

Slides 3.16: What Parents and Caregivers Do

Slide outline for Lesson 3.16, one day. Fourteen slides. The eight jobs on slides 3 and 4 each carry one icon and one letter, the same letters printed on Handout 3.16 Part 1, because students write a letter per hour on the clock. Slide 12 is the local supports slide and never gets cut; the 211 number is the one thing every student should leave with. Readiness stays general: age, money, support, patience. It is never about any student's family.

Slide 1: What Parents and Caregivers Do

- Lesson 3.16: Families and Caring for Others
- Unit 3: Growing Up, Getting Along
- Do now, a guess: in a 24-hour day, how many hours does a two year old need an adult paying attention?
- Write the number, and one thing the adult is doing at 3 in the morning Notes: 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.

Slide 2: The answer is closer to 24 than anybody wrote

- Caring for a child is a job that never clocks out
- Today you fill a full day, hour by hour, and count
- Then: what a person needs in place to do the job, and who in this community helps Image: a clock face with almost every hour wedge shaded in, one or two left white.

Slide 3: The eight jobs: S, F, H, L

- S Safety: gates, outlet covers, never alone near water
- F Food: three meals and snacks, cut small, no choking foods
- H Health: doctor visits, shots, medicine when sick, sleep
- L Love: holding, talking, being there when they cry Image: four icons with their letters, a stair gate, a small plate, a stethoscope, and two figures with the small one being held. Notes: One toddler example each on the handout. Students will use these letters on the clock, so say each letter out loud.

Slide 4: The eight jobs: T, M, money, and time

- T Teaching: words, colors, how to share, what "hot" means
- M Limits: a bedtime, a rule about hitting, a "no" that means no
- \$ Money: diapers, food, clothes, child care, the doctor
- C Time: all of it
- Parenting is unpaid work, and it is the biggest job most adults ever do Image: four more icons with letters, a block with a letter on it, a stop sign, a wallet, and a full clock face.

Slide 5: Which of the eight does a babysitter do?

- Yes: safety, food, love, limits, time, for a few hours
- Sometimes: teaching
- No: money, and health decisions
- A babysitter does not decide about medicine. A babysitter calls the parent
- Star the babysitter jobs on your handout Notes: This sets up Lesson 3.17. Take the answers from the room before you show them.

Slide 6: The caregiver clock

- A normal weekday for a two year old. The child is fictional
- Every hour: what the child is doing, what the caregiver is doing, and the job letter
- Anchors: wakes at 6:30, nap 1:00 to 2:30, bed at 7:30
- Work in pairs. One writer, one shader. 12 minutes Image: a sun at 6:30, a bed at 1:00, and a moon at 7:30 along a 24-hour strip. Notes: Grade 6 and IEP/504 pairs run 6 a.m. to 8 p.m. or fill twelve hours. Grade 8 fills all 24 and invents a second surprise.

Slide 7: Your surprise card

- Every pair gets one: a fever at 2 a.m., a spilled cup at dinner, or a scraped knee at the park
- It goes on the clock at that hour
- Handle it with a job letter. Do not skip it
- The surprise is the job, not the exception Image: three small cards face down, one turned over showing a thermometer. Notes: Every pair's clock comes out different, which is the point. Grade 8 adds a second surprise of their own.

Slide 8: Shade and count

- Shade every hour the caregiver is doing a job for the child
- That includes the sleeping hours: shade them as listening
- Count the shaded hours out of 24
- Write the number next to your do now guess Notes: Clipboard: every hour has a job letter, the surprise is handled with a job, the count lands between 18 and 24 with sleep hours shaded. A pair that leaves sleep blank gets the question "if the child cries at 3 a.m., who hears it?"

Slide 9: Readiness, and what this part is not

- This is not a lesson on whether or when anyone should have a child
- It is a look at what a person needs in place to do the eight jobs well
- Four things, at a general level
- Nobody talks about their own family or anybody else's Notes: If a student brings up a family member, the answer is "the clock is for a fictional family; what job is at that hour?"

Slide 10: Four things a person needs in place

- Age: a body and a brain that are done growing, and their own school years finished
- Money: the clock has a cost. Diapers alone run about \$70 a month, and child care can cost more than rent *[Sal: confirm local figures and mark the month]*
- 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
- Which of the four does your clock show most clearly? Notes: One reason each on the handout, from the clock they just filled. Grade 6 does the four words with one class example each.

Slide 11: Community supports

- The pediatrician: checkups, shots, medicine, the “is this normal” phone 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. Available in many languages Image: five plain icons in a row: a stethoscope, a school building, a stack of books, a grocery bag, and a phone with 211 on the screen.

Slide 12: The numbers for this community, and the match

- 211: *[Sal: confirm 211 coverage for your county]*
- The nearest pediatric clinic: *[Sal: name and number]*
- The public library branch: *[Sal: name and number]*
- The county WIC office: *[Sal: name and number]*
- The family liaison at school: *[Sal: name, room ____]* and the after-hours nurse line *[Sal: number if the district has one]*
- On your handout: match each support to one hour on your clock where it would help. Copy 211 and one other Notes: *[Sal: ask the family liaison for the building’s own list; it will be better than mine.]* If the liaison can take five minutes of this step, let them.

Slide 13: Questions

- 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.?
- 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? Notes: The “how is that possible” answer is the support line: somebody else covers part of the clock.

Slide 14: Exit card and tomorrow

- 3-2-1 on the handout: 3 of the eight jobs

- 2 community supports and what each does
- 1 sentence: "The caregiver clock surprised me because ____"
- Tomorrow: babysitting. Safety, safe sleep, and what to do in an emergency Notes:
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.