99.99
Bottles starter kit	£19.99
Teddy	£7.99
Cot mobile	£19.99

These costs are all for new items and correct as at 19 march 2009. Current prices can be found at: [www.mothercare.co.uk](http://www.mothercare.co.uk) [www.mysupermarket.co.uk](http://www.mysupermarket.co.uk)

## Shopping List B

Item	Cost
Reusable nappy kit	£28.99
3 x blankets	£36.00
3 x Waterproof sheet	£42.00
Moses basket	£40.00
3 x Duvet	£36.00
3 x Duvet set	£45.00
Playgym	£34.99
Rattle	£5.00
Soothers	£3.99
Changing mat	£12.99
Changing bag	£29.99
Baby sling	£39.95
Bibs	£4.00
2 x Stair gate	£40.00
Baby walker	£23.00

These costs are all for new items and correct as at 19 march 2009. Current prices can be found at: [www.mothercare.co.uk](http://www.mothercare.co.uk) [www.mysupermarket.co.uk](http://www.mysupermarket.co.uk)

## Shopping List C

Item	Cost
Baby bouncer	£25.99
High chair	£49.99
Cutlery	£3.99
Plates	£4.99
54 x nappies (1 week's supply)	£7.49
Nappy cream (1 per fortnight)	£4.49
Baby sun lotion	£10.99
64 x Baby wipes (1 week's supply)	£2.79
Talcum powder (1 month's supply)	£1.99
Milk formula (1 week's supply)	£7.95
Scratch mits	£3.00
4 Piece outfit	£15.00
Baby shampoo (1 month's supply)	£1.99
Night lights	£4.99
What else?	

These costs are all for new items and correct as at 19 march 2009. Current prices can be found at: [www.mothercare.co.uk](http://www.mothercare.co.uk) [www.mysupermarket.co.uk](http://www.mysupermarket.co.uk)

# **£194,000 Cost of Raising a Child**

(24th January 2009)

The annual survey from insurance and investment group “LV=” on **The Cost of a Child**, now in its sixth year, shows that parents could spend £193,772 on raising a child from birth to the age of 21. This is equivalent to £9,227 a year, £769 a month **or £25 a day**.

The survey by the UK's largest friendly society shows that the cost of raising a child has increased by 4% since the last survey in December 2007 and is up 38% over the five years since the survey began in 2003.

## **The expenditure in detail**

The £193,772 total cost of raising a child in the UK is spent in the following principal categories:

- |                         |   |
|-------------------------|---|
| • Childcare - £53,818   | • Hobbies & Toys - £10,313  |
| • Education - £50,240   | • Leisure and Recreation - £7,415                                 |
| • Food - £17,205        | • Pocket money - £4,144   |
| • Clothing - £13,281    | • Furniture - £2,366  |
| • Holidays - £11,920    | • Personal - £1,037   |
| • Babysitting - £10,826 | • Other (e.g. driving lessons, first car, presents etc) - £11,207 |

## **Credit Crunch forces parents to cut back**

More than eight out of ten parents (81%) have had to cut back on family expenditure as a result of feeling the pressure financially in the economic downturn. Family activities are the main casualty, with over half of parents admitting to curbing their spending on holidays and short breaks (52%), as well as reducing spend on leisure and recreational activities (52%).

Parents say they have also reduced their spending on Clothing - 47% are spending less, 38% are spending less on furnishings, and 35% are spending less on food. Worryingly 42% have said that they are saving less.

## **Childcare costs on the rise**

Childcare from six months until the age of 14 could cost as much as £53,818, or £332 a month, for a typical UK household with two working parents. This cost is up 6.5% per cent on the December 2007 LV= survey, and covers nursery fees of £35,854 from six months to school age, £14,319 for after school clubs, and £3,645 for holiday clubs.

Uni tops education costs

The average household could spend £50,240 on education over their child's lifetime, which includes a whopping £34,300 on a three year university degree course. This includes annual tuition fees, travel, books, and living costs, including rent, bills and household items.

## **Pocket money down**

Across the UK children receive £4,144 in pocket money between the ages of 5 and 18 years, which is equivalent to £319 each year. However, this is £1,325 less than the total in December 2007 (£5,469), and £1,374 less than the 2006 amount.

## **“Bank of Mum and Dad” pays out average of £12,000**

(Wed, 25/02/2009 - 10:23 - Scottish Widows )

More than half of parents have given or lent their adult children an average of £12,000, a survey has revealed today.

Research by life assurance society Scottish Widows has revealed that the “Bank of Mum and Dad” is continuing to support their children after the age of sixteen, with parents having to cut back on their savings or take on additional debt themselves to support their offspring.

Common reasons for young adults to borrow from their parents were to fund a property purchase, higher education or to pay-off debts.

“When times are as tough as they currently are, this is the last extra burden parents need,” said Gordon Greig, head of Savings and Investments at Scottish Widows.

“Not only does this leave parents vulnerable to any unforeseeable circumstances such as salary cuts or job losses, it can also affect them in retirement, meaning they may have to work longer, or make their retirement savings stretch further.”

The research, which questioned almost 6,000 adults, showed that one in six of those parents who have given money to their children have increased their own levels of debt, while one in ten have had to cut back and postpone any kind of savings of their own.

Nearly a quarter of adult children or grandchildren is using or has used parental handouts to fund their day-to-day living expenses or spending money, the research said.

Over a third needed the money to pay off debt, and 30% needed the cash for a house purchase.

“It’s questionable as to whether the current younger generation of adults will ever learn the necessary savings habit if their parents continue to bail them out in this way” Mr. Greig said.

“More importantly, as parents might need to tighten their purse strings more than expected in the near future, the ‘bank of Mum and Dad’ may not be as giving as it once was.”



## Which things would you only need to buy once?

If you want to study or work then you will need to find someone who can care for your child while you are busy.

You need to think about:

- Cost
- Opening times & availability
- Reliability
- Your child's age

Who?	Cost
Family, e.g. Mum or sister	Free or a token payment
Babysitter, usually only available evenings and weekends	£6 per hour
Childminder, only available 8am - 6pm	£3 per hour, per child
Nanny, available 9 am - 9 pm	£250 per week
Nursery (3 - 4 year olds)	Free for 5 x 2 hour sessions per week per child
	Other 2 hour sessions £15 each per child
Pre-school/Playgroup (2 - 5 year olds)	£5.50 per 2 hour session
After-school club, 3.30 - 6.00 pm	£7.50 per 2.5 hour session
Holiday club, 9 am - 4 pm	£15 per day, 9am - 4pm
Crèche	£5 per 2 hour session

There is a good information guide at: [www.surestart.gov.uk/\\_doc/P0002412.pdf](http://www.surestart.gov.uk/_doc/P0002412.pdf)

Now, using the scenario you have been given, work out the best way to arrange childcare for the week.

You need to make sure that every box is completed and that it is affordable.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-10am							
10am-noon							
noon-2pm							
2-4pm							
4-6pm							
6-8pm							
8pm-8am							
<b>Cost</b>							

## Scenarios A

### Jack

Age: 19

Relationship status: single

Lives: with his Mum

Total Income: £70 per week, including any benefits

Children: an 18-month old daughter

- Jack is a single father to 18-month old Daniella.
- Daniella's Mum has no access to the child leaving Jack to raise his daughter on his own.
- Jack attends college every Monday 9am - 3pm studying sports sciences, there is no crèche available at the college.
- Jack works on Saturdays at the local gym 10am - 6pm, he also receives child benefit from the government.
- Jack pays his Mum £20 per week and spends another £20 per week on travel and other bills.
- Jack's Mum works 9am - 5pm Monday - Friday; she is willing to look after Daniella at the weekend during the daytime.

### Geoff

Age : 40

Relationship status: widowed

Lives: a home-owner with a mortgage

Income: £500 per week, including any benefits

Children; 12 year old & 4 year old twins

- Geoff is a self-employed graphics designer and raises his children on his own.
- Geoff mainly works from home but usually works away on Wednesdays, leaving at 8 am and returning at 6pm
- Geoff's Sister Valerie lives nearby and is willing to look after the children on Monday and Thursday between noon & 6 pm to give him a break. He gives her £10 a week to cover the costs.
- His mortgage costs £200 a week and he spends a further £125 per week on transport and other bills.

## Scenarios B

### Helen & Tom

Ages: 30 & 32

Relationship status: married

Live: rent a 2-bedroom flat

Income: £300 per week, includes any benefits

Children: a 4-week old baby

- Helen & Tom are first-time parents
- They rent a 2-bedroom flat for £150 per week
- Tom works away from home between 8am on Wednesday & 6pm on Friday
- Helen is a stay-at-home Mum; she goes to the gym on Wednesdays between 1 and 3 pm
- Helen and Tom are hoping to have another child next year.
- No-one in either family lives close enough to offer any regular childcare.
- They spend £75 per week on transport and other bills

### Sarah

Age: 17

Relationship Status: single

Lives: Rents a 1-bedroom flat through a housing association

Income: benefits totalling £75 per week

Children: Sam, a 6-month old baby

- Sarah was still at school when she found out she was pregnant.
- The baby's dad was in his 20s but did not feel ready to be a father so left Sarah to cope on her own.
- Sarah has always had a flair for hairdressing so now attends her local college on Mondays, Wednesdays & Fridays from noon - 4.00 pm
- Sarah's Mum is willing to look after Sam all day on Mondays.
- Sarah pays £20 per week rent and a further £35 per week on transport and other bills

## Scenarios C

### Charlotte & Jim

Age: 15 & 17

Relationship status: girlfriend/boyfriend

Lives: with Jim's parents

Income £95 per week

Children: Chloe, a new-born baby

- Charlotte is a 15-year old new Mum who lives with her boyfriend Jim & his family because her own Mum threw her out when she found out that Charlotte was pregnant.
- Charlotte has just gone back to school full-time, 9am – 4pm.
- Jim is at college on Tuesdays between 10 & 4 and he works 2 – 7pm at his local supermarket on Friday, Saturday & Sunday. In total he earns £60 per week.
- Charlotte & Jim give his parents £30 per week and spend another £45 per week on transport and other bills.
- Neither of Jim's parents is willing to look after Chloe regularly.
- Sarah's best friend Tania has offered to look after Chloe on Tuesday morning between 9 & 12.30pm, but she isn't always very reliable

### Anna & Peter

Age: both aged 23

Relationship status: engaged & living together

Lives: rent a 2-bedroom house

Income: £200 per week

Children: Zoe, a baby 4 months old & Zack, a toddler 2 years old

- Peter is an apprentice plumber and is either at college or work Monday - Friday between 8.30 & 6.30.
- Anna has found it very difficult since the new baby arrived and hasn't been able to go back to full-time work.
- Anna now works in a call-centre from 10am - 2pm on Tuesdays and Thursdays.
- Anna's Mum is willing to look after either Zoe or Zack on Tuesdays while Anna is at work but not both of them. Anna gives her Mum £5 a week to say thank you.
- Anna & Peter spend £50 per week on transport and bills
- None of Peter's family live close enough to offer any regular childcare

## Benefits for Parents

Parents may be entitled to a range of benefits.

Match each benefit in the list on the left with the description on the right.

Search the DirectGov website to find out what each benefit is about.

[www.direct.gov.uk/en/Parents/Moneyandworkentitlements/index.htm](http://www.direct.gov.uk/en/Parents/Moneyandworkentitlements/index.htm)

Child Benefit	£20.00 for the oldest child and £13.20 for every other child
Healthy Start: free milk, fruit and veg, infant formula and vitamins	Available if the woman has worked for the same employer for at least 26 weeks by 15 weeks before the birth is due and earns at least £95 per week
Free NHS treatment and dental care	Available to pregnant women and for 12 months after the baby is born
Maternity Leave	Voucher for £250 to be paid into a special savings account
Maternity Allowance	Available if the woman is not entitled to Statutory Maternity Pay and dependant on employment and earning conditions
Paternity Leave	Available if you are 25+ weeks pregnant, have been given health advice from a midwife or doctor to help you and your unborn baby stay healthy during pregnancy, and live in the UK
Child Trust Fund	Up to 52 weeks leave, available to any woman in employment while pregnant
Sure Start Maternity Grant	Available to pregnant women <18 or pregnant with at least one child under 4 and on a low income
Statutory Paternity Pay	Available if husband/partner is responsible for baby's upbringing and meets employment conditions
Parental Leave	Entitled to 2 weeks leave within 56 days of the baby's birth is responsible for baby's upbringing and meet employment conditions
Statutory Maternity Pay	Total of up 13 weeks leave for each child up until their fifth birthday and meet employment conditions
Health in Pregnancy Grant	One-off payment of £500 for new parents on a low income

## Benefits for Parents - **Answers**

Parents may be entitled to a range of benefits.

Match each benefit in the list on the left with the description on the right.

Search the DirectGov website to find out what each benefit is about.

[www.direct.gov.uk/en/Parents/Moneyandworkentitlements/index.htm](http://www.direct.gov.uk/en/Parents/Moneyandworkentitlements/index.htm)

1. Child Benefit	1. £20.00 for the oldest child and £13.20 for every other child
2. Healthy Start: free milk, fruit and veg, infant formula and vitamins	11. Available if the woman has worked for the same employer for at least 26 weeks by 15 weeks before the birth is due and earns at least £95 per week
3. Free NHS treatment and dental care	3. Available to pregnant women and for 12 months after the baby is born
4. Maternity Leave	7. Voucher for £250 to be paid into a special savings account
5. Maternity Allowance	5. Available if the woman is not entitled to Statutory Maternity Pay and dependant on employment and earning conditions
6. Paternity Leave	12. Available if you are 25+ weeks pregnant, have been given health advice from a midwife or doctor to help you and your unborn baby stay healthy during pregnancy, and live in the UK
7. Child Trust Fund	4. Up to 52 weeks leave, available to any woman in employment while pregnant
8. Sure Start Maternity Grant	2. Available to pregnant women <18 or pregnant with at least one child under 4 and on a low income
9. Statutory Paternity Pay	9. Available if husband/partner is responsible for baby's upbringing and meets employment conditions
10. Parental Leave	6. Entitled to 2 weeks leave within 56 days of the baby's birth is responsible for baby's upbringing and meet employment conditions
11. Statutory Maternity Pay	10. Total of up 13 weeks leave for each child up until their fifth birthday and meet employment conditions
12. Health in Pregnancy Grant	8. One-off payment of £500 for new parents on a low income

# Nappies - The Impact of Our Choices



1

- Most babies use disposable nappies
- A new-born needs about 8 nappies a day
- On average a baby needs at least 5 clean nappies a day over about 2 ½ years



2

- If the 700,000 babies born in the UK each uses at least 5 nappies a day...
- That's over 8 million nappies every day
- And over 3.2 billion nappies a year



3

5 nappies a day means:

- 35 every week
- 150 every month
- 1825 each year

• So a total of 4563 nappies per baby over 2 ½ years

4

Disposable nappies cost between about 10p & 30p each\*

So, taking an average of 20p each:

- 5 a day would cost: £ 1
- 35 a week cost £ 7
- 1825 a year cost £ 365
- and 4563 over 2 ½ years £912.60

\* www.mysupermarket.co.uk

5

- Half the rubbish generated by a one-baby family will be made up of disposable nappies.
- Public health could be at risk from the untreated sewage being put directly into dustbins and landfill, not forgetting those that end up on beaches, in sewers, rivers and litter bins
- At least 100 viruses found in faeces have been found to survive for over two weeks in rubbish. A baby will excrete live polio virus for several weeks after immunisation
- Studies have indicated that 3.5 times more energy is required for the manufacture of disposables than reusables. The extra energy used by disposables comes mainly from burning wood waste to power the pulping process. Up to 30 times more land is needed to grow natural materials and 2.3 times more water is used. Using a nappy service uses even less energy than the home washing option
- Local authorities pay more than £40 million per year for the disposal of throwaway nappies. This averages £100 per baby.
- Savings from using cloth nappies instead of disposables can amount to £600 for the first baby alone

6



## Real Nappy Project

If you live in Bristol, Gloucestershire or South Gloucestershire, you can sign up to an incentive scheme which will entitle you to money off your first purchase of nappies:  
<http://www.recycleforgloucestershire.com/nappies/realnappyincentivescheme.html>

2 British Real Nappy Companies have come up with some special offers for Gloucestershire residents. £90 worth of real nappies for just **£20**

7

## Nature Babies

The special offer pack includes:

1x Nature Babies Stuffable One Size 1x Nature Babies Bamboo Lovable size 2  
 1x Nature Babies Diddy Diaper, size 2,  
 1x Nature Babies Classic Wrap  
 1x Nature Babies Essential Wrap in white  
 1x Nature Babies Fleece Multiwrap  
 1x Nature Babies Fleece Liners (pack of 10)  
 1x Nature Babies Nappy Net  
 1x Nature Babies Washable Wipes (fleece/terry - pack of 10)  
 1x Nature Babies Vest Extenders (pack of 3) in natural  
 1x Nappy Bucket  
 Carriage @ £5.00



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Q. Is it safe and hygienic to use a National Association of Nappy Services service?

A. YES...all NANS nappy services comply with strict NHS regulations, providing you with soft, fresh, thermally disinfected nappies.

Q. Surely the water and energy used in the washing process is as bad as using disposables?

A. NO...believe it or not, disposable nappies use up to five times more energy to produce than cotton nappies including the washing process. The waste from washing is relatively benign compared to the decomposition of disposables.

Q. Will my baby get nappy rash?

A. Cotton is breathable and cooler next to your baby's bottom than plastic and paper. U.S. studies indicate that babies wearing disposables get nappy rash five times more often than if they use professionally-laundered nappies. Advertisers claim that a dry nappy means a healthy bottom, but harmful bacteria multiply in these dry conditions, and bacteria is the main cause of nappy rash!

Q. What about smells?

A. Unlike disposables, cotton nappies do not trap unpleasant smells. Your local nappy service also provides deodorised nappy bins to minimise odour.

Q. Will using a nappy service cost more?

A. NO...the cost of using a nappy service is comparable to using leading brand disposables.

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## NANS 'Dinky Diapers': Keynsham

### How much does the service cost?

You start by taking a four week trial. This costs only £30 and begins with a demonstration at a time convenient to you and the first week's supply of nappies plus 6 - 8 outer wraps. You will also receive a roll of biodegradable liners, a bin and spare bags for the dirties. Each week, we will phone you to check your ongoing requirements and discuss any questions or concerns you may have. We will change anything on your order to ensure the service is perfect for you and your baby.

At the end of the trial, if you are happy to carry on using the service then the cost is £7.95 per week. This can be paid weekly or by a four weekly invoice.

Customers usually rent the first two sizes of wraps at the end of the trial for 25p each per week, later finding it better financially to buy the bigger sizes. We have five different styles of wraps to buy from Dinky Diapers at special service customer prices from £5.00. Second-hand wraps are often available too starting from as little as £1 each. Generally customers buy between three and six wraps depending on the age of their babies.

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## Dinky Diapers: Keynsham

### Cost in brief:

Four week trial of the service £30

Service each week £7.95

Nappy Plus 15% - up to 15% extra nappies just 80p more per week (£8.75)

Nappy Plus 30% - up to 30% extra nappies for £1.50 more each week (£9.45)

Nappy Duo - up to 10 cotton replaced by disposables £7.95 plus 10p per disposable (£7.95 + 10p x ?)

Two babies in one household? Second child's nappies are £1 less per week.

Nappy wraps - Proraps £6.00, Motherase (Rikki) wraps £8.50, Genuine Diaperaps £6.50 (toddler size £6.95) Bummys £6.95, Nature Babies £6.95, Stuffables £8.50

Washable cloth wipes - 5p each

Biodegradable liners £2.25 per roll 100, £4 per roll of 200 (Junior Joy)

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•How much would it cost to use the Dinky Diapers service compared to disposable nappies?

•What if you bought reusable nappies and washed them yourself?

What will you choose for your baby?

12

**THEME:** Risk: Through the Eyes of a Teenage Parent

**LEARNING INTENTION/'I'**

I can apply my previous learning in a new context.

I can use my imagination to understand and empathise with someone else's experience.

I can reflect on my own values and the choices I might make

**Reflective learners**

Evaluate experiences,  
learning to inform  
future progress

**VOCABULARY**

Learning, reflection, evaluation.

**RESOURCES**

- PowerPoint with suggested Chair of Truth statements
- Prepared flipchart sheets with headings for the plenary session

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

**The Chair of Truth:**

Repeat the starter activity from lesson 1, but this time with statements that allow the students to give their views on issues that have arisen during the course of the unit of work. Suggestions are given on the PowerPoint slide, though you may want to select from or adapt these to suit your class.

**Core Activity**

Form the class into working groups of 4 – 6.

Explain that the scenario around which this activity is based is that a TV channel is making a documentary about teenage parents and their experiences. In devising ideas for this they will draw on everything they have learnt in this unit to make it as real as possible.

1. In the first phase (15 minutes) each group creates a character who is a teenage parent. They should work out the key details of age, sex, relationship status, where they are living, name and age of their child, etc. Then they should sketch in some ideas about how they feel about their situation, how well they are coping, the joys and difficulties they are encountering. One group member should be prepared to answer questions in role as this teenage parent.
2. In the second phase (10 minutes) each group devises a set of questions that a TV reporter might ask a teenage parent. The questions should be designed to get them talking and give viewers a real insight into what their life is like. One group member should be prepared to take on the interviewer role.
3. In the third phase (20 minutes) each group in turn provides either an interviewer or a parent to conduct a 3 or 4 minute interview in front of the class: ie. Group A's 'interviewer' interviews Group B's 'parent' and so on round the groups. If the 'parent' interviewee struggles at any point, other group members should help out and offer prompts in role as eg. a schoolfriend, a parent, a sibling, a partner, etc.

Throughout this exercise, encourage the students to be as true to life as they can, bringing in as many details as possible from what they have learnt in preceding lessons, and trying to provide what they feel is a fair balance of positive and negative impressions.

**Plenary**

To review the learning from the whole unit, post flip chart sheets around the room with the following headings or similar:

- Something important I've learned
- Something that really made me think
- Something I'd like to have done differently
- Something I found difficult or challenging
- As a result of this course I will...

Students can either be invited to write directly on the sheets with flipchart pens, or to write the points they want to make on post-its and stick them on the relevant sheet.

**KEY QUESTIONS**

What have I picked up about what life is like for a teenage parent?

How well would I cope in that situation?

**AFL**

Plenary activity provides both an individual and a whole class review of the learning from this unit

**DIFFERENTIATION**

By allocating students to groups in advance, the teacher can aim to achieve a suitable mix in which all can contribute to the task at their own level.

Only those who feel confident to do so need take on the more public 'interviewer' and 'parent' roles.

**CROSS CURRICULAR OPPORTUNITIES**

**Citizenship 3.i:** Study should include the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared.

Links may be made to Drama through the role-playing and 'hot-seating' skills used in this lesson.

**NOTES**

### The Chair of Truth

- ▶ I have high ambitions for my future
- ▶ I'm good at noticing how other people are feeling
- ▶ I wouldn't want to have a family until I'm established in a career
- ▶ People shouldn't have children until they're well into their twenties
- ▶ It's natural for the Mum to take the main role in childcare
- ▶ A young child needs a parent at home full time, even if that means the family is short of money
- ▶ The birth of a child means the end of your social life
- ▶ A smack is always a sign that the parent has failed
- ▶ You shouldn't let money worries put you off having children – you can always get benefits to help you out
- ▶ I find the responsibility of being a parent scary

# KALEIDOSCOPE SS3

## Certificate of Achievement

**Risk  
Year 9**

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**has successfully completed the  
programme of study on Risk**

**signed** \_\_\_\_\_

**date** \_\_\_\_\_



**Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students**



## Risk Resources

Risk; Drugs; Alcohol; Internet Safety; First Aid; Pregnancy; Domestic Violence

Organisation	Contact Details	Resource
<b>A Chance to Talk</b>	<a href="http://www.achance2talk.com">www.achance2talk.com</a>	Childline website covering Bullying; Neglect; Alcohol; Family relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy
<b>Alcohol Concern</b>	<a href="http://www.alcoholconcern.org.uk">www.alcoholconcern.org.uk</a> 020 7928 7377 <a href="mailto:contact@alcoholconcern.org.uk">contact@alcoholconcern.org.uk</a>	The national agency on alcohol misuse for England and Wales. Provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
<b>AVERT</b>	<a href="http://www.avert.org">www.avert.org</a>	An international HIV and AIDS charity based in the UK.
<b>BBC</b>	<a href="http://www.bbc.co.uk/one/first_aid">www.bbc.co.uk/one/first_aid</a>	Young people's web pages and First Aid information.
<b>British Red Cross</b> Life. Live it.	<a href="http://www.redcross.org.uk">www.redcross.org.uk</a>	Resources to help teach first aid. No experience necessary, Include free sample PowerPoint presentations, video clips, activity cards, homework sheet, interactive quiz. Introduction to the topics: staying safe, treating an unconscious casualty, making an emergency call, performing CPR, treating bleeds, treating shock.
<b>Brook</b>	<a href="http://www.brook.org.uk">www.brook.org.uk</a> helpline 0800 0185 023	Brook provides free and confidential sexual health services and advice for young people under 25 and has a range of publications.
<b>BT Better World</b>	<a href="http://www.btbetterworld.com">www.btbetterworld.com</a>	Resources include the Internet Green x Code, and communication resources.
<b>Centre for HIV and Sexual Health</b>	<a href="http://www.sexualhealthsheffield.nhs.uk">www.sexualhealthsheffield.nhs.uk</a> 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
<b>Channel 4 PHSE Resources</b>	<a href="http://www.channel4.com/learning">www.channel4.com/learning</a> <a href="http://www.4learningshop.co.uk/C4Shop">www.4learningshop.co.uk/C4Shop</a>	Educational DVDs and CD-Roms
<b>Children First - Great Ormond Street Website</b>	<a href="http://www.childrenfirst.nhs.uk/teens">www.childrenfirst.nhs.uk/teens</a>	Nutrition and food safety information. Links to publications, teaching material.



Organisation	Contact Details	Resource
<b>Children with Aids Charity</b>	<a href="http://www.cwacc.org">www.cwacc.org</a>	
<b>Chilnet International</b>	<a href="http://www.chilnet-int.org">www.chilnet-int.org</a>	Portal to organisations sites around internet safety and cyber bullying such as Chat Danger.
<b>Chat Danger</b>	<a href="http://www.chatdanger.com">www.chatdanger.com</a>	Teenage website about potential dangers of interactive services online.
<b>Comic Company</b>	<a href="http://www.comiccompany.co.uk">www.comiccompany.co.uk</a> 0208 5 168 168	Range of resources for sale to promote good food, fitness, health and activity.
<b>Dad Info</b>	<a href="http://www.dad.info">www.dad.info</a>	New one stop website with information for dads about pregnancy, birth, money, relationships, parenting, including Dads Booklet.
<b>Drink Aware</b>	<a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a> <a href="http://www.drinkawaretrust.org.uk">www.drinkawaretrust.org.uk</a> * <a href="http://www.truthaboutbooze.co.uk">www.truthaboutbooze.co.uk</a>	Resources and information about alcohol consumption. * Under 18s website- for teenagers.
<b>Family Planning Association</b>	<a href="http://www.fpa.org.uk">www.fpa.org.uk</a>	SRE Publications and teaching packs.
<b>Gasp</b>	<a href="http://www.gasp.org.uk">www.gasp.org.uk</a> 0117 955 0101	A wide range of stop smoking educational leaflets, books, activity packs, training materials, displays, DVDs, posters, models, carbon monoxide monitors, testing equipment and promotional items.
<b>Go Smoke Free</b>	<a href="http://www.gosmokefree.nhs.uk">www.gosmokefree.nhs.uk</a>	NHS website to support people to stop smoking. Information about second hand smoke and leaflets.
<b>Hastings and Rother Health Promotion Resources</b>	<a href="http://www.harhealthpromotion.co.uk">www.harhealthpromotion.co.uk</a> 01424 735678	Healthy lifestyles leaflets for sale produced by NHS Primary Care Trust.
<b>Kidscape</b>	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying including cyber bullying.

Organisation	Contact Details	Resource
<b>Live life Safe</b>	<a href="http://www.livelifesafe.org.uk">www.livelifesafe.org.uk</a>	Suzy Lamplugh Trust youth safety website.
<b>Like it is</b>	<a href="http://www.likeitis.org.uk">www.likeitis.org.uk</a>	Marie Stopes Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
<b>Health Promotion Resources and Information - Milton Keynes PCT</b>	<a href="http://www.hp-publications.nhs.uk">www.hp-publications.nhs.uk</a> 01908 217121	Health promotion and health education leaflets and posters for sale.
<b>National Domestic Violence helpline</b>	24 hours a day on 0870 599 5443	
<b>Need2know</b>	<a href="http://www.need2know.co.uk">www.need2know.co.uk</a>	
<b>NHS Choices</b>	<a href="http://www.nhs.uk">www.nhs.uk</a>	Interactive quizzes, videos, advice on healthy lifestyles, First Aid, pregnancy and holidays.
<b>No Smoking Day</b>	<a href="http://www.nosmokingday.org">www.nosmokingday.org</a>	Information and downloadable resources.
<b>Sex Education Forum</b>	<a href="http://www.ncb.org.uk/sef">www.ncb.org.uk/sef</a>	A collaboration of more than 50 organisations. Its website has access to a range of publications and free factsheets, as well as details of helplines for young people and events for professionals.
<b>St John's Ambulance</b>	<a href="http://www.sja.org.uk">www.sja.org.uk</a>	Resources and online First Aid advice.
<b>Suzy Lamplugh Trust</b>	<a href="http://www.suzylamplugh.org">www.suzylamplugh.org</a>	Personal safety advice.
<b>Tacade</b>	<a href="http://www.tacade.com">www.tacade.com</a> 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
<b>Teachers TV</b>	<a href="http://www.teachers.tv">www.teachers.tv</a> on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, exciting pupil programmes for use in class, and a daily education news summary. Over 1500 videos available online and download great resources including lesson plans, worksheets.



Organisation	Contact Details	Resource
<b>Teenage Health Website</b>	<a href="http://www.teenagehealthfreak.org">www.teenagehealthfreak.org</a> <a href="http://www.doctorann.org">www.doctorann.org</a>	
<b>Terrence Higgins Trust</b>	<a href="http://www.tht.org.uk">www.tht.org.uk</a> Helpline: 0845 12 21 200 open 10am-10pm Mon-Fri	Offers information, advice and support through the helpline to anyone living with HIV or concerned about any sexual health issues.
<b>Think U Know Child Exploitation and Online Protection (CEOP) Centre</b>	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives information on the IT sites mobiles and new technology- areas for young people and teachers.
<b>Viewtech</b>	<a href="http://www.viewtech.co.uk">www.viewtech.co.uk</a>	Distributor of educational and training programme material on videocassette, DVD and CD-ROM.
<b>Young Minds</b>	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	National charity committed to improving the mental health of children and young people, the site provides access to downloadable booklets aimed at young people. The subjects include bullying, depression, mental illness in the family, self-injury, and sexual abuse.
<b>Young Fathers Initiative</b>	<a href="http://www.young-fathers.org.uk">www.young-fathers.org.uk</a>	Working with Men's site to support young fathers
<b>Working with Men</b>	<a href="http://www.workingwithmen.org.uk">www.workingwithmen.org.uk</a>	Working with boys and men on a variety of issues relating to health, education, crime, underachievement, fatherhood and homelessness.

Local Organisations	Contact Details	Resource
<b>Butterfly Foundation</b>	<a href="http://www.thebutterflyfoundation.org.uk">www.thebutterflyfoundation.org.uk</a>	The Butterfly Foundation works with male and female survivors towards raising awareness of domestic abuse.
<b>Bournemouth Theatre in Education</b>	<a href="http://www.bournemouth.gov.uk/Education">www.bournemouth.gov.uk/Education</a> Bournemouth Theatre in Education Oakmead College of Technology Duck Lane, Bournemouth BH11 9JJ Phone: 01202 774660 e-mail: tie@oakmead.bournemouth.sch.uk	Programmes of live performance and participatory drama, storytelling, forum theatre, community plays, publications, courses, workshops and training courses for pupils, students and teachers . Wide range of topics such as child protection, drugs awareness, tackling racism, homophobia and bullying. Promoting positive attitudes and behaviour; - enabling understanding and awareness of sensitive citizenship issues such as anti-racism and multi-cultural understanding;

Local Organisations	Contact Details	Resource
<b>Domestic Violence Helpline</b>	01202 547755	
<b>Drug &amp; Alcohol Advisory Service</b>	East Dorset <a href="http://www.eddaas.org.uk">www.eddaas.org.uk</a> 01202 311600 Parentline: 01202 311600	Advice and information for adults around drugs and alcohol for people in East Dorset.
<b>Fire and Rescue Service Community Safety</b>	Tess Cross Dorset Community Safety Education Officer 01305 755066 Email: <a href="mailto:tess.cross@dorsetfire.gov.uk">tess.cross@dorsetfire.gov.uk</a> <a href="http://www.dorsetfire.co.uk">www.dorsetfire.co.uk</a> Wiltshire Fire and Rescue Service <a href="http://www.wfb.org.uk/">www.wfb.org.uk/</a>	Partner in Fire and Road Safety Initiatives.
<b>F Risky</b>	<a href="http://www.F-risky.co.uk">www.F-risky.co.uk</a> 07770 266366	NHS Bournemouth and Poole website for information on all aspects of sexual health. Text or phone for confidential advice and information on sexual health, or email from website.
<b>The Junction</b>	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre
<b>Ladders</b>	45 Bargates, Christchurch, BH23 1QD 01202 477354	Young People's Advice Centre
<b>Life Education Wessex</b>	<a href="http://www.lifeeducationdorset.org.uk">www.lifeeducationdorset.org.uk</a> 01305 871050 Email: <a href="mailto:info@lifeeducationdorset.org.uk">info@lifeeducationdorset.org.uk</a>	Provide drug prevention and health education to primary school children.
<b>LV Streetwise Interactive Safety Centre</b>	LV Streetwise Safety Centre, Unit 1 Roundways, Elliott Road, Bournemouth, Dorset BH11 8JJ <a href="http://www.streetwise.org.uk">www.streetwise.org.uk</a> 01202 591330 <a href="http://www.homesafetygame.com">www.homesafetygame.com</a>	Interactive safety centre in Bournemouth and website focussing primarily on year 2 and year 5 children from Bournemouth, Poole and Dorset schools. Comprehensive teachers pack allows follow up work. Hosts Internet safety website
<b>NHS Sexual Health Team</b>	Bournemouth and Poole: The Junction, 266 Holdenhurst Road, Bournemouth BH8 8DD. 01202 729219 Dorset: Jimmy Dean, Public Health Promoter (Sexual Health) Tel 01305 361362 Wiltshire:	Support and advice for teachers around SRE.

Local Organisations	Contact Details	Resource
<b>NHS School Nursing Teams</b>	Bournemouth: 01202 443035 Dorset: Poole: 01202 711538 Salisbury Area: 01722 425154 Kennet, West Wiltshire and North Wiltshire Areas: 01249 812821  www.quayadvice.co.uk 01202 262291	
<b>Quay Advice Centre Poole</b>		For young people aged 11- 25 Information and advice centre providing counselling and support in the following areas: Relationships, education, benefits, contraception, alcohol/ drugs, housing, employment, health, and family problems. Contraceptive/sexual health.
<b>Road Safety Team</b>	Bournemouth: 01202 454654 Poole: 01202 262017 Dorset: 01305 224558 Wiltshire: 01225 701970	Partner in Fire and Road Safety Initiatives.
<b>Safe Schools and Communities Team Dorset</b>	Dorset 01202 222844 ssct@dorset.pnn.police.uk	Pan Dorset partnership between Dorset Police and the three local authorities with the aim of preventing/reducing anti-social behaviour, crime and wrong doing. It provides advice, support and interventions in the areas of alcohol and drug misuse, anti social behaviour, offensive weapons, personal safety, internet safety and bullying.
<b>Safer Schools Wiltshire</b>	saferschools@wiltshire.gov.uk	
<b>ShADOWS Dorset</b>	01258 488486 shadows.admin@eddaas.org.uk	Drugs and Alcohol Outreach Service for under 18s
<b>Solomon Associates</b>	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education

Local Organisations	Contact Details	Resource
<b>Space Youth Project</b>	www.spaceyouthproject.co.uk	The Space Youth Project is a group for young Lesbian, Gay and Bisexual, Transgender and questioning people based in Dorset.
<b>Speak Out Wiltshire</b>	www.speakoutwiltshire.com	An informative site for victims, perpetrators and friends and family of those affected by domestic abuse.
<b>Sussed - Advice and Information for Young People. Bournemouth</b>	01202 574308 (advice/info) 01202 575096 (health)	For young people 11- 25. Information and advice centre providing counselling and support in the following areas: Health, relationships, contraception, sexual health, alcohol/ drugs, housing, employment, benefits, and family.
<b>Teenage Pregnancy Reduction</b>	Bournemouth Lisa Cousins email: lisa.cousins@bournemouth.gov.uk 01202 456206/ 07736853723 Dorset Claire Shiels Poole Gail Eaton 07979754959 email:g.eaton@poole.gov.uk Wiltshire	
<b>Vita Nova</b>	www.vitanova.co.uk 01202 309999	Workshops and Drama around social issues
<b>Wiltshire Pathways</b>	www.wiltshirepathways.org 01225 713504 pathways@wiltshire.gov.uk	Website for Wiltshire Children and Young People's Trust . Helping children & young people get the help they need in Wiltshire
<b>Waves</b>	Waves Project, 52 St Mary Street, Weymouth, Dorset DT4 8BJ 01305 768 768	Information, Advice and Guidance for under 20's on relationship difficulties, problems at home, bullying, drug and alcohol issues, applying for benefits, finding safe accommodation.
<b>Yadaas</b>	Bournemouth 01202 319191 Poole 01202 741414 www.eddaas.fsnet.co.uk	Young persons drug and alcohol advice for Bournemouth and Poole