

Lesson 3.16: What Parents and Caregivers Do

Unit: Unit 3, Growing Up, Getting Along (Human Development and Relationships) **Topic:** 3.4 Families and Caring for Others **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Either (classroom or FACS lab)

Standards

- NYS module line: NYS HDR 6. Parenting a) Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families
- NYS module line: NYS HDR 6. Parenting b) Identify roles and responsibilities of parenting
- NYS module line: NYS HDR 6. Parenting c) Analyze physical, social, and emotional factors related to readiness for parenting
- NYS module line: NYS HDR 5. Family Role in Society f) Identify support groups, agencies, and community organizations which assist the family in carrying out its basic functions
- CTE theme line: CTE CCO 1. The Work World a) Describe reasons for working in paid and unpaid work environments
- CTE theme line: CTE CCO 5. Community Needs Assessment b) Research community resources available to support individuals and families
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students demonstrate the principles of safe and healthy childcare.
- CDOS Standard 3a Universal Foundation Skills: Managing Resources
- National FCS 3.0: 15.1.2 Examine what parents are expected to do and answer for.
- National FCS 3.0: 15.3.1 Examine the resources and services a community offers families.

Four module lines are cited because the caregiver clock (7. a) and b)), the readiness discussion (7. c)), and the community supports (5. f)) are three distinct parts of one period; the Unit 3 Test checks each.

Enduring understanding and essential question

Big idea: Caring for a child is a job that never clocks out. It takes time, money, patience, and other people. Nobody does it alone, and the community has help built in for the parts that are too big for one family. **Essential question:** What does a toddler need in one day, and who has to provide it?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given the eight jobs of a parent or caregiver (safety, food, health, love, teaching, limits, money, time), list all eight and give one example of each for a two year old.
2. (Mid) Given a 24-hour caregiver clock template, fill a full day for a toddler with what the child needs each hour and which of the eight jobs it is, then calculate the hours a caregiver spends directly on the child.
3. (High) Given a list of community supports (pediatrician, school, library, WIC, 211, and others), match each to a family need from the clock, and evaluate at a general level what “ready to be a parent” means in terms of age, money, support, and patience, with a reason for each.

Vocabulary

Tier 2 (general academic): responsibility, readiness, resource, support Tier 3 (FACS): caregiver, parenting, toddler, limits, community resource, WIC, 211. See the unit vocabulary list (Vocabulary 03.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 03.16 - Caregiver Clock and Community Supports.md (the eight jobs box, the 24-hour clock template, the supports match, and the readiness lines)
- Slides: Slides 03.16 - What Parents and Caregivers Do
- Colored pencils, one small set per pair, to shade the clock
- A local supports slide with real names and numbers [*Sal: the nearest pediatric clinic, the school's family liaison, the public library branch, the county WIC office, 211 for New York, and the after-hours nurse line if the district has one*]
- Setup notes: pairs. The clock is drawn as a circle with 24 wedges on the handout; check that the print is large enough to write in. No allergy check needed.

Pre-assessment

Lesson 3.15's fair-share charts show whether students already see caregiving as work with hours attached; a class that assigned “watch the toddler” to the 8 year old on the family card needs Step 1 to move slowly. The do now asks how many hours a day a toddler needs an adult; the guesses are the baseline.

Do now and hook (Time: 5 min)

On the board: “Guess: in a 24-hour day, how many hours does a two year old need an adult paying attention to them? Write the number and one thing the adult is doing at 3 in the morning.”

Debrief: hand vote on the guesses (under 8, 8 to 14, 15 or more). Collect the 3 a.m. answers (asleep, but listening; up with a sick child; up with a child who wants water). Then the

hook: “The answer is closer to 24 than anybody wrote. Today you are going to fill a full day, hour by hour, and count.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the eight jobs of a caregiver	Show the eight jobs, one line each with a toddler example: safety (gates, outlet covers, never alone near water), food (three meals and snacks, cut small, no choking foods), health (doctor visits, shots, medicine when sick, sleep), love (holding, talking, being there when they cry), teaching (words, colors, how to share, what “hot” means), limits (a bedtime, a rule about hitting, “no” that means no), money (diapers, food, clothes, child care, the doctor), time (all of it). Say the CCO 1. a) line: parenting is unpaid work, and it is the biggest job most adults ever do. Ask which of the eight a 13 year old babysitter does (safety, food, love, limits, time for a few hours) and which they do not (money, health decisions).	Copy the eight jobs with one example each. Star the ones a babysitter does.	8 min
2. Learning activity: the caregiver clock	Pairs fill the 24-hour clock for a two year	Fill the clock. Shade. Count and write the	12 min

	old on a normal weekday: what the child is doing each hour, what the caregiver is doing, and which of the eight jobs it is. Provide the anchors on the slide: wakes at 6:30, nap 1:00 to 2:30, bed at 7:30, and one surprise (a fever at 2 a.m., a spilled cup at dinner, a scraped knee at the park). Then the count: how many of the 24 hours is the caregiver doing a job for the child (including “listening while they sleep”)? Shade those hours. Circulate with the clipboard (see Check for understanding).	number. Compare to the do now guess.	
3. Direct instruction: readiness, at a general level	Say what this part is and is not: it is not a lesson on whether to have children or when; it is a look at what a person needs in place to do the eight jobs well. Show four things at a general level: age (a body and a brain that are done growing; a person who has finished their own school years), money (the clock has a cost;	Fill the four readiness lines on the handout with one reason each.	6 min

	diapers alone run about \$70 a month, child care can cost more than rent [Sal: confirm local figures]), support (a partner, a parent, a friend, a neighbor; nobody does 24 hours alone for long), patience (the 2 a.m. fever and the spilled cup are the job, not the exception). Ask: which of the four does the caregiver clock show most clearly?		
4. Direct instruction and match: community supports	Show the supports and what each does: the pediatrician (health, shots, the “is this normal” call), the school (teaching, meals, the nurse, the counselor), the public library (free books, story time, a warm place, computers), WIC (food help for pregnant people, babies, and children under 5 in families that qualify), 211 (one phone number for finding any local help: food, housing, child care, utilities), plus the family liaison at school and the after-hours nurse line. Then the	Match each support to an hour on the clock. Copy the 211 number and one other.	5 min

	match: pairs connect each support to one hour on their clock where it would help. Show the local slide with real names and numbers.		
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Questions to ask

Monitor understanding:

- Name the eight jobs. Which one is “a bedtime that does not move”?
- On your clock, what job is the caregiver doing at 2 a.m.?
- What does WIC do, and who can use it?

Deepen learning:

- The clock shows about 24 shaded hours. How is that possible for a person who also works? What has to be true?
- Which of the four readiness things can money not buy?
- If a family needs help and does not know where to start, why is 211 the first call and not the last?

Check for understanding

Clipboard checklist during Step 2, one line per pair: “every hour has a job letter,” “the surprise is handled with a job, not skipped,” “the count is between 18 and 24 with sleep hours shaded as ‘listening.’” A pair that leaves sleep hours blank gets the question “if the child cries at 3 a.m., who hears it?”

Closure (Time: 4 min)

3-2-1 exit card on the handout: 3 of the eight jobs, 2 community supports and what each does, 1 sentence that starts “The caregiver clock surprised me because ____.” Three students read their “1.” Sort into “got it” and “needs more.” The “needs more” pile decides whether Lesson 3.17 opens with the eight jobs on the board.

Differentiation and supports

- ELL: the eight jobs have an icon each on the slides and the handout; the clock uses pictures for the anchors (a sun for wake, a bed for nap, a moon for bedtime); the words caregiver, safety, food, health, love, limits, and money are listed in Turkish, Portuguese, and Spanish on the handout (marked [check with a native speaker]); the 211 line is available in many languages and the slide says so.
- IEP and 504 (general): the clock is filled in pairs with one writer and one shaper; the eight jobs are printed as a letter key so students write a letter per hour, not a sentence;

a student may fill twelve hours instead of 24; extended time; the readiness lines have sentence frames.

- Grade 6 support: the clock runs 6 a.m. to 8 p.m. (fourteen hours) with the surprise given; the readiness part is the four words with one class example each, not individual reasons.
- Grade 8 stretch: the full 24 hours plus a second surprise the pair invents; grade 8 pairs also estimate a monthly cost for three of the eight jobs (food, diapers, child care) using the figures on the slide [*Sal: confirm local figures*] and write one sentence on what a family with one income would have to give up.
- UDL checkpoint used: multiple means of representation (the clock as a picture, the jobs as a letter key, the supports as a match) and multiple means of engagement (the surprise card is drawn, so each pair's clock is different).
- No-kitchen or no-machine alternative: none needed.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the eight jobs with a toddler example	HDR 6. b); CCO 1. a); National FCS 15.1.2	Step 1	Formative; exit card "3" line
2. Fill the caregiver clock and count the hours	HDR 6. a), b); Std 2 PI A; CDOS 3a Managing Resources	Step 2	Formative; clipboard checklist; clock collected for daily work
3. Match supports to needs and evaluate readiness at a general level	HDR 6. c); HDR 5. f); CCO 5. b); National FCS 15.3.1	Steps 3 and 4	Formative; readiness lines and supports match checked against the key

All three objectives are assessed summatively on the Unit 3 Test (an eight-jobs item, a supports match, and a scenario). The eight jobs come back in Lesson 3.17 (a babysitter does five of them) and in the Project 03 parent card (the kit has to fit the "teaching" job).

Homework

None. Optional: ask an adult at home which of the eight jobs was the hardest when you were two. Write the job, not the story.

Connections

Inside the building: the school nurse for the health job and the after-hours nurse line; the family liaison or parent coordinator, who knows the local supports better than anyone and could take five minutes of Step 4. Community: the public library's children's librarian; the

county WIC office, which usually has a one-page flyer in several languages. *[Sal: ask the family liaison for the building's own list of local supports and use it for the slide; it will be better than mine.]*

Sources

- NYS Middle Level CTE FACS Content Module 02, Human Development and Relationships (nyctecenter.org, June 2018), lines 7. a), 7. b), 7. c), and 5. f). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Career and Community Opportunities, lines 1. a) and 5. b). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand, PI “Students demonstrate the principles of safe and healthy childcare.” Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 15.1.2 and 15.3.1.
- 211 New York (211nys.org) and the USDA WIC program (fns.usda.gov/wic) for what each service does. *[Sal: confirm the local WIC office and the 211 coverage for your school's county.]*
- Sal's own materials: his FNES 782 work on infant care and a parent workshop exists only as a description in the source analysis; this lesson is written fresh.

Teacher notes

- If time runs short, cut the clock to 6 a.m. to 8 p.m. for everyone and do the count from there; cut Step 3 to the four words on the slide with one example each. Never cut Step 4's local slide; the 211 number is the one thing every student should leave with.
- Readiness is handled at a general level on purpose: age, money, support, patience. It is not a lesson about whether or when anyone should have a child, and it never gets personal. If a student brings up a family member, the answer is “the clock is for a fictional family; what job is at that hour?”
- Common mistake on the clock: sleep hours left blank. A caregiver asleep is still on the job; that is the point of shading them as “listening.”
- The money figures on the slide are placeholders. Diapers at about \$70 a month is a common national estimate; child care costs vary widely by county. *[Sal: pull two local numbers before you teach this and mark them with the month.]*
- The eight jobs are the spine of Topic 3.4. Lesson 3.17 says which five a babysitter does. The Project 03 parent card asks which job the kit serves (teaching, mostly). The Unit 3 Test asks for them by name.