

Play by the Rules

Chapter 6: Parent-Child Relationship

Objectives: The student will be able to

- Distinguish between discipline and abuse;
- Describe responsibilities of both parents and children; and
- Identify local agencies where one can report child abuse.

Alabama Course of Study, Seventh Grade Civics: Objective 5

Character Education: Cheerfulness, compassion, cooperation, courage, courtesy, diligence, fairness, honesty, patience, respect for others and self-respect

Materials: *Play by the Rules* book, **Worksheets 6-1** and **6-2**, fact sheet and continuum signs

Method(s): Brainstorming, directed reading, class discussion, cooperative activity and continuum

Activities:

Review: Briefly review and discuss **Worksheet 5-3** with the class.

Parent-Child Relationship – Pair and Share:

1. Divide the class into pairs and distribute **Worksheet 6-1**. (Students in pairs will feel less threatened to express their feelings and ideas.)
2. Have the student pairs briefly discuss the questions.
3. Have a community resource person available to answer questions and provide additional information.

Directed Reading:

1. Compare and contrast the cartoons on pp. 31 and 33. *One family is taking care of their young but the other is neglecting or abusing their child.*
2. Why is one cartoon an example of abuse and neglect and the other is not? *Accept reasonable answers.*
3. Have students, either in pairs or as a class, read Chapter 6. As the class reads the chapter, compare the answers the text gives for the questions to those the students generated.
4. Who is required by law to report child abuse?
Doctors, teachers, clergy and social workers are required by law to report child abuse. Although private citizens are not yet required by law to report child abuse, it is strongly urged that anyone report suspected abuse for the welfare of the child. (p. 33)

The Law & the Family Continuum:

1. Post signs in the classroom or draw a continuum on the chalkboard with the headings: “Strongly Agree,” “Agree,” “Disagree” and “Strongly Disagree.”
2. Contained in **Worksheet 6-2**, there are 10 scenarios addressing various aspects of the parent-child relationship.
3. For each scenario, ask one row (or four to five students) to stand up. Read the scenario to the class and tell the panelists to stand under the continuum heading that they feel best describes their position on the issue. The student panel is not allowed to say anything as they take their positions and move about the continuum.
4. The remainder of the class will take turns asking questions or making persuasive statements to encourage the panelists to move about the continuum.
5. Continue this process for each scenario.
6. To close the lesson, ask the students to choose one scenario and write a law addressing the issue presented in the scenario. Students should write what they think the law should be even if there is a current law addressing the issue.

Evaluation: Observation, feedback/questioning, accuracy of activities and Scoreboard (for Scoreboard directions see “Assessment.”)

Outside Resource Person (ORP): The following ORPs might be utilized: human resources specialist from a local business, school or family counselor, or school resource officer (SRO).

Taking Home the Law: Students will take home the Batter-Up Questions (**Worksheet 1-2**) and continue working on it with their parents or guardians. Be sure to complete questions for Chapters 1-6.

Extra Innings: TG p. 137