4 Family & Home Life

About this unit

The aim of this unit is to help students to understand different issues surrounding families. It intends to increase students' understanding of the legal responsibilities of parents or carers and help hem develop skills of empathy.

Key Curriculum Links

These links cover only the Key Concept and Range & Content sections of the national curriculum for citizenship. The Key Processes and Curriculum Opportunities covered will vary depending on how this resource is used.

Citizenship KS3, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

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4 Family & Home Life

Key Curriculum Links

Citizenship KS3, Range & Content

a political, legal and human rights, and responsibilities of citizens
b the needs of the local community and how these are met through public services and the voluntary sector.

Citizenship KS4, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS4, Range & Content

a political, legal and human rights and freedoms in a range of contexts from local to global
b the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector.

Opportunities for Active Citizenship

Some of the issues covered in this unit may be very relevant for the young people learning about it and other people within the setting. From this learning, students may want to make an information board with the key information on it for other young people in their setting to use.

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4.1 Family & Home Life

What makes a good parent or carer?

Activity 4.1 What makes a good parent or carer?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three of the responsibilities of a parent/carer.	Written a list of qualities of a good parent/carer.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of what parenting classes are and what they teach.	Written or discussed questions on newspaper article.

Key Words

- **Parenting:** bringing up children
- **Discipline:** making people behave
- **Role model:** someone who sets a good example to others

Resources

- Video clips, p. 4 for links
- 'Free Parenting Classes' article, p. 8

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4.1 Family & Home Life

What makes a good parent or carer?

Additional Resources

Clip	Link
Clip from the Simpsons showing the relationship between Homer and his children.	Episodes of the Simpsons are readily available on DVD.
Some people give their opinions on what makes a good parent.	http://www.youtube.com/watch?v=8yCGxTmu_x4

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4.1 Family & Home Life

What makes a good parent or carer?

Activities

	Activity	Resources
Starter	Show students a clip from 'The Simpsons' showing the relationship between Homer and his children. Ask: ■ Would you like Homer Simpson as a father? Why or why not? ■ Do you think he sets a good example to his kids? Why or why not? ■ Would you say he is a good parent? Why or why not? ■ Do you think he is as good a parent as Marge? Why or why not?	Clip from the Simpsons, p. 4 for links
Main Activity 1	Ask students to write down the qualities they think make a good parent or carer. You could use the video clip to help them think of ideas. Ask: ■ What makes a good parent or carer? Someone who feeds their children? Gives them a home? What else? ■ How does someone learn to be a good parent or carer? Who teaches them? ■ Do you think people need more help to learn how to be good parents and carers? If so, whose job is it to teach them?	'What makes a good parent?' video clip, p. 4 for link

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4.1 Family & Home Life

What makes a good parent or carer?

Activities

	Activity	Resources
Main Activity 2	Read the article 'Free Parenting Classes' as a group. Students should either write or discuss their answers to the following questions: ■ What subjects will the parenting classes cover? ■ What is the aim of offering the free classes? ■ What positive effects has the scheme had in Australia and the United States? ■ Do you agree there is a need for these classes? ■ Should every parent be offered these classes or just some? How would these be chosen?	'Free Parenting Classes' article, p. 8
Plenary	Feedback the answers to the questions. Discuss the statement: ■ 'Parenting is a natural thing. You shouldn't have to be taught to be a parent.'	
Further/ Additional Activities	Students can use the ideas generated in main activity 1 to produce a display on what makes a good parent.	

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4.1 Family & Home Life

What makes a good parent or carer?

Information Point

There are many things that could be said to make someone a good parent or carer. They might include personality traits such as patience or kindness and more practical abilities like being a good listener or being able to provide a home.

Parenting classes can be a good way for parents to develop the skills to deal with everyday and more difficult family situations. There are many different types of class to suit the needs of people with different aged children and their differing circumstances. Many parents choose to attend parenting classes themselves, but some will be referred by social, education or health services.

You can find details of parenting classes at http://www.parentinguk.org.

Internet Research

Q1 Where can people attend parenting classes in your area?

Go to http://www.parentinguk.org/ and click on 'For parents', then on 'Search for a course'.

Q1 What kinds of things do people learn at these classes?

Go to http://www.parentinguk.org/ and click on 'For parents'.

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Free parenting classes offered to Glasgow families

Mothers and fathers in Glasgow with children starting school next year are to be offered free parenting classes.

The seminars will cover subjects like managing bad behaviour, encouraging healthy eating and handling bed time.

They are based the 'Triple P' system - Positive Parenting Programme - which was developed in Australia.

The scheme, which is the first of its kind in Scotland, will be offered by NHS Greater Glasgow and Clyde (GGC) to about 10,000 parents.

Dr Linda de Caestecker, director of public health for NHS GGC, told BBC Radio Scotland that the aim was 'to promote the wellbeing of children through better parenting'.

Dr de Caestecker said results from other countries suggested the 'Triple P' approach had made a positive impact.

'In Australia, where this was done throughout the whole population, they saw a 20% reduction in emotional and behavioural problems.

'In the United States, in South Carolina, where they implemented this programme, they actually saw a reduction in cases of child abuse.

'Now this programme is not just for parents having problems, but by changing the whole population they've seen improvements in the most extreme end of parenting problems.'

Adapted from a story from BBC News. http://news.bbc.co.uk/go/pr/fr/-/1/hi/scotland/glasgow_and_west/8433870.stm
Published: 29/12/2009

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Activity 4.2 Are parents and carers too soft?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least four things parents or carers can do to discipline their children.	Participated in discussion on scenarios.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the law on smacking.	Participated in discussion on the news story.
Demonstrated the ability to discuss why a certain amount of freedom is good and two reasons why too much freedom might be a bad thing.	Completed timeline activity.

Key Words

- **Discipline:** making people behave
- **Sanction:** a punishment
- **Corporal punishment:** when you hit or slap someone as a form of punishment
- **Freedom:** being allowed to do certain things
- **Right:** something you are entitled to
- **Privilege:** something extra you are allowed to do

Resources

- Punishment cards, p. 17
- Scenarios, p. 16 or Unit 4 PowerPoint Presentation
- 'Father put in the cells for smacking' story, p. 18
- Timeline, p. 19

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4.2 Family & Home Life

Are parents and carers too soft?

Additional Resources

Clip	Link
Radio clip on the smacking ban in England.	http://news.bbc.co.uk/player/nol/newsid_4170000/newsid_4176700/4176707.stm?bw=bb&mp=wm&news=1&nol_storyid=4176707&bbcws=1

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4.2 Family & Home Life

Are parents and carers too soft?

Activities

	Activity	Resources
Starter	Give out a set of 'punishment' cards to individuals or groups with a couple that are blank. Ask students to think of additional ideas to put on the blank ones.	Punishment cards, p. 17
Main Activity 1	Ask students to imagine that they are parents to a child the same age as them. Read out each scenario or show PowerPoint presentation and ask them to decide how they would punish their child using the punishment cards. Ask: ■ If you were a parent, what would you do in this situation? ■ Why? ■ What would you be trying to achieve? ■ Would you do anything differently if your child was older/younger? Do expectations change as a child grows older? Why might this be?	Punishment cards, p. 17 Scenarios, p. 16 or Unit 4 PowerPoint Presentation

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4.2 Family & Home Life

Are parents and carers too soft?

Activities

	Activity	Resources
Main Activity 2	Read the story 'Father put in the cells for smacking' with the group. Ask: ■ Do you think that Mr Frearson should have been arrested? Why? ■ What do you think the passer-by would have said about what he or she saw? ■ Why do you think the police took the actions they did? ■ Do you think some parents go too far in the way they punish their children? If so, how far is too far? Where would you draw the line? ■ Do you think it is fair for parents to hit their children? Why or why not? ■ Do you think there should be laws about how parents should and should not punish their children? If not, why not? If so, what laws do you think we should have? Why? Use this opportunity to explain the law on smacking, explained in the information point.	'Father put in the cells for smacking' story, p. 18
Plenary	Students to write a brief paragraph explaining whether they think smacking should be banned and why.	

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4.2 Family & Home Life

Are parents and carers too soft?

Activities

	Activity	Resources
Further/ Additional Activities	Give students a timeline. Ask them to mark on when they were allowed to: ■ Play out on their own ■ Choose their own clothes ■ Travel to school on their own ■ Stay over at a friend's house ■ Have their own house key ■ Baby-sit ■ Drink alcohol. Feedback their answers. Ask: ■ Do you think there should be a set age at which children are allowed to do these things, or should it vary? Why? ■ Do you think children are given enough freedom at home? Or are they given too much? Why?	Timeline, p. 19

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4.2 Family & Home Life

Are parents and carers too soft?

Information Point

Although corporal punishment is banned in schools and residential care homes, a parent's right to discipline their child includes smacking – so long as it is 'reasonable punishment'. If it is too harsh, the parent risks prosecution or having their child's name put on the child protection register or the child being taken into care. You can download a leaflet about the law on smacking at http://www.childrenslegalcentre.com/Resources/CLC/Documents/PDF%20N-Z/Smacking%20Leaflet.pdf.

Social Services may become involved if there are concerns that a child may be in danger or at risk. They will complete an assessment of the home in which the child lives and take action based on their findings. This may include providing additional support for parents, placing the child on the at-risk register or taking the child into care.

There are no laws that list the all freedoms that parents should give their children or the age at which they should give them – it would be impossible to write them all down. The main principle is that the law puts the interests of the child first. In deciding how much freedom to give their children, parents should put the interests of the child before their own interests.

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4.2 Family & Home Life

Are parents and carers too soft?

Internet Research

Q1 What advice could you give to teenagers who feel;

a their parents or carers treat them like a kid?

b they get no privacy at home?

To find some ideas, go to http://www.thesite.org and click on 'Sex & relationships', then on 'Family & friends' and on 'Family' and 'Problematic parents'.

Q2 At what age does the law say you are allowed to get married without your parents' or carers' permission?

To find the answer, go to http://www.adviceguide.org.uk and click on 'Family', then on 'Young people and family' and 'Marriage'

Q3 At what age does the law say you are allowed to change your name without your parents' or carers' permission?

To find the answer, go to http://www.adviceguide.org.uk and click on 'Family', then on 'Young people and family' and 'Changing your name'.

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4.2 Family & Home Life

Are parents and carers too soft?

Scenarios – What would you do?

Your son/daughter stays out all night without telling you.

Your son/daughter refuses to help you around the house.

Your son/daughter tells you to f* off.**

Your son/daughter stays in bed all day and won't go to school.

Your son/daughter smokes weed at home.

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4.2 Family & Home Life

Are parents and carers too soft?

Punishment Cards

Ignore it	**Discuss it with them**
Give them a good slapping	**Ground them**
Tell them off	**Stop their pocket-money**

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Father put in cells for smacking

A father was arrested by police and locked in a cell overnight after smacking his son's bottom.

Mark Frearson's young son had wandered off alone after dark while they were at a Plymouth shopping centre together.

Mr Frearson, who is separated from the boy's mother, found his son in a park 10 minutes later and smacked him once.

But a passer-by reported it to Plymouth police and four officers arrived at his house, took him away and locked him in a cell awaiting questioning.

Mr Frearson, 47, a director at a parcel company, was released the next day, after the witness who had reported the smacking was interviewed and withdrew their accusation.

Mr Frearson has now made a formal complaint to the Independent Police Complaints Commission.

He said the police reaction was 'massively over-the-top' and the experience was traumatic for his son.

He said: 'I find it shocking how easy it is to have someone arrested. To think that all this happened on the back of one allegation. I appreciate the police's concern but I don't understand why they felt it necessary to arrest me and lock me up before interviewing me or the witness. I am still angry and bewildered at the events of that night.'

The incident happened last Tuesday at a shopping centre in Plymouth. Mr Frearson had told his son to stay with him, but when he realised he had left the shop there was a search and he was found outside.

He said he smacked his son and the two returned home.

Later that evening police arrived saying a witness had reported Mr Frearson for assault. The officers then took the boy to his mother's home and Mr Frearson was arrested and taken to the police station.

A spokesman for Devon and Cornwall police said that because a formal complaint had been made they could not comment on the incident.

Story adapted from BBC News. http://news.bbc.co.uk/go/pr/fr/-/1/hi/england/devon/7732954.stm Published: 17/11/2008

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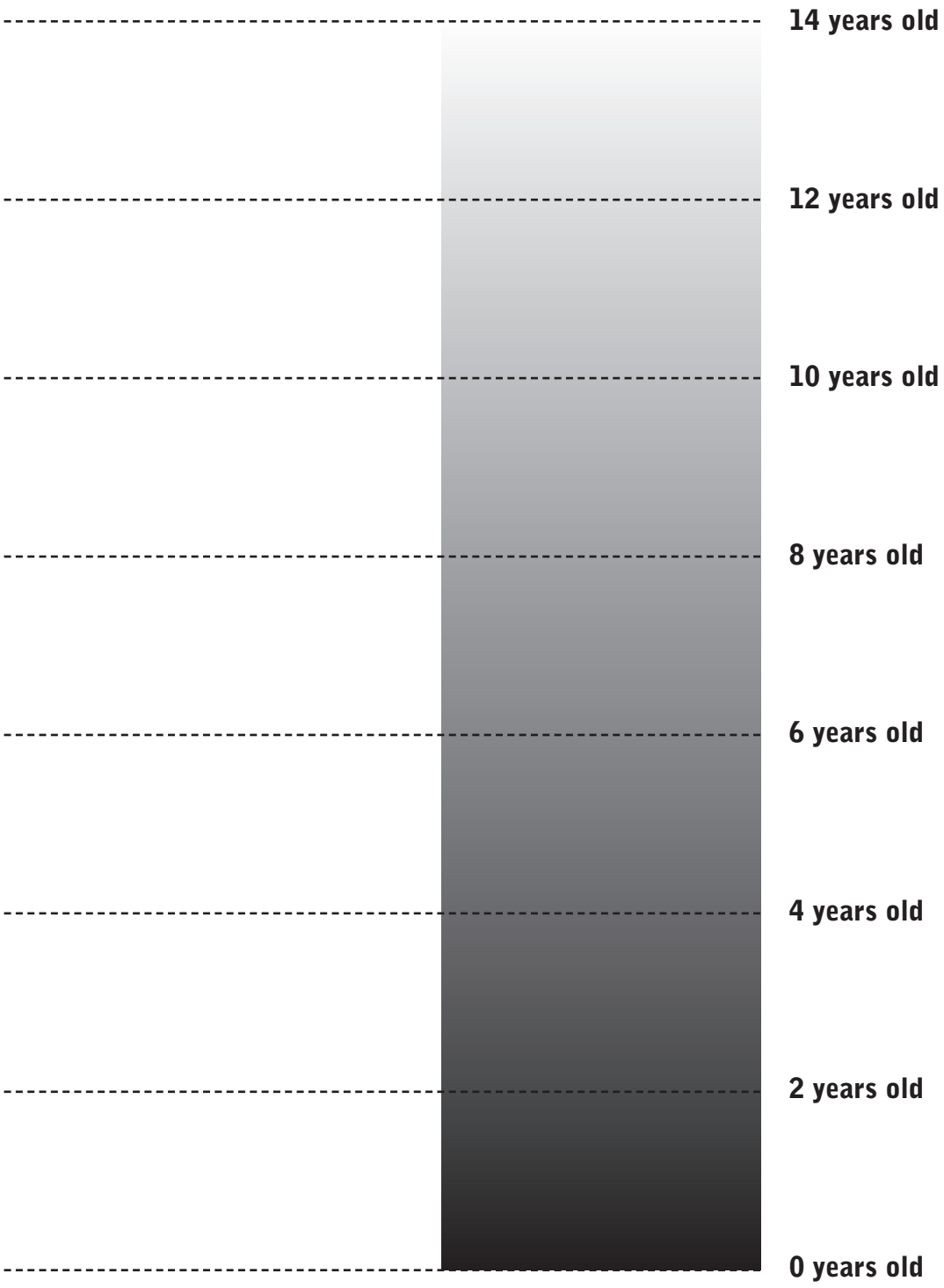
4.2 Family & Home Life

Are parents and carers too soft?

Timeline



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Activity 4.3 What do children need protecting from?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Shown knowledge of at least three categories that determine a film or video game's rating.	Completed ratings worksheet.
Other Learning Outcomes The learner has:	**Evidence**
Shown knowledge of the different ratings that are given to films and video games.	Participated in discussion about ratings images, completed ratings worksheet.
Demonstrated the ability to explain who is responsible for ensuring young people do not see films or play video games that are unsuitable for them	Participated in news story discussion, completed worksheet questions.

Key Words

- **Classification:** a rating given to a film or video game that tells us who should see or play it

Resources

- Images of film ratings, p. 25
- Film/Game covers
- Ratings worksheet, pp. 26-27
- 'Violent games sold to children' news story, p. 28

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4.3 Family & Home Life

What do children need protecting from?

Additional Resources

Clip	Link
A short film campaigning against the showing of violent films on aircraft, where it is easy for children to access them. It would be useful for stimulating discussion on whether very young children should see some of the images shown.	http://www.youtube.com/watch?v=v7kw3vaVCmE
The website of the British Board of Film Classification (BBFC)	http://www.bbfc.co.uk/
BBFC site for students. There are some interesting case studies of films that have been controversial in terms of classification.	http://www.sbbfc.co.uk/

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4.3 Family & Home Life

What do children need protecting from?

Activities

	Activity	Resources
Starter	Show students the images of film and game ratings. Ask: ■ What do these symbols mean?	Images of film ratings, p. 25
Main Activity 1	Give out a selection of covers from DVDs and games that have a variety of ratings and cover different genres (you could use actual covers, or find some images from the internet). Students to complete the table on the worksheet using the covers. Feedback their findings as a class. Ask: ■ Why do we have ratings for films and games? What are we protecting children from? ■ Should we be protecting children from these things? Or do they need to know about them? Why? ■ What might happen if children get access to films and games that are unsuitable for them?	Film/Game covers Ratings worksheet, pp. 26-27

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4.3 Family & Home Life

What do children need protecting from?

Activities

	Activity	Resources
Main Activity 2	Read the news story 'Violent games 'sold to children''. Ask: ■ Where are children buying games rated an 18 from? ■ Who is responsible for making sure that purchasers of films and video games are old enough? The seller? Or the parents/carers? Why?	'Violent games sold to children' news story, p. 28
Plenary	Students to complete the questions at the bottom of the ratings worksheet.	
Further/ Additional Activities	Students to write and conduct a survey to find out: ■ How many people have watched films which, according to the ratings system, they are not old enough to watch? ■ How they were able to see these films? ■ Whether their parents/carers knew they had seen them. ■ Who they believe is responsible for ensuring that young people do not see these films.	

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4.3 Family & Home Life

What do children need protecting from?

Information Point

All films for cinema and the majority of video releases, including video games, must be classified by the British Board of Film Classification, which is an independent body that was set up in 1912. When classifying, the BBFC takes into account issues such as violence, language, nudity and the theme. You can see the full BBFC guidelines at http://www.bbfc.co.uk/downloads/pub/Guidelines/BBFC%20Classification%20Guidelines%202009.pdf.

The issue of 18 rated video games and DVDs being sold to underage children is quite commonly reported, especially in the local press. You are likely to find that students in your class have seen films or played games that should not have been sold to them. Under the Video Recordings Act 2010, it is the seller that is responsible for ensuring that the people they sell video recordings to (films and video games) are old enough to purchase the item. Traders who sell items to underage children can be prosecuted and receive a fine of up to £5,000 and up to six months in prison.

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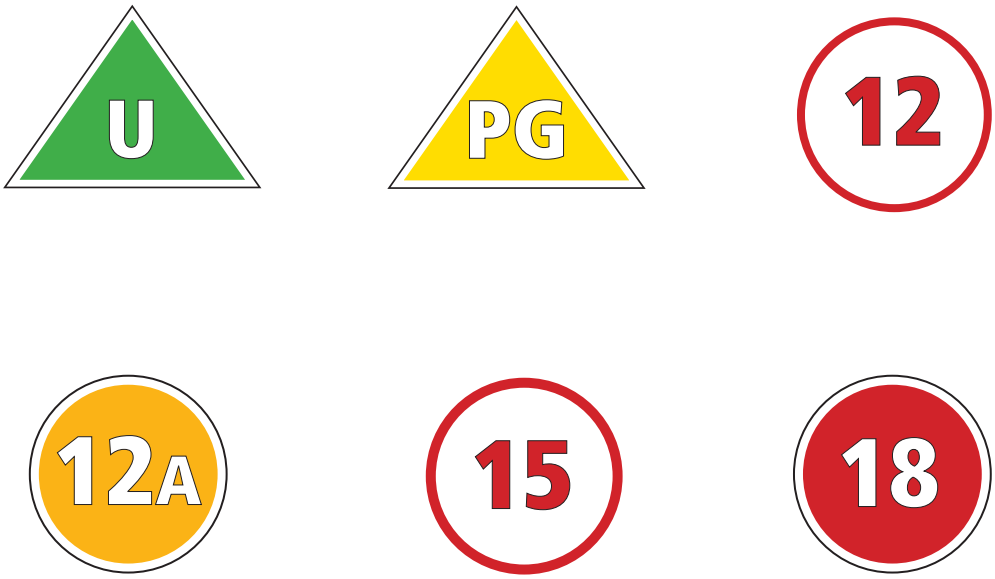
What do children need protecting from?



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4.3 Family & Home Life

What do children need protecting from?

Ratings

Name of film/game	Rating	Why has it been given this rating?

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4.3 Family & Home Life

What do children need protecting from?

Who is responsible for making sure that purchasers of films and video games are old enough? Tick all that apply

☐ **The seller** ☐ **Parents/carers** ☐ **The children themselves**

Give 3 reasons why these people have this responsibility.

1

2

3

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Violent games 'sold to children'

Violent video games are being sold to children over the internet in several areas of Wales, a trading standards investigation has discovered.

Six local councils, including Anglesey and Wrexham, found 38 traders out of 44 test purchases sold them to under-18s.

They include titles like Manhunt and Grand Theft Auto, which were given 18 ratings due to their violent content.

Traders involved have been sent letters warning them they are breaking the law if they use web auctions to sell games.

Anglesey council's senior enforcement officer Martin Wyn Jones said the council enlisted the help of an Anglesey youngster.

'He managed to buy 18-rated video games on the internet using postal orders,' he said.

Out of a total of six test purchases, six traders sold him violent video games.

Mr Jones said that throughout Wales the 44 test purchases resulted in 38 traders selling games to children.

The chief trading standards officer on Anglesey, David Riley, said: 'This survey shows how easily children can gain access to age-restricted, violent video games.

'Traders who use auction sites and accept postal orders as payment have no way of knowing who they're selling to is aged 18 or over. They have a responsibility to make sure they have methods in place to avoid breaking the law by making underage sales'.

Bob Parry said 'Parents and guardians also have an important role to play in making sure their children are not using the internet to buy and play violent and unsuitable video games'.

Adapted from a story by BBC News. http://news.bbc.co.uk/go/pr/fr/-/1/hi/wales/north_west/7481351.stm Published: 30/06/2008

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Activity 4.4 What responsibilities should children have?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least two reasons why parents or carers should expect their children to help around the home.	Completed questionnaire and participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to describe how these expectations should vary with age.	Completed questionnaire and participated in discussion.
Demonstrated the ability to explain what a young carer is and how they help the people they care for.	Competed young carers video worksheet and participated in discussion.

Key Words

- **Responsibility:** something you are expected to do
- **Reasonable:** fair
- **Unreasonable:** unfair
- **Carer:** someone who looks after somebody else

Resources

- Parenting questionnaire, p. 34
- Video worksheet, p. 35

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4.4 Family & Home Life

What responsibilities should children have?

Additional Resources

Clip	Link
Use this clip about being a young carer for main activity 2.	http://www.youtube.com/watch?v=lYK2TQ4DiLQ
A clip about young carers.	http://www.youtube.com/watch?v=BNeMw6hgU8Q
A clip about young carers.	http://www.youtube.com/watch?v=uxSF1fYuoDY

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4.4 Family & Home Life

What responsibilities should children have?

Activities

	Activity	Resources
Starter	Ask students to quickly complete the 'parenting' questionnaire individually, circling the things they think children of their age should be asked to do.	Parenting questionnaire, p. 34
Main Activity 1	Feedback their answers. Ask: ■ Why do you think it is good thing to expect them to do these things? ■ Why wouldn't you expect them to do the other things? Ask them to do the quiz again in a different colour, circling the things that they are asked to do. Ask: ■ How does what you actually do compare with what you think children should do? ■ Do you expect something in return for doing these things? If so, what? ■ Do you think that parents today expect their children to do too much at home? Or too little? Why? ■ In some homes, here and abroad, children have to help earn money. What should be the minimum age that a child should be expected to do this?	

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4.4 Family & Home Life

What responsibilities should children have?

Activities

	Activity	Resources
Main Activity 2	Watch the video clip about being a young carer (link above). During the clip, students should write down: ■ Who do young people care for? ■ Why do they care for them? ■ What kind of things do they have to do? They can record this on the sheet provided. Feedback their answers.	Video worksheet, p. 35
Plenary	Ask: ■ How do you think it feels to be a young carer? ■ What kind of support do young carers get?	
Further/ Additional Activities	Students to do some internet research into local young carer projects and put together a contact list with information as a group that can be displayed for pupils to use.	

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4.4 Family & Home Life

What responsibilities should children have?

Information Point

There is no legal requirement for children to carry out any specific duties in the home. The law is only likely to be involved if parental expectations become unreasonable – especially, if they are accompanied by severe punishments. What is regarded as reasonable and unreasonable is likely to vary with the age of the child. Where parents make unreasonable demands on their children, it can result in the children being taken into care, compulsory guidance for the parents or, in severe cases, a custodial sentence.

There are an estimated 175,000 young carers in the UK. Young carers are anyone aged 18 or under who look after someone in their family who has an illness, a disability, a mental health problem or a substance misuse problem. They take on responsibilities that an adult would normally do. You can find out more about young carers at http://www.nhs.uk/CarersDirect/young/young/Pages/Overview.aspx. There are many local projects that support young carers.

Visitor Opportunity

There is an opportunity here to invite in a representative from a local young carer project to find out more about the work they do. If you do an internet search for 'young carer' and your local area (eg your county or town), you will be able to find local projects and organisations.

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4.4 Family & Home Life

What responsibilities should children have?

Parent Questions

What would you expect your children to do for you?

1	Take out the rubbish?	☐ **YES**	☐ **NO**
2	Look after you when you're ill?	☐ **YES**	☐ **NO**
3	Clean windows?	☐ **YES**	☐ **NO**
4	Wash the car?	☐ **YES**	☐ **NO**
5	Take the dog for a walk?	☐ **YES**	☐ **NO**
6	Cook meals?	☐ **YES**	☐ **NO**
7	Tidy their room?	☐ **YES**	☐ **NO**
8	Shopping?	☐ **YES**	☐ **NO**
9	Hoovering?	☐ **YES**	☐ **NO**
10	Clean the kitchen?	☐ **YES**	☐ **NO**
11	Wash up?	☐ **YES**	☐ **NO**
12	Clean the bathroom?	☐ **YES**	☐ **NO**
13	Look after brothers/sisters?	☐ **YES**	☐ **NO**

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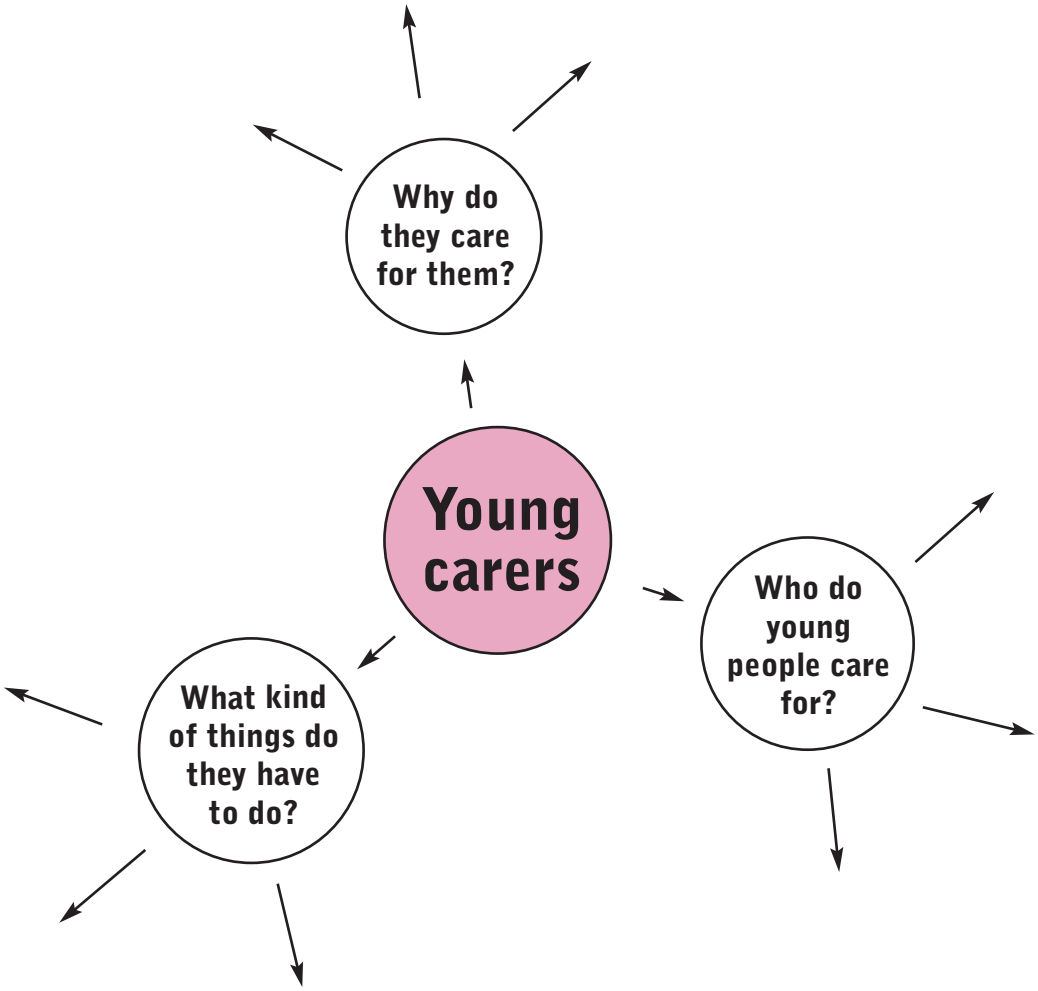
4.4 Family & Home Life

What responsibilities should children have?

Young carers



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Activity 4.5 Who can look after children?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least two points of law relating to babysitting.	Completed True or False quiz and participated in discussion
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to explain how babysitters might deal with a difficult situation.	Participated in scenario discussion

Key Words

- Babysit: looking after someone else's child temporarily.

Resources

- True or False quiz, p. 40 or Unit 4 PowerPoint Presentation
- True or Flase quiz answers, p. 41
- Scenarios, p. 42 or Unit 4 PowerPoint Presentation
- Scenario Discussion Points, p. 43

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4.5 Family & Home Life

Who can look after children?

Additional Resources

Clip	Link
Clip about the release of Suzanne Holdsworth, who was accused and convicted of killing Kyle Fisher while she was babysitting him.	http://news.bbc.co.uk/1/hi/uk/7790689.stm

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4.5 Family & Home Life

Who can look after children?

Activities

	Activity	Resources
Starter	Ask students to write down how old they think you should be before you can babysit children. Share their answers and briefly discuss.	
Main Activity 1	Students to complete the true or false quiz using the sheet or PowerPoint presentation individually, in groups or as a whole class (perhaps using sides of the room to indicate agreement or disagreement). Discuss the answers, there are some key questions you may want to ask on the answers sheet.	True or False quiz, p. 40 or Unit 4 PowerPoint Presentation True or False quiz answers, p. 41
Main Activity 2	Give out the scenarios sheets or show them to the students using the PowerPoint presentatio. For each one, ask: ■ What do you think is the best thing to do in this situation? Why? ■ Could anything have been done to prevent this from happening? ■ Do you think you could handle this situation? ■ What does the law say about this situation? Discuss as a group. Use the discussion points to help support the discussion.	Scenarios, p. 42 or Unit 4 PowerPoint Presentation Scenario discussion points, p. 43

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4.5 Family & Home Life

Who can look after children?

Activities

	Activity	Resources
Plenary	Revisit the age the students wrote down at the beginning. Discuss whether they would now change this and why.	
Further/ Additional Activities	Students should write a list of qualities the ideal babysitter should have. They could use the internet research task to help them with this.	

Information Point

There is no law that says at what age a young person can babysit. However, someone who is under 16 cannot be charged with the neglect or ill treatment of a child and it is the responsibility of the parents if anything happens to children while they are in the care of a young person aged under 16. It is therefore recommended that no one under 16 should be left alone to look after young children. It is important that parents bear in mind the maturity of a young person when deciding whether to ask them to babysit.

Under the law, parental responsibility means having the responsibility and authority to care for the child's physical, moral and emotional needs. Although a babysitter over the age of 16 can be liable if something happens to children whilst in their care, the parents will have to prove that they did everything possible to ensure that their children were being looked after properly.

Internet Research

Q1 What kind of qualities make a good babysitter?

Go to http://www.rospa.com/safetyeducation/advice/babysitting.htm for ideas.

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4.5 Family & Home Life

Who can look after children?

True or False?

	True	False
1 The law says you can't babysit until you are 16.	☐	☐
2 The babysitter is always responsible if the child they are looking after has an accident.	☐	☐
3 You don't need any qualifications to be a babysitter.	☐	☐
4 Older siblings have to look after their younger brothers and sisters if their parents ask them to.	☐	☐

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4.5 Family & Home Life

Who can look after children?

True or False? Answers

	True	False
1 The law says you can't babysit until you are 16. **Answer** There is no law to say what age you have to be to babysit. However, the NSPCC and many other agencies recommend that parents should not leave their children with anyone under 16.		✓
2 The babysitter is always responsible if the child they are looking after has an accident. **Answer** If the babysitter is under 16, the parents are responsible for anything that happens to the child in their absence.		✓
3 You don't need any qualifications to be a babysitter. **Answer** Some parents may want their babysitter to have some first aid or other training – it depends on what they feel comfortable with.	✓	
4 Older siblings have to look after their younger brothers and sisters if their parents ask them to. **Answer** Parents can't force an older sibling to look after his/her brothers and sisters.		✓

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4.5 Family & Home Life

Who can look after children?

Scenarios – What should they do?

Jenny, who is 15, is looking after a 7 year old, a 3 year old and a 1 year old. They are playing in the living room when the 1 year old slips over and bangs his head on the table, causing a cut which is bleeding. There is no telephone in the house and the babysitter has no credit on her mobile phone but the parents have left an emergency contact number. What should she do?

26-year-old **Archie** doesn't have any family living close by and always hires a babysitter from an agency to look after his 5-year-old daughter if he goes out in the evening. One evening he gets home an hour earlier than planned and finds that the babysitter has invited a friend over and is ignoring his daughter, who is crying upstairs. What should he do?

David is 17 and has five younger brothers and sisters. His parents go out a lot and leave him in charge. They often don't give him any notice and come home late, just assuming that he will be able to look after the children. David is getting behind in his college work as a result. What should he do?

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4.5 Family & Home Life

Who can look after children?

Scenario Discussion Points

Jenny

It is important that Jenny calls the parents and makes sure that the child is seen by a doctor because there is a risk of concussion. If she does not have access to a phone in the house, she should probably ask a neighbour for help. She should, however, take all of the children with her to the neighbour's and not leave them alone.

Under the law, the parents are responsible for the child's injury because Jenny is under 16. Although they left a contact telephone number, they did not make sure that Jenny had a phone to contact them if necessary. Potentially, social services could become involved in this case.

Archie

Archie should make sure he tells the agency about what has happened so that they can deal with the actions of the babysitter. If a legal issue were to arise, responsibility would probably lie with the agency and babysitter because it can be said that Archie did everything possible to make sure his child was being well looked after.

David

David needs to talk to his parents and explain to them the problems he is having. If they do not listen or continue to expect him to care for his siblings, he might want to speak to someone at college, especially if it is affecting his work.

Social Services could potentially become involved with this case as David's parents are not fully ensuring that their children are being looked after properly.

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Activity 4.6 Who's to blame when children get into trouble?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three different 'causes' for children's bad behaviour.	Participated in discussion on 'It's all my fault' story.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to explain the law on truancy.	Participated in discussion and written list about the benefits of punishing parents whose children play truant.

Key Words

- **Fault:** something you did wrong
- **Blame:** to say someone is guilty
- **Responsible:** when you are the one who should be in charge
- **Truancy:** bunking off of school

Resources

- Story 'It's all my fault!', p. 49
- Video clip, see p. 45 for link

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4.6 Family & Home Life

Who's to blame when children get into trouble?

Additional Resources

Clip	Link
There are 2 clips on this page – the first looks at the jailing of Patricia Amos, the first parent to serve a jail term over her children's truancy and considers whether this was the right course of action. The second is an interview with Emma, one of Patricia's children where she discusses the impact this had on her life. The text on the page considers whether jailing parents when their children play truant works.	http://news.bbc.co.uk/1/hi/education/7880936.stm
A clip about a young boy who plays truant due to bullying.	http://news.bbc.co.uk/1/hi/england/7471592.stm

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4.6 Family & Home Life

Who's to blame when children get into trouble?

Activities

	Activity	Resources
Starter	Read students the story, 'It's all my fault!'	Story 'It's all my fault!', p. 49
Main Activity 1	Ask students to write down the names of Mr Liberal's six children and what they did wrong. Ask: ■ Do you think Mr Liberal is right to blame himself when his children get into trouble? Why or why not? If students have not already noticed, draw their attention to Mr Liberal's sixth child, Scott – who, apparently, did not get into any trouble: ■ If it is all Mr Liberal's fault, why didn't Scott get into trouble as well? ■ Choose one of the examples from the story and ask students to think about who they really think is to blame for that kind of behaviour: ■ Who do you think is to blame when a child starts doing the things that Mr Liberal's children do? The parent(s)? The child? Someone else?	

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4.6 Family & Home Life

Who's to blame when children get into trouble?

Activities

	Activity	Resources
Main Activity 2	Show students the clip about Patricia Amos, who was the first parent jailed because her children truanted from school. Ask: ■ Should Patricia have been put in prison? Why? ■ What good things have come out of it? ■ What problems did it cause? ■ Do you think it is fair to punish parents for the things their children do? Why or why not? ■ Does whether or not the parent is responsible for a child's truancy depend on why they are playing truant? Eg if it is because of bullying in school, is this the parent's fault?	Video clip, see p. 45 for link
Plenary	Ask students to write down a list of the good things that came out of Patricia Amos' imprisonment and a list of the problems it caused. You could show them the second clip of an interview with Patricia Amos' daughter to help with this.	
Further/ Additional Activities	Students to come up with their own strategy to reduce truancy amongst young people.	

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4.6 Family & Home Life

Who's to blame when children get into trouble?

Information Point

Truanting itself is not against the law. However, it is a crime for parents not to make sure their children go to school regularly. It is no excuse for parents to say, 'I didn't know my child was truanting', or 'I've tried everything, but I just can't make him/her go to school'.

A parent who fails to make sure their child goes to school can be given a fixed penalty notice of up to £100. In serious cases they can be prosecuted in the Magistrates' Court, and, if found guilty, can receive a fine of up to £1000.They may also be given a parental bind over or a parenting order.

Internet Research

Q1 What is:

a a parental bind over?

b a parenting order?

Go to http://www.westberks.gov.uk/index.aspx?articleid=4477 and select 'parental bind over' and 'parenting order' from the menu on the left.

Visitor Opportunity

There is an opportunity here for students to meet and question an education social worker (Education Welfare Officer).

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4.6 Family & Home Life

Who's to blame when children get into trouble?

Story - It's all my fault!

This is the story of Mr Liberal. Mr Liberal was a single parent with six children: Billy, Jayne, Sam, Scott, Trisha and Dave.

Billy, the oldest, got into trouble almost as soon as she started school – spitting at other children. When he heard about this, Mr Liberal called the class teacher: 'Don't blame Billy it's all my fault. I've got my hands full with five other kids and don't have the time to bring her up properly. Tell me off – not Billy.'

Sam was soon in trouble at school, too – swearing at the class teacher.

When he heard about this, Mr Liberal called the head teacher:

'Don't blame Sam – it's all my fault. I've been depressed since my girlfriend left and haven't been up to sorting him out. Let me write Sam's lines for him.'

Jayne was in trouble several times at secondary school for not doing herhomework. When he heard about it, Mr Liberal called the year head:

Don't blame Jayne – it's all my fault. I can't afford a big enough house for the kids to have a room each where they can do their homework. Let me do Jayne's homework for her.'

Trisha was the first of the children to get into trouble with the law properly – shop-lifting. When he heard about it, Mr Liberal called Trisha's probation officer:

'Don't blame Trisha – it's all my fault. I've got a drug problem and I'm off my head half the time. Let me do the community service for Trisha.'

Dave got into more serious trouble with the law – criminal damage, robbery and assaulting a police officer. When he heard about it, Mr Liberal called the magistrates' court:

'Don't blame Dave – it's all my fault. I can't cope, I'm not educated, I've a sick mother to look after and I'm a useless parent – but nobody taught me how to bring up kids anyway! Put me in the secure unit instead of Dave.'

A few years later, Mr Liberal had a stroke – brought on by all the worry about his children – confining him to a wheelchair for the rest of his life 'You b*******s!', he said, 'It's all your fault!'

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Activity 4.7 Are you better off at home?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to describe three advantages and three disadvantages of leaving home.	Participated in discussion using 'Leaving home' cards.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the law leaving home when under-16.	Shown knowledge of the law leaving home when under-16.

Key Words

- Accommodation: somewhere to live
- Social Services: people who work for the council who help people in need

Resources

- 'Leaving home' cards, p. 55
- 'Leaving Home' sheet, p. 56
- Information from Shelter website, see p. 51 for link
- Video clip, see p. 51 for link

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4.7 Family & Home Life

Are you better off at home?

Additional Resources

Clip	Link
Youth Homelessness Independent People 2. A clip about homeless people.	http://www.youtube.com/watch?v=ystCrtlDSwQ
A clip about a scheme to help homeless teenagers in Wiltshire	http://news.bbc.co.uk/1/hi/england/7426043.stm
Information about leaving home for teenagers	http://england.shelter.org.uk/get_advice/finding_a_place_to_live/leaving_home/preparing_to_leave_home

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4.7 Family & Home Life

Are you better off at home?

Activities

	Activity	Resources
Starter	Give students the 'Leaving home' cards and ask them to sort them into two piles: reasons why a young person might want to leave home, and reasons why they might want to stay.	'Leaving home' cards, p. 55
Main Activity 1	Students should stick their cards to a piece of paper with headings as above. Ask students to add some ideas of their own. Feedback their ideas. Ask: ■ Are there ways to solve these problems without leaving home? ■ Is leaving home the best option? What problems might a young person who has left home have?	
Main Activity 2	Give students the sheet 'Leaving Home' and the information about leaving home from the Shelter website (link above – they only need the information about when they can leave home). They can use this to fill in the answers to question 1 and 2. Question 3 can be completed based on the discussion in main activity 1.	'Leaving Home' sheet, p. 56 Information from Shelter website, see p. 51 for link

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4.7 Family & Home Life

Are you better off at home?

Activities

	Activity	Resources
Plenary	Feedback the answers to the questions on the sheet. Ask: ■ Do you agree with the age at which you can leave home?	
Further/ Additional Activities	Watch the clip 'Youth Homelessness Independent People 2'. Students should write answers to the following questions: ■ Why might someone become homeless? ■ What kind of help and support is there for homeless teenagers? ■ What kinds of things do homeless teenagers hope will happen to them in the future?	Video clip, see p. 51 for link

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4.7 Family & Home Life

Are you better off at home?

Information Point

Young people under 16 cannot legally leave home without their parent's permission. Nor can they legally be classed as homeless. This is because the local authority is not able to provide someone with accommodation until they are 16. Accordingly, many young people in this situation end up sleeping on the streets and are very vulnerable.

If an under-16 is staying with another adult it may be possible for him or her to apply to court for a residence order, allowing the young person to stay with them if there is a clear reason why they can't return home, eg violence. Alternatively the young person could contact social services and ask to be taken into care, eg to live with foster parents or in a children's home. The number for social services is in the phone book.

Internet Research

Q1 How can you go about finding emergency accommodation if you are under 16?

To find the answer, go to http://www.centrepoint.org.uk and click on 'Get Help' and 'Find Emergency Accommodation'.

Students may like to read about young people's experience of homelessness, by going to http://www.centrepoint.org.uk and clicking on 'Be Informed' and 'Life Stories'.

They may also like to take part in the free online assessment on the Shelter website – by going to http://www.shelter.org.uk and clicking on 'England', then on 'Get Advice' and on 'Homelessness' and on 'Help from the council'.

Visitor Opportunity

There is an opportunity here for students to meet and question someone from Social Services or a representative from a voluntary agency like Shelter. To locate your nearest Shelter housing aid centre, go to http://www.shelter.org.uk

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4.7 Family & Home Life

Are you better off at home?

Leaving Home Cards

You can't do what you want	**You have to share with other people**
You don't get on with parents/carers	**You don't get on with brothers/sisters**
You get no privacy	**All the jobs are done for you**
Your meals are made for you	**You feel safe**
You have no rent to pay	**You have people to talk to**

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4.7 Family & Home Life

Are you better off at home?

Leaving Home

1) How old do you need to be to...

a) Leave home without you parents'/carers' permission?

b) Leave home with your parents'/carers' permission?

c) Get a tenancy agreement with a landlord?

2) Who can you go to for advice if you are under 16 and unhappy at home?

3) If you leave home at a young age, what problems might you have?

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