Video:

p.a.p.a. Program Video segment #6:

> **Clips:** Teen parents are finding out that their social lives have changed. They can't afford to do the things they used to like to do. They discuss the financial responsibility of raising a child.

When the non-custodial parent has a new job and is making more money, the custodial parent may want to modify the court order to receive a higher amount of monthly child support. What do the students think of this? What if the non-custodial parent was making less money and he/she filed a modification to pay a lesser amount of support?

Child support and visitation are two separate issues. The Office of the Attorney General does not represent either parent in custody or visitation issues.

> ***Example:*** *Say the mother has custody and the father must pay child support. If he fails to make a payment, that does not allow her to deny visitation. Or, if she denies visitation, that doesn't mean he can refuse to pay. If either parent violates the order, the court may decide what action is appropriate.*

Limit this discussion to conserve time. They may not think the law is fair. Just be sure they understand how it is and move on. Divide the remainder of the class between *Whose Job Is It?* and *Count the Money.*

Class Activity:

Whose Job Is It? Distribute the handout, *Whose Job Is It?* and go over some of the key tasks that the parents will need to perform at each stage of a child's development. Emphasize that while there is a lot of hard, unpleasant work involved, children are also lots of fun. Encourage the participants to visualize themselves having to take care of a child and encourage them to evaluate their own readiness for parenthood. Talk about the fact that it is much easier to raise and care for a child with two actively involved parents.

Group the participants into boy-girl pairs. Do not pair actual couples with each other. Have each couple draw one of the *child description cards* from a hat. They should then divide up the tasks, taking turns marking off chores until all are spoken for. Talk about negotiation and allow the participants to negotiate compromises. For example, she can agree to always change diapers, if he agrees to always take out the diaper pail.

Once the pairs have marked off all of the tasks, have them identify the ones that they would have a hard time with or would not enjoy doing. Remind the participants that their child would need to have all of these things done, regardless of whether the parents enjoyed doing them or needed help.