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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Child Development |
| **Lesson/Unit Title** | The Balancing Act: Infant Parenting Responsibilities |
| **TEKS Student Expectations** | **130.277. (c) Knowledge and Skills**  (5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:  (A) Explain the physical, emotional, social, and intellectual needs of the infant;  (B) Investigate the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;  (C) Identify typical growth and development of infants such as brain development;  (D) Identify appropriate nutritional needs for infants. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Investigate how to optimize the development and safety of infants, including those with special needs. * Estimate the financial responsibilities of having a baby and providing the basic needs, especially for those with special needs. |
| **Rationale** | The first year of a child’s life is the most critical to the physical, emotional, social, and intellectual development. It is important for parents to understand the aspects of growth during this stage, and to know the financial obligations required of caring for an infant. As a professional in the field of Child Development, it is important to identify and evaluate these aspects to assist parents in effective parenting. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Attachment:** Closeness between people that remains over time  **Budget:** A plan to help manage money wisely  **Caregiver:** A person who provides care for someone else  **Developmental tasks:** The activities and responsibilities that arise at a certain period on one’s life  **Fixed expense:** A set amount of money that a person is committed to pay  **Flexible expense:** A cost that occurs repeatedly, but which varies in amount from one-time period to the next  **Intellectual development:** How people learn, what they learn and how they express what they know through language  **Parenting:** The name given to the process of raising a child  **Responsibility:** A condition in which a person assumes the duties, obligations, and accountability for something |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer lab for Internet research (be sure to follow district guidelines) * Computer with projector for PowerPoint presentation   Note: If individual equipment is not available, teacher can utilize a projected copy if students can see the screen.  **Materials:**   * Baby bathtub and items used to bathe the doll; baby soap, shampoo, towel * Baby bottles * Baby clothes * Baby wipes * Car seats * Cloth diapers and diaper pins * Diaper bags filled with disposable diapers * Formula * Life-sized dolls, Baby Think It Over® dolls or flour babies (see enrichment activity) wrapped in receiving blankets * Looped tape recording of a crying baby * Receiving blankets * Copies of handouts   **PowerPoint:**   * The Balancing Act: Parenting Responsibilities * A New Kind of “Flour Baby”   **Technology:**   * Free iPad App:   + ABC Mouse – Early Learning Academy<https://itunes.apple.com/us/app/abcmouse.com-early-learning/id586328581?mt=8> * Infographic:   + Papa, Don’t Leave  Daddies play an integral portion of creating a little baby. They are around for almost every part, but once the little munchkin has arrived, most dads must head back to work. Mamas get sleepy, babies get cranky and everyone just wants a rest. In other industrial nations, men have a paid paternity leave comparable to maternity leave, but in the United States the paternity leave is not so great.<http://dailyinfographic.com/papa-dont-leave-infographic> * TED Talks:   + Jane Chen: A warm embrace that saves lives  In the developing world, access to incubators is limited by cost and distance, and millions of premature babies die each year. TED Fellow Jane Chen shows an invention that could keep millions of these infants warm with a design that’s safe, portable, low-cost and life-saving.<https://www.ted.com/talks/jane_chen_a_warm_embrace_that_saves_lives>   **Videos:**   * Center for Disease Control  Learn the Signs-Act Early. Video on milestones of an infant. [https://www.cdc.gov/cdctv/lifestagesandpopulations/baby-steps-autism.html](http://www.cdc.gov/CDCtv/BabySteps/) * Baby Center  How to Bathe a Newborn.<http://youtu.be/-RnxD-KRkw8> * 24 Hours with a Newborn   Our baby Joshua is two weeks old and this video shows what a typical day is like with him.<http://youtu.be/m9QndNXcnCU>   **Graphic Organizers:**   * KWL Chart – The Balancing Act: Parenting Responsibilities * Notes for The Balancing Act: Parenting Responsibilities * Venn Diagram – Compare and Contrast Breastfeeding and Bottle Feeding a Baby   **Handouts:**   * The Balancing Act: Parenting Responsibilities Financial Research Project * Child-proofing Your Home * Rubric for The Balancing Act: Parenting Responsibilities Financial Research Project * Teacher Guidelines for Optional Activity: Flour Baby Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Become familiar with PowerPoint, handouts, and activities.  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  Create or locate a looped tape recording of a crying baby.  Have life-sized dolls, Baby Think It Over® dolls or Flour babies (see Enrichment Activity) in the classroom wrapped in receiving blankets in car seats.  Include:   * Baby bottles * Baby clothes * Baby wipes * Diaper bags filled with disposable diapers * Formula   **As class begins:**  Have a looped recording of a crying baby playing in the background. Do not acknowledge the recording. Allow students to pick up and examine the child care items on the table.  Acknowledge the sound of the crying baby and turn off the recording. Ask students how the crying made them feel. Be prepared to receive many different responses. Some will mention that they wanted to comfort the baby, while others may tell you they just wanted the “noise” to stop. Acknowledge all student responses.  Have the students create a T-chart on their own paper. One column will be labeled “Responsibilities of Parenthood” and the other column will be labeled “Rewards of Parenthood.” Have the students brainstorm the responsibilities and rewards of parenthood. Allow time for the brainstorm session, discussion and sharing of their answers. Which column was longer and why?  Have students brainstorm answers to the following:   * What are your plans for the future? How would having a baby change your plans? * Have you ever babysat an infant? If so, please share your experience. * Are you ready for the responsibilities of caring for a baby? * Do you currently have the means to provide everything a baby needs? * When and why do babies cry?  Student answers will vary but will include when a baby is hungry or needs to have his or her diaper changed. Babies may also cry when they are hot, cold, scared, lonely, sick, tired, bored, or hurt.   Distribute the KWL Chart-The Balancing Act: Parenting Responsibilities handout, and have students complete the first two sections. The last section of the KWL Chart-The Balancing Act: Parenting Responsibilities handout will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce the lesson objectives, terms, and definitions.  Begin by asking if any students have newborn or infant siblings or infant nephews or nieces. Allow those who do to tell the class about the tasks and responsibilities of caring for newborns and infants. Ask how involved they have been in caring for these siblings or others. Ask about the challenges they have seen or experienced while caring for newborns and infants.  Scenario: Imagine you have a newborn baby.   * Would you know how to care for the baby? * How much do you already know about meeting the needs of a newborn? * How much do you think it costs to have a baby? To raise a child to the age of 18? * Do you think you are ready to care for a newborn?   Distribute Notes for The Balancing Act: Parenting Responsibilities. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce the PowerPoint The Balancing Act: Parenting Responsibilities.  Use appropriate notes from Presentation Notes for The Balancing Act: Parenting Responsibilities for discussion.  Using life-sized infant dolls, have students demonstrate the correct ways to hold a newborn and an infant.  Demonstrate how to hold a baby while bottle feeding. Students will have questions about how much and how often to feed a baby. Distribute the Venn Diagram Compare and Contrast Breastfeeding and Bottle Feeding a Baby handout. Students will compare the benefits and cost of breastfeeding versus bottle feeding a baby. Have students discuss their findings.  Demonstrate diaper changing with both cloth and disposable diapers. Students will have questions about how often change a baby. Stress the cost of disposable diapers and their effect on our environment.  Using a doll, demonstrate how to bathe a baby. Allow students time to practice this skill. Stress the importance of safety during bath time.  What are the financial responsibilities of parents? What do babies need during the first year of life?  Discuss the basic needs of infants. Ask the students for ways parents or caregivers can meet the needs of infants in each area below:   * Emotional needs * Intellectual needs * Physical needs * Social needs   Videos included in the PowerPoint presentation:   * Center for Disease Control  Learn the Signs-Act Early. Video on milestones of an infant. [https://www.cdc.gov/cdctv/lifestagesandpopulations/baby-steps-autism.html](http://www.cdc.gov/CDCtv/BabySteps/) * Baby Center  How to Bathe a Newborn.<http://youtu.be/-RnxD-KRkw8> * 24 Hours with a Newborn  Our baby Joshua is two weeks old and this video shows what a typical day is like with him.<http://youtu.be/m9QndNXcnCU>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation and praise * providing the student with a copy of the slide presentation * directly assisting the students as they practice bathing, feeding, and diapering a baby |
| **Guided Practice \*** | Focus on the costs involved in meeting the needs of child, from newborn up to the age of 18. Discuss the concepts of budgeting and cost of living.  Introduce The Balancing Act: Parenting Responsibilities Financial Research Project and Rubric for The Balancing Act: Parenting Responsibilities Financial Research Project handouts.  Scenario: You and your spouse are preparing for the arrival of your first child. You would like to know approximately how much raising this child will cost over the course of 18 years.  The students will conduct research from information on the Internet to determine costs and create a realistic budget using the provided project handout as a guide.  Assist students as they work on their budgets.  After examining primary sources from the Internet, students will understand the financial responsibilities of having a baby. The focus of this activity is to also reinforce the needs of a child.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extra time to complete this section of the assignment * emphasizing major points * shortening the length of the assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will be provided with time to complete The Balancing Act: Parenting Responsibilities Financial Research Project. Provide guidance as needed. Allow students to proofread and edit each other’s work and practice the oral component of their projects before class presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * breaking down difficult tasks * providing extra time for the oral component of the project |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Complete the third section of the KWL Chart-The Balancing Act: Parenting Responsibilities handout. |
| **Summative/End of Lesson Assessment \*** | Students will give an oral summary of their The Balancing Act: Parenting Responsibilities Financial Research Project to the class. Allow students to compare their findings.  The project will be submitted and assessed with Rubric for The Balancing Act: Parenting Responsibilities Financial Research Project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing frequent feedback * reducing the assignment |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®. * Photos obtained through a license with Shutterstock.com®. * United States Department of Agriculture.   **Books:**   * Flour Babies   Participating in a class assignment that calls for the students to watch over flour sacks as if they were babies, Simon learns much about his own family life, including why his father walked out on him.   **Textbooks:**   * Clark, P., Couch, S., & Felstehausen, G. (2011). *Managing life skills*. Columbus, OH: Glencoe/McGraw-Hill. * Decker, Celia. (2011). *Child development; early stages through age 12.* 7th. Tinley Park, IL: Goodheart-Willcox. * Ryder, V., & Harter, M. B. (2010). *Contemporary living*. Tinley Park, IL: Goodheart-Willcox.   **Websites:**   * Healthychildren.org  Common myths about breastfeeding.<http://www.healthychildren.org/English/ages-stages/baby/breastfeeding/Pages/Common-Myths-About-Breastfeeding.aspx> * National Highway Traffic Safety Administration  Includes information on child safety precautions and laws pertaining to child safety seats.<http://www.nhtsa.gov/Safety/CPS> * United States Department of Agriculture  Cost of raising a child to the age of 18. (August 2014)<http://www.cnpp.usda.gov/sites/default/files/expenditures_on_children_by_families/CRC2013InfoGraphic.pdf>   **Videos:**   * Center for Disease Control  Learn the Signs-Act Early. Video on milestones of an infant. [https://www.cdc.gov/cdctv/lifestagesandpopulations/baby-steps-autism.html](http://www.cdc.gov/CDCtv/BabySteps/) * Baby Center  How to Bathe a Newborn.<http://youtu.be/-RnxD-KRkw8> * 24 Hours with a Newborn  Our baby Joshua is two weeks old and this video shows what a typical day is like with him.<http://youtu.be/m9QndNXcnCU> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Use drawings, dramatic gestures, actions, emotions, voice, mime, chalkboard sketches, photographs, and visual materials to provide clues to meanings * If necessary, repeat your actions using the same simple structures and actions * Simplify your message as much as possible, breaking it into smaller, manageable parts * Make sure a new student’s attention is focused to give him or her a chance at comprehending * Don’t insist that students make eye contact with you when you are speaking to them as this is considered rude in many cultures * Word wall * Pictured word wall-draw or provide visual representations of terms on the word wall * Visit <http://www.learnerdictionary.com> for the pronunciations and meanings of terms related to parenting responsibilities |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events:  Assign students to read articles on parental skills and responsibilities. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Age-by-Age Guide to Feeding Your Baby<http://www.babycenter.com/0_age-by-age-guide-to-feeding-your-baby_1400680.bc> * Diapering Your Baby: Step-by-Step Instructions<http://www.babycenter.com/0_diapering-your-baby-step-by-step-instructions_3833.bc> * Diet for a Healthy Breastfeeding Mom<http://www.babycenter.com/0_diet-for-a-healthy-breastfeeding-mom_3565.bc> * How to Bathe Your Baby<http://www.babycenter.com/0_how-to-bathe-your-baby_37.bc> * Expenditures on Children and Families<http://www.cnpp.usda.gov/sites/default/files/expenditures_on_children_by_families/2013CRCPressRelease.pdf> * Look for the main points in the written text, and write them in an outline. * Have students form their own questions about the text prior to reading, or have them write down any questions that come to mind as they are reading. |
| **Quotes** | Now the thing about having a baby – and I can’t be the first person to have noticed this – is that thereafter you have it. **-Jean Kerr**  A baby is an inestimable blessing and bother. **-Mark Twain**  A baby will make love stronger, days shorter, nights longer, bankroll smaller, home happier, clothes shabbier, the past forgotten, and the future worth living for. **-Unknown**  At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents. **-Jane D. Hull**  I cannot think of any need in childhood as strong as the need for a father’s protection. **-Sigmund Freud**  Each day of our lives we make deposits in the memory banks of our children. **-Charles R. Swindoll**  Having a baby is a life-changer. It gives you a whole other perspective on why you wake up every day. **-Taylor Hanson** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My first memory is . . . * When caring for a baby you should always . . . * When I have children, I will be better than my parents at . . . * When I look back at my childhood, the best part was . . . * Why must you be extremely careful with infants? * The best thing my parents ever did for me was . . . * List three ways that having a baby would change your life. * How has your idea of parenthood changed during the course of this project? * When I do have a child, the thing that will be my number one priority will be . . . * How difficult would it be to be a teen parent? * Why do infants need constant care? * The most difficult part about being a parent to my flour baby was.   If you choose to use these journal entries, please follow-up with a class discussion.  **Writing Strategy:**  RAFT: The topic should be related to the objectives and information students learned from the lesson.   * Role: Experienced parents * Audience: New parents * Format: Note * Topic: The needs of a newborn |
| **Communication**  **90 Second Speech Topics** | * I do or do not want to have children because . . . * The biggest responsibility of having children is . . . * I think the hardest part of raising a child would be. . |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | OPTIONALACTIVITY: Students will incorporate additional activities into this lesson by creating a flour baby. Have students view A New Kind of “Flour Baby” slide presentation to understand how to create a flour baby. You may choose to incorporate this activity into this lesson and assess it with a rubric at http://cte.sfasu.edu/classroom-essentials/rubrics/. The actual making of the flour babies can be completed at home or before and after school.  See Teacher Guidelines for Optional Activity: Flour Baby Project and A New Kind of “Flour Baby” PowerPoint for specific instructions.  **Human Services Child Development Math Assessment Problem**  Question 7. Infants need to receive 30 minutes of touch every three hours during the first year of life in order to develop healthy attachments. Approximately how many days of physical touch does this accumulate to over the year?   1. 30 days 2. 60 days 3. 90 days 4. 120 days   Linked video file: http://www.showme.com/sma/embed/?s=ZpzUbi4&w=580&h=434  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow the students to view the video, and lead a discussion concerning the TEDTalk.  Jane Chen: A warm embrace that saves lives  In the developing world, access to incubators is limited by cost and distance, and millions of premature babies die each year. TED Fellow Jane Chen shows an invention that could keep millions of these infants warm - a design that’s safe, portable, low-cost and life-saving.  http://youtu.be/IwidCkCmWg4 |
| **Family/Community Connection** | Invite a nurse from the local hospital or the school nurse to come to your class to talk about how to care for infants. |
| **CTSO connection(s)** | Family, Career, Community Leaders of America (FCCLA)<http://www.texasfccla.org>  **Family First Project**   * The FCCLA Families First Project is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to: help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them; however, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues:   + Families Today: Understand and celebrate families   + You-Me-Us: Strengthen family relationships   + Meet the Challenge: Overcome obstacles together   + Balancing Family and Career: Manage multiple responsibilities   Parent Practice: Learn to nurture children |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson.<http://www.ysa.org>  Example:   * Students will have a baby item drive for a local clothing closet or children’s home. * The students will determine what the needs of the children are and conduct an assistance drive (socks, shoes, and blankets) to donate to the children. * As a reflection, the students will evaluate how their community service skills aided them in the project. Do they feel they made an impact at the community venue and school? Compare the impact the project made on class members before they started the project and after the project was completed. Did the project achieve its purpose? What might they do differently next time?   What did students gain from this experience both in learning and in the service? (This could be a written reflection on what students learned from the experience and how this knowledge will help them in the future.) |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)