SAMPLE LESSON PLANS of
UNIT 1: INFANCY (BIRTH TO 12 MONTHS)

LESSON PLANS FOR KINDERGARTEN - FIRST GRADE

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We owe the model for the structured lesson plans used in our curriculum to Harriet Heath, Ph.D., Sara Scattergood, A.B., and Sandra Meyer, B.A., Ed., who used such a model in their Introductory Curriculum: Learning About Parenting Through Learning to Care (1986).

**Lesson Plans** for Unit 1, for **Kindergarten - First Grade**

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INFANCY (0 - 12 MONTHS)

PHYSICAL DEVELOPMENT

SLEEP - WAKE STATES PATTERNING

FEEDING
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES K - 1.

UNIT 1 - 0 to 12 MONTHS

PHYSICAL DEVELOPMENT

Reading for Teacher: Textbook UNIT 1, pp. 6-17.

Objective:

Students will become aware of the general physical status of infants at birth, and during the first year of life.

Materials:

A baby doll and a blanket.

Class Discussion:

The class will pretend that this is a one-day old baby, and will consider the following questions:

Can she see?
Can she hear?
How does she know how to breathe?
Does she know her mother?
What can she eat?
What does she do when she has to go to the bathroom?
Does she have feelings?
Why does she cry?

The class also will think about what a newborn baby cannot do - e.g., walk, talk, distinguish one person from another.

They will discuss also what a baby learns to do during the first year of life. Students who have siblings of this age may describe crawling, walking, playing, the beginning of speech, the recognition of family members, etc.

Students will think about and discuss why an infant needs parents. What do parents give a baby? What does a baby give his/her parents?
**Outcome:**

The students will have learned that infants come into the world able to perform many essential functions (breathing, eating, defecating, crying), and that the first year is one of rapid development.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES K - 1.

UNIT 1 - 0 to 12 MONTHS

SLEEP - WAKE STATES AND PATTERNING

Reading for Teacher: Textbook UNIT 1, pp. 18-27.

Objective

Students will learn that infants need both sleep and activity for growth and development.

Discussion

The teacher will ask:

Why do you go to bed at night?
If you stayed up all night, how would you feel?
How many in the class go to bed at eight?
At nine?
When you get up in the morning, do you feel like running and jumping and coming to school?

Teacher's Explanation

You need sleep to help you grow strong; and you grow strong too, when you are awake playing and learning. Babies are so small that they need more sleep than you do. They also need to be awake to look around, and get acquainted with the world.

When you go to bed, you sleep all night long, but babies don't do that. They sleep three or fours hours, then wake up, because they are hungry. They cry, wake their parents up, get fed, and go back to sleep again. They do this over and over all day and all night. When they get older they learn to be up most of the day, just going to bed for an afternoon nap. When they become as old as you are, they don't need the nap any longer.

To sleep well, babies should have a quiet place, be warm and dry, and not hungry or frightened. It is helpful to have the same person or persons put the baby to bed, and to have a regular bedtime schedule.

Activities

1. With the doll, demonstrate placing a baby gently in a bed, covering it while talking in a soft voice. Let some of the children do this the right way, and some the wrong way.
2. Ask the children to answer the following questions in unison, with "yes" or "no".

a. A baby likes to have the radio playing loudly when he is trying to sleep.
b. A baby likes soft music.
c. A baby likes to have his diaper changed when it is wet.
d. A baby likes to be fed before going to sleep.
e. A baby likes to have bright lights shining his eyes.
f. A baby likes to be rocked.
g. A baby likes to have mother or father hold him before putting him down for a nap.
h. A baby likes you to wake him up when you have time to play with him.
i. When the baby is wide awake, he likes to have you play with him.
j. A baby likes his family to talk with him.
k. A baby likes to have mother or father come if he wakes up frightened, or has a pain.

Outcome

Students will understand about the alternation of sleep and activity periods, and how family members can help to provide good experiences.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES K - 1.

UNIT 1 - 0 to 12 MONTHS

FEEDING - Part 1

Reading for Teacher: Textbook UNIT 1, pp. 28-36.

Objective

Students will learn about the importance of good feeding experiences for the infant's physical and emotional growth.

Materials

Pictures of animal mother-infant pairs.
A doll baby.

Activity

Discussion:

Why do you eat three meals a day? (Answer should include "to grow", "to get strong", "to be able to do things.")

When you feel hungry, what do you do?

When a baby is first born, how does he/she ask for food?

What does the mother do?

Why doesn't the baby eat meat and vegetables and dessert?

If you were a baby, would you like to have your bottle in the crib by yourself, or would you rather have your mother hold you while you are drinking? Why?

A baby often looks up into mother's face while feeding. Why? (She is getting acquainted with mother. She feels drawn to her mother's face, and this helps her to develop an attachment to her mother.)

Sometimes mothers talk with babies while feeding them. Why do they do that? Do small babies understand? Do babies like to have people talk to them?

Why does a baby need to be burped?
**Game:** Show the animal pictures. Have the children imitate the infant animals calling for food; also have them imitate the cry of a hungry baby.

Demonstrate with the doll how a mother holds a baby when feeding, to make it comfortable. Let each child practice holding the doll and burping it.

Children close their eyes and imagine that they are a baby who is very hungry and mother waits too long to come. How does that feel?

Children close their eyes and imagine that they are a baby who is just finishing her bottle in mothers' arms, and is being cuddled. How does that feel?

**Teacher's Summary**

A comfortable feeding experience will help an infant grow; and it does more than that. It helps the infant to know who his mother is, and to realize that he can depend on her. She will bring food when he is hungry, and will give it with love. The infant gradually will learn that father and other family members who may share in feeding him, can be depended upon as well. Good feeding experiences help the child to develop good relationships, and to feel that his world is a good place.

**Outcome**

The students will have become aware that an infant's sense of well being is tied in with his/her feeding experience.
UNIT 1 - 0 to 12 MONTHS

FEEDING  -  Part 2 (Visit of Mother and/or Father and Infant)

Objective

Increased understanding of how feedings and feelings are connected.

Discussion

The children will be prepared for the visit of a mother and infant later in the session.

Things to look for will include:
- Will the mother hold the baby the way we did the doll?
- What will she give him to eat?
- Will she burp him?
- Will she cuddle him?
- Do the mother and baby look at each other?
- How is the baby feeling - how can you tell?

Activity

Mother visits with baby and feeding provisions. Children will ask questions such as:
- Do you like to feed the baby?
- Did he always know how to suck?
- Does he cry when he is hungry?
- Does he cry sometimes when he is not hungry?
- Why does he eat in the middle of the night?
- When will he eat hamburgers and French fries?
- Why does he look at your face while he is having his bottle?
- Does he understand what you are saying to him?

Summary

The teacher will point out how comfortable the baby is in the mother's arms while feeding; he is getting food but also a warm, good feeling. She will mention that gentle handling, frequent enough feedings, talking with the baby, and cuddling him are ways that a mother can give a baby love and food at the same time.

Outcome

Students will have seen what is involved in providing a growth-promoting feeding experience.
INFANCY (0 - 12 MONTHS)

CRYING

AFFECTS
Reading for Teacher: Textbook UNIT 1, pp. 37-38.

Objective

To learn why infants cry.

Class Discussion

Students will tell about a recent time they cried about something. How were they feeling? (Something hurt, or they were afraid, or they were angry about not being allowed to do something, etc.

It is a very natural thing to cry when you feel upset, or in pain, or angry, or afraid. Crying tells how you feel, and usually brings your parents or someone else to help you.

Why do little babies cry? (Hunger, pain, wet diaper, being tired, or sick, or angry at being put to bed). Especially during their first two years, crying is their special way of saying "I need help!"

Do you think mothers can tell by the way a baby is crying, what the baby wants? (They often do, but sometimes it is hard to tell. They have to check out everything -- whether it is feeding time, whether the diaper is wet, if the baby has a stomach ache, or is just angry because it is bed time).

What should a mother do about the crying? (She should try to remove the cause, and also comfort the baby. She can comfort him by patting, holding and talking to him. If the baby is angry about being put to bed, for example, mother will tell him that he has to stay in his crib, but she will talk with him a few minutes to comfort him.)

Outcome

Students will understand that crying serves a purpose, and how parents can respond helpfully.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1.**

**UNIT 1** - 0 to 12 MONTHS

**AFFECTS** - Part 1

Reading for Teacher: Textbook, Unit 1: pp. 39-44.

**Objective**

Students will become aware that infants have feelings, and can express them.

**Activity**

Students will tell about their pets.

- Can your cat, dog, rabbit talk with you?
- How?
- Do you know when it is hungry?
- Is your pet glad to see you?
- What does your pet do when it is lonesome?
- Does your pet like to have you touch it? In what way?

Students with infant brothers or sisters will tell about them:

- What different kinds of feelings does your brother/sister have?
- How can you figure out what he/she means?
- Do you think babies ever get angry?
- How does the baby feel when you play with him/her?
- Can a baby love you when it is first born?
- How does the baby learn to love?

**Dramatizing**

In unison, students will pretend they are an infant nine months old who:

1. Is hungry
2. Is having a bottle
3. Has a pin sticking in him
4. Is being given a Teddy bear by his mother
5. Is being left alone in a room, mother having gone out the door without saying anything
6. Is being swung up in the air by father.
Summary by Teacher

Review of the feelings the students have dramatized.
Objective

Students will learn more about the affects experienced by the infant, and how parents can help promote healthy emotional development.

Discussion

The teacher will draw two faces on the blackboard and ask the following questions.

How does Jimmy feel? What do you think makes him feel that way? (Possibilities: Full stomach, being warm and dry, mother holding him).

How does Johnny feel? What do you think makes him feel that way? (Possibilities: hungry, cold, pin sticking in him, mother left him alone, etc.)

Mother is in the kitchen, and she hears Johnny cry. What does she do? Student answers could include:

- She goes to see what is the matter.
- She talks to him, pats him.
- She feeds him if he is hungry.
- She checks his diaper, and changes it if wet.
- She hands him a toy he can't reach.
- She feels his forehead to see if he has a temperature.
- She picks him up and holds him.

Jimmy isn't crying, but has just waked up from his nap. What does mother do to make him feel happy? She shows her love by cuddling and kissing him. Do you think the baby loves her, too?
She **talks** with him. Even though he doesn't understand everything, she tells him what a special person he is, and she explains what she is going to do. This gradually gives him an idea that talking is a way of feeling close, and makes him want to learn to talk too.

She **plays** with him. She lets the tiny infant grasp her finger; puts a rattle in his hand, moves the mobile back and forth, etc. When he is a little older she can touch parts of her own and his body, naming them. (Here the teacher might demonstrate how this helps an infant learn to speak by pointing to parts of the body, and naming them in whatever foreign language the teacher knows; thus showing how, by repetition, this learning can occur, and at the same time, give the baby a warm interaction with mother.) Peek-a-boo games are always popular with the 6-12 month old infant, and help him deal with the fact that people, especially fathers, leave but return. Even temporary disappearances are difficult for infants to accept.

All members of the family, not just mothers, can engage in cuddling, talking and playing. These attentions give a child a sense of well-being.

Do you think that a baby can be happy all the time?

If he wakes up hungry and cries, and mother is getting his bottle ready, do you think it is all right if he has to wait a few minutes for it?

What can a mother do to help him be patient?

**Teacher's Summary**

A baby has many kinds of feelings. If he feels good, he sleeps well and eats well, looks around, plays and likes to be cuddled. If he feels in pain or is upset, he will cry a lot. Then the mother has to look at her baby very carefully, to see what the trouble is. Mothers and fathers can almost always help babies to feel better; sometimes they need a doctor to help them. The most important thing is for the baby to know that he can count on his mother/father to care for him.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1.**

**UNIT 1 - 0 to 12 MONTHS**

**AFFECTS - Part 3 (Visit of Mother and Infant)**

**Objective**

Students will learn how a mother knows what her infant is feeling.

**Teacher Presentation**

The teacher will review the material discussed previously, emphasizing that if the students imagine how they would feel in the infant's place, they will learn to understand what the infant is feeling.

The teacher will prepare the students for a visit of a mother and infant later in the session.

**Visit of Mother and Infant**

The teacher will ask the students:

How is the baby feeling now?
How can you tell?

The teacher will then ask the mother the same questions.

The students will observe the baby, and ask such questions as:

Does she cry when you put her down for a nap?
Is she scared to be in a room by herself?
How do you help her get used to being by herself?
How do you know what she wants when she cries?
Do you pick her up every time she cries?
Does she ever get angry at you?
Are you her favorite person? How does she show that?
Does she like her daddy, too?
How do you help her if she has a stomach ache?
Why do you talk with her, if she can't understand you?
How do you play with her?
What makes her laugh?
If you smile at her, does she smile back?
Would she know it, if you had a headache, or didn't feel well?
Summary

The teacher will summarize the ways parents come to understand what their infants are feeling, and how they help them with the feelings they experience.
INFANCY (0 - 12 MONTHS)

ATTACHMENT BEHAVIOR
Reading for Teacher: Textbook, UNIT 1, pp. 45-64.

Objective

To learn that infants start very early to form human attachments, beginning with their mothers.

Activity

1. Students will tell about watching kittens and puppies with their mothers. What does a kitten do, if placed all the way across the room from its mother? How would you help it stop mewing? Do you think it would be just as happy if you set it down next to a mother dog, or rabbit? Would it let you take the place of its mother?

2. Show the students a picture of a mother hugging a baby. If you were that baby, how would you feel?

Ask: Does a newborn baby know who his mother is? How does the baby come to know that?

Explanation:

When the baby is born, he does not know who his mother is. Soon he discovers that someone picks him up, and that feels good. He hears her footsteps bringing food, and that makes him smile in pleasure. He looks hard at her face while she is feeding him, and when he is about five months old he knows that the person who feeds him, and smiles at him and cuddles him is his mother. When he hears her footsteps now, he gives her a big, bright smile to tell her she is his favorite person.

He has sorted out his father and his brother and sisters too, and likes them, but his mother is special. When strange people try to pick him up, he feels scared, and calls for mother. If mother has to leave him to go to the store, the baby feels upset, because he is afraid she won't come back. Then, when she does come back he feels happy, or perhaps angry at her for going away.

Sometimes he gets very frightened, and clings to her wanting her to hold him tightly.
Discussion

1. Do you think that a mother should make a baby sit in his grandmother's lap, if the baby doesn't know his grandmother? Why or why not?

2. Do you think a mother should tell a baby, if she has to go to the store? Why or why not?

3. If a baby is frightened, what should the mother do?

4. How does a mother help a baby develop love feelings?

Outcome

Students will have become aware how an infant begins to form human relationships, and the part the mother plays in this development.
PARENTING FOR EMOTIONAL GROWTH:  
Lesson Plans for GRADES K - 1.

UNIT 1 - 0 to 12 MONTHS

ATTACHMENT BEHAVIOR - Part 2

Objective

To learn how attachment develops between infants and their families.

Discussion

Students will tell who their two favorite people are. Why are they your favorites? You and they are "attached" to each other, and this began a long time ago.

Teacher's Explanation

When a baby is first born, he finds himself in a strange world. He doesn't know anybody in it. One person's voice he remembers hearing from the days when he was being carried around in a dark, warm place. The voice belongs to a person who picks him up and cuddles him, feeds him, and keeps him clean and comfortable. When she hugs him, it makes him feel happy.

At first the baby smiles just when he feels good. (The non-social smiling response). Soon he learns that when people are being nice to him, they smile. When he is one or two months of age, he will smile back at anyone who smiles at him. (The non-specific social smiling response). As he begins to sort out the faces that are familiar, he begins to show a strong preference for his mother, the lady whose voice he knew from long ago, who now takes care of him. He gives her a special smile when she comes to him, and soon he or she adds father and sisters and brothers, to make a list of favorite people. Sometimes a substitute baby caregiver ("baby sitter") or grandparent is also on his or her list. When the baby is five to seven months old he/she knows his/her family quite well and always gives them a smile that tells them that they are special. (This is the Specific Smiling Response). When the baby smiles that way, you know he is becoming attached. Mother, father and other family members are attached to the baby, and show this in many ways - feeding, holding, smiling, talking, rocking -- among others.

Discussion

Children who have siblings under five months of age will describe their smiling, and tell whether they are beginning to develop preferences.

Children with siblings five months of age or older will describe the attachments they are making to family members.
Assignment

Bring a doll or stuffed animal to school next time.

Outcome

Students will have learned that infants start very early to form attachments, beginning with their mothers.
Objective

To review the beginnings of the attachment process; to learn about stranger, separation and reunion responses.

Teacher's Explanation

Highlight material from the previous lesson.

(1) What mothers do to help their infants learn to know, and to become attached to them.

(2) How infants show that they are becoming attached (non-specific smiling, and specific smiling responses).

New Signs and Attachment:

(1) If someone outside the family looks at a six month old infant, he may just stare or look uncomfortable. This tells you that the infant thinks this person is a stranger. The baby may cry and cling to his mother to whom he is attached. To him, almost everyone outside his family is a stranger. We call this normal reaction, Stranger Anxiety.

Ask the students to give examples of infants they have observed behaving this way with strangers. Did you think the baby was being unfriendly? What would help the baby feel more comfortable with a stranger? (If mother would hold him, and let the stranger speak quietly to the baby.)

(2) Most six month olds when they see mother leave the room feel uncomfortable. They may become upset or frightened, and cry or scream. A child this age cannot picture the mother's face in her own mind, and when Mother leaves her, the infant feels Mother has disappeared and abandoned her. She has become attached, and feels a terrible loss when Mother goes. This is called Separation Anxiety.

Ask the students to give examples of this behavior. How can a mother help a baby with these feelings? (By telling him or her every time that Mother goes out, that she will come back, and take care of him or her.)
(3) When mother returns a baby may act happy and excited; or he may be angry at Mother for going away and cry or push her away. These are called **Re-union Reactions** and they both show that the baby is attached to his mother.

**Activity**

After the above, students will hold their dolls (or animals). The teacher will show how to position the "infant" comfortably, and to cuddle it. The students will tell how they think the infant is feeling when being cuddled. Then half of the students will pretend to be "strangers", who will take the infant out of the "mothers" arms. The students will tell how they think the infant feels about that. (They may demonstrate by "pretend" crying.) The infant is returned to mother, and all is well. The mothers and fathers then put the infants down, and pretend to leave the room. Other students react to this on the infant's behalf -- and again when the mothers and fathers return and pick up and cuddle the infants.

**Outcome**

Students will have learned the basic signs of attachment.
Objective

To see attachment behavior demonstrated in a six months old infant.

Preparation

The teacher will talk with the students about what to look for, briefly reviewing the material of the three previous lessons.

Activity:

A mother and infant will visit the class. The children will ask questions, e.g.,

1. Does the baby know that you are his mother? How do you know that?
2. Will he let anyone else feed him?
3. Who is his next favorite person?
4. Does the baby understand what you say?
5. Can you understand what he means?
6. Who takes care of the baby when you go shopping?
7. Do you tell him you are going, or do you slip out when he isn't looking?
8. Does he care if you go out and leave him? How can you tell?
9. Is he glad to see you when you come back? How does he show what he is feeling?
10. Would he like it if I picked him up? I like him, so why wouldn't he like me to hold him?
11. When will he begin to like people outside the family?
12. What things do you do to make the baby feel happy?

Outcome

A confirmation through observation, of the development of attachment.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1**.

**UNIT 1 - 0 to 12 MONTHS**

**ATTACHMENT BEHAVIOR - Part 5**

**Objective**

Review of previous lessons.

**Teachers Explanation**

The teacher will review in simple terms, the specific smiling response, separation and reunion reactions and stranger responses, asking for examples of these which the students recall from the visit of the mother and her infant.

**Activity**

Divide the class into "families" each consisting of mother, father, and six months old infant. Assign to each trio one of the following "make believe" activities.

1. A mother and father doing something that makes a baby feel happy.

2. A mother and father doing something to help a baby who has a cold and feels miserable.

3. A mother and father go out to the movies and leave the baby with a sitter.

4. Mother and father have been to the movies and come home to the baby who is still awake.

5. Father brings home a friend from the office whom the baby has never seen. (The third student in this group will be the friend, instead of the mother.)

With each of these dramatizations the teacher will ask "Why do you think the baby behaved as he/she did?" How did the parents help?" (Or, "How could they have helped?") Is the baby becoming attached to mother and father?

**Outcome**

Students will understand that attachment is a two-way interaction; and that the behavior of infants in their specific smiling, separation, reunion and stranger responses indicates that they are developing attachment.
INFANCY (0 - 12 MONTHS)

EXPLORATORY ACTIVITIES AND LIMIT SETTING
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1.**

**UNIT 1 - 0 to 12 MONTHS**

**EXPLORATORY ACTIVITIES -- Part 1**

Reading for Teacher: Textbook UNIT 1, pp. 65-77.

**Objective**

Students will understand that infants have an inborn need to learn, in order to grow and master their world.

**Class Discussion**

How many in the class know what the word "curious" means?

Are you ever curious?
What are some of the things that make you curious?

(This question may result in far-ranging answers, such as:

Where does the sun go at night?
What does Daddy do all day?

How do babies get born?

What will I get for my birthday?

What makes a watch tick? )

When you are curious, what do you do? (Ask questions. Look at something, e.g., a watch, to see how it is made.)

Do you think babies are curious? If they are, how do you know? (or, How do they show this?)

Why do you think babies need to learn?

If you were too small to ask questions, what would you do? (go around as best you can looking at things, even pull them apart to see how they are made and what they are made of.)
Teacher's Explanation

The world is new to a baby. Even tiny babies are very curious about it. Since a little baby can't move very much, she looks a lot. She looks at mother's face while being fed. In her crib she spends much of her time looking around at the toys in the crib, the mobile hanging over it, and the things in the room. Often she doesn't just quietly look. Her arms and legs may in motion; it is as if her whole body is involved in the looking. She is eager to see and touch things; it almost seems as if a little motor inside her has gotten turned on.

You have noticed that babies reach for objects and put them in their mouths. In this way they can learn how things feel, smell and taste, whether they are hard or soft, and if they can be eaten or not.

A baby wants to stand, and is very excited about learning to walk. Then she learns about the world by exploring. By grasping things, staring at them, and pulling them apart, she tries to learn how they work. Since a baby doesn't know how easily things break, and doesn't know that stoves are hot, and cars are dangerous, she has to be taught about these things.

Babies can be helped to learn about their world in a safe way.

Babies need to explore, and mothers and fathers and brothers and sisters can help them. To have energy to explore, they need to feel comfortable -- to be fed and warm, to be healthy, and to be encouraged in their activity.

Outcome

Students will have become aware that although infants cannot ask questions they are curious and learning from the moment of birth, and that their exploratory activity is part of this process.
Objective

Students will learn how an infant can be helped to explore his world.

Class Discussion

How can parents and brothers and sisters help a baby explore and learn?

1. Can a baby learn in his crib?

2. Can he learn in his playpen?

3. Should he be kept in his playpen all day, except when eating or sleeping? Why or why not?

4. The teacher will place a bottle of pills, a ring, or string of beads, scissors, a doll, and a "busy box on a low table. If a 12 month old were toddling around, which of these things would help him explore? Which shouldn't be within his reach? What can he learn from a doll if he is helped (facial features, and to be gentle with a "baby"). What can he learn from a "busy box"?

5. Do you think it helps a baby to learn if you hold him on your lap, and show him pictures in a book? Why not just give him the book, to look at by himself? What would you do if he gets excited and tears a page out of the book? Does this mean that he doesn't like the book?

6. Why do babies like to play in the kitchen while mother is cooking, or to be outside with father while he is washing the car? Do they learn anything by doing this?

7. How can a brother or sister help a baby learn about the meaning of such words as high and low, climb, fall, and careful?

8. Playing with a baby makes him feel happy! Does it help him learn more, too?

Outcome

Students will be aware that persons their own age, as well as adults, can contribute to an infant's exploratory learning.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES K - 1.

UNIT 1 - 0 to 12 MONTHS

EXPLORATORY ACTIVITIES -- Part 3 (LIMIT SETTING)

Objective

Students will understand that infants' wonderful thrust to explore their world, to learn about it and to master it, often requires limit setting.

Activity

"A Silly Story" will be read by the teacher. Students will raise their hands whenever they think there is something strange about how Stephen behaves.

"Stephen is twelve months old. His mother has just kissed him good night and has put him in his crib. He tells (Can he talk already?) his mother that she doesn't need to raise the side of the crib because he doesn't want to climb out anyway (Can we be sure that a 12 month old will stick to his word?). In the morning while his mother is getting breakfast, Stephen pulls open the refrigerator door (Can even a strong 12 month old do this?), just to look inside. He doesn't touch anything (Oh?). Just then mother begins making pancakes at the stove. Stephen loves the smell of pancakes, but he doesn't go near the stove because hot stoves burn one (Any comments?). While his mother is busy, he thinks it would be fun to pull out the toaster plug, but he doesn't do it because he knows he could get shocked. Later in the morning, he and his mother walk to the Deli nearby. Stephen carefully waits until the light turns green before stepping off the sidewalk to cross the street."

Discussion

Do you know any babies like Stephen? Why not? (Real babies want to explore, and at one year of age they can't yet talk in words, and they don't yet know about danger the way Stephen of our story does. In fact it's very unlikely that there is such a Stephen!)

One mother said that her little boy was "all motor and no brakes". What did she mean?

Babies love to explore their world, but they don't know that some things break and others are dangerous, and that they have to consider other people's feelings. They have to be taught. Imagine that you are the mother. How would you teach a baby to stay away from a hot stove? What would you do if he snatched a toy out of his sister's hand? Do you have to explain things more than once to a baby? How would a baby feel if his
mother never said "no" to him? Do you think mother and fathers love their babies when they say "no"?

Outcome

Students will have learned that during infants' vigorous efforts to learn by exploring their world, limits are necessary, and often resisted, but are an important part of the parents' rearing their child in growth promoting ways and with love.
Objective

To discover how an infant begins to distinguish between allowable and not allowable activity.

Class Discussion

Sometimes a mother or father will say "It's all right for you to do this." Sometimes they will say, "You are not allowed to do that."

Name some things that are fine for you to do, some things that your parents really like to have you do. (Pick up toys, play with younger brother or sister, feed the dog, give Mother and Daddy hugs, etc.)

Name some things that you are not allowed to do (e.g., take other children's toys, hurt another child, tease pets, strike matches, play in the street, etc.)

How did you learn that it is not permitted to do these things?

Do you sometimes feel angry when mother or father or teacher says you can't do something you want to do?

What happens then?

Activity (Dramatizations)

1. One child portrays a mother busily getting an imaginary meal. Another child portrays Lucy, 18 months old, who climbs up to the imaginary stove, and reaches for a pot of hot soup. The mother sees this just in time. How might the mother handle this in a way that would not help Lucy? (Making her touch the hot pan and burn her fingers.) How could she handle it in a way that would help her? (Restraining, explaining, firmly telling her that she is not allowed to do that, that Mommy loves her and doesn't want her to get hurt, and then -- if Lucy feels like it -- hugging her.)

2. One child portrays a father reading his newspaper, another the mother putting clothes into the washer, and another two year old Andrew. Mother calls to father to ask if Andrew is with him. Father says "No" and both parents hunt for him. He is not in the house. They rush out, one parent going one way, and one the other. Father finds Andrew
in the middle of the street. How does he handle it? (Scolding, belittling, threatening; or, removing him, telling him he is not allowed to go out of the house without letting Mom or Dad know, explaining that cars can hurt very badly, and that Mom and Dad don't want him to get hurt). How does Andrew feel? Which way of handling it helped Andrew?

3. Father is changing the bulb in a lamp. Mary is watching him, then suddenly starts to touch the socket. Show father handling this in a helpful way. Show him handling it in a way that would not help.

4. Mother and father are watching TV. Robert, fourteen months old, is playing with the dog. He seems to insist on trying to put his fingers in the dog's eyes. What would help him understand that this is not a reasonable thing to do, that dogs have feelings too, like he does? (Explaining, patting the dog gently, and noting that he wags his tail in pleasure). What would be an unhelpful way to teach Robert this? (Hurting Robert in the same way as he was hurting the dog.)

5. Two year old Janet is being visited by her cousin Billy. Every time Billy reaches for a toy, Janet screams and grabs it away from him. The two students who portray the mothers, will talk with their children, first in an unhelpful way, then in a helpful way. (Unhelpful -- snatch toys away, and scold the children angrily; helpful -- let Janet keep her favorite toy, help her to share the others; explain to Billy that Janet's mother will help her share). (Discuss: Janet isn't used to having to share her toys. She understandably becomes angry when her mother tells her to do this. How can mother help her with these feelings?)

Summary

Babies don't know from the beginning what things are OK to do, and what things are not. They are so curious about the world that, without having yet learned what consequences might follow, they may do things that are dangerous to themselves, or hurt someone else.

In all of the stories acted out today, we found that it was helpful to the child:

1. To be taken away quickly from a dangerous situation.

2. To be taught why he or she could not do what he or she wanted. Mothers and fathers help their very young children by talking with them and explaining things, many times over.

3. It helps the child if the parent lets him or her know that although the child is forbidden to do what he wants, he or she is very much loved. A warm hug after restraining and explaining helps the child deal constructively with angry feelings, and helps him or her accept what the parent is saying.
Outcome

Students will have learned that reasonable limit-setting contributes to the development of a sense of what activities are allowable and why some activities are not.
Objective

To understand the feelings that children and parents have when limits have to be set, and how to deal with the feelings constructively.

Class Discussion

1. Let's pretend that you have just started watching a good television show, and father says it is time to go to bed. How do you feel? What do you say?

2. Let's pretend that you are in the grocery store with mother. You ask her for a candy bar, but she doesn't buy it for you, because it is too near dinner time. How do you feel? What do you say?

3. Let's pretend that you want it so badly that you grab off the shelf and start eating it. How do you think mother feels when she sees this? How do you feel? What do you say?

Teacher's Explanation

Babies have the same feelings about limits that you do, but for them limits are even harder because they can't put their feelings into words. Remember the story of Janet and Billy that we acted out last time. Two year old Billy was visiting Janet, also two, and wanted to play with her toys. He grabbed them, and Janey screamed and grabbed them back. Janet's mother told her that she could keep her favorite toy, but share the others with Billy. How do you think Janet felt? If mother, instead of letting her keep a toy, scolded her and made her give Billy all the toys she was playing with, how would Janet feel?

Suppose, because she had such strong feelings, Janet hit her mother. How do you think her mother would feel about that?

How do you think Janet felt after hitting her mother? Was she glad she had done it? Did she feel that she had done something bad?

All children sometimes get angry at their parents whenever they are prevented from doing something they really want to do. Then children feel frustrated, and angry at the parents they love. All parents get angry at their children at times, too. Do you think parents and children should tell one another how they feel?
Do you think that Janet at age two would understand it if her mother explained to her about sharing their parents?

If you think so, why do children sometimes do things that are not allowed? (Most commonly it is that they want to do something very badly, and can't control their wish; or, they may be angry with their parents, or they may want to please another child and do what that other child suggests.)

Do you think that parents love their children even when they say "No" to something the children really want to do?

Summary

Babies, children and parents all feel frustrated and angry when prevented from doing something they want badly to do. This is a natural feeling.

The best way to handle angry feelings is to talk about them. Babies understand more than we sometimes think they do, especially when explanations are given (yes, even to a less than one year old!) without hostility and end up with hugs.

Outcome

Students will understand that angry feelings aroused by limit setting are natural, and that they can be talked through and resolved.
Objective

The students will learn how a mother fosters explorations of her infant, and sets limits when necessary.

Teacher Preparation

The teacher will remind the students of the age of the infant, and about some of the things they observed in previous visits. Today, the observations will center on the baby's need to explore, and his need to be helped to know what things are all right to do, and what things are not. The students will think of questions to ask the mother.

Visit of mother and Infant

The students will note any changes in the infant's appearance since the previous visit, and ask the mother any general questions they wish. On the subject of exploratory activities, they will ask such as questions as:

- Does your baby like to explore?
- How does he show this?
- When he looks around the room, is that exploring?
- Is he exploring when he puts things in his mouth?
- What does he learn by exploring?
- Do you like having him explore?
- How do you help him learn about things?
- Does his father help him, too?
- Does the baby ever crawl around and get into things that might hurt him?
- Does he pull things off shelves and tables?
- Does he do these things because he is "bad"?
- What do you do to stop him?
- Does he get angry when you stop him? What do you do then?
- If you give him a hug after you have told him "No", does he seem to feel better?

Outcome

The students will have confirmed their information about the value of exploratory activities, and about the need for limits.
INFANCY (0 - 12 MONTHS)

DEVELOPING TRUST
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1.**

**UNIT 1 - 0 to 12 MONTHS**

**DEVELOPING TRUST - Part 1**

Reading for Teacher: Textbook, UNIT 1, pp. 78-89.

**Objective**

Students will learn how an infant begins to develop trust, first in his parents, and later in others.

**Discussion**

The students will be asked to tell about their dogs, cats, or other pets.

- Does your pet know who feeds it?
- Does it show that it expects to be fed? How?
- Who in the family plays with the pet?
- How does the pet behave toward the people in the family who play and pat it?
- Does it behave in the same way with strangers?

Students with infant siblings will describe how the baby acts when hungry. While mother is working to get the bottle ready and says "I'm coming," does the baby seem to feel better? If so, how does he/she show it?

If mother happens to be driving home from the supermarket when the baby gets hungry, does she explain why she can't feed her/him just then? Do you think the baby knows that he/she will be fed before getting too hungry?

When the baby feels lonely lying in the crib, how does he/she ask mother to pick him up and cuddle him/her? What does his face look like while he is asking? What does his face look like when mother holds him? Do you think that he expects that mother or father or brother or sister will come to his crib, and talk to him and pick him up? When someone in the family picks him up and tells him what a great baby he is, how does he seem to feel? (That he can expect good things from his family, that he is a valued person).

**Pretend** that you are a baby in a big room in an orphanage, a place where babies can live if their parents can't take care of them. There are as many cribs with babies in them as there are students in this room. You are one of the babies and you feel very lonely. You want someone to hold you and comfort you. You cry. (A baby's way of saying that he/she needs something that feels important to him/her, something like help or...
(Discouraged, helpless, not valued; you can't count on anybody, the same way you feel if someone doesn't answer a question you ask over and over, and even worse than that.)

The orphanage nurse almost always does come around after a while. Why does the baby feel that he can't count on her, and that he is not a valuable person? (When he waits too long, he gets anxious and thinks she won't come; when she does come she often doesn't have time to stay with him for awhile to let him know that he is loved and special. He wishes he could have someone special, who would come soon enough when he calls.)

What would make the orphanage baby feel better? (To be adopted by a family who would give him love, and be able to take care of him in a personal, sensitive, and reliable way.)
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1.**

**UNIT 1 - 0 to 12 MONTHS**

**DEVELOPING TRUST - Part 2**

**Objective**

Students will learn how an infant can be helped to develop trust.

**Class Discussion**

What does the word **trust** mean? (You can count on someone being good to you, doing something you reasonably expect them to do, doing something that is normally expected, keeping his/her promise or word. And you will then know that someone thinks **you** are good, too.)

What do parents do to make their babies trust them? (Feed them lovingly, talk to them warmly and thoughtfully, listen to them, try to understand how they feel, pick them up if they fall down, comfort them when needed, cuddle them when they think the baby may need it, etc.)

How did the babies learn that they could count on their parents to do these things? (Because their parents have done them everyday, soon enough, well enough, and just don't forget.)

**Teachers' Explanation**

The building of trust starts when infants are very young -- e.g., the baby soon knows that when he cries in hunger, he will hear Mother or Father say that she/he hears the baby, then the baby will hear footsteps coming, and that means Mother (or Father) with milk. It is important that the baby will hear Mother (or Father)'s voice asking what is wrong.

When the baby becomes about six months old, he is learning to count on his parents, and he is attached to them. When they leave him to go to work, or to the store, or out for the evening, this is very hard for him because at this age he cannot remember what they look like, and that if they go out, they surely will come back. (The child is not yet able to remember the image of his parents when they are not there; this capacity develops at about 12-14 months of age.)

Which do you think would be better:

If a mother would explain to her baby that she has to go out, but will come back in time to give him his bottle, or

To slip out the back door and hope the baby won't notice that she is gone?
Dramatize these situations (above), and discuss which approach help the baby to trust his mother.

How can you trust somebody who keeps disappearing all the time?

How can you, as the brother, sister or friend of a baby, help him learn to trust you?

1. Be friendly, approach him gently, not roughly.

2. Take your time, be with him often, and don't feel insulted if he isn't friendly right away.

3. Talk with him.

4. Play peek-a-boo games.

5. Watch his face -- if he looks upset or worried, he is telling you that he has had enough for this time -- but come again!

Outcome

Students will understand how parents and they themselves can help an infant develop trust.
Objective

Students will learn that trusting one's parents is a first step toward trusting people outside the family.

Teachers' Presentation

When a baby has learned to trust her mother and father and sisters and brothers, and knows that they will feed her, keep her warm and dry, play with her and cuddle her, it makes her feel good about herself and about her family. Gradually she feels that other people can be trusted, too, and she becomes friendly with people who visit. While the baby is learning all this, she goes through a time of not being sure, and may cry when a friendly stranger comes up to her. But little by little she will come to feel that the world really is a friendly place, and that the people in it can be trusted.

Trusting others is very important. Think about all the people you trust besides your parents.

What do you trust the mailman to do?
What do you trust the bus driver to do?
What do you trust your teacher to do?
What do you trust your best friend to do?

Dramatization

Students will close their eyes and pretend that they are having a very bad dream. It is as follows: They wake up one morning and mother says she doesn't feel like making breakfast; daddy doesn't feel like going to work either, so they go out for a walk but don't let you come. You take yourself to the bus stop to go to school, but the bus driver doesn't stop for you. You see your best friend on the other of the street and you call to him, but he doesn't answer. You get to school very tired from the walk, and your teacher isn't there. The classroom is locked.

How does it feel when you can't trust all these important people?

Since this was only a make-believe dream, how does it feel knowing that you can trust all of these people in your life?
**Outcome**

Students will have become aware of the long-range importance of building trust relationships.
Objective

To look for indications that a trusting relationship is developing between the visiting infant and his mother.

Preparation

The teacher will review with the students the major observations of the previous visits, and the subsequent class discussions on "Developing Trust". The students will think of questions to ask the mother on this subject.

Visit of Mother and Infant:

The students will comment on any changes they see in the infant, and will ask whatever general questions they wish. Regarding "Developing Trust", they will ask such questions as:

Do you think that your baby trusts you?
What does he trust you to do?
How does he show his feeling of trust?
What did you do to help him trust you?
When you go out, do you tell him? Why? (Or, why not?)
If it only makes him cry to tell him, wouldn't it be better to just slip out? Why or why not?
His father goes out every day. How can the baby learn to trust him?
If somebody picks the baby up, that he doesn't know very well, does he trust that person?
How can the baby be helped to trust people outside the family?

Outcome

The students will have seen the beginnings of trust development, and how this is fostered by the infant's mother and father.
INFANCY (0 - 12 MONTHS)

THE ORAL PHASE OF DEVELOPMENT
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1**.

**UNIT 1 - 0 to 12 MONTHS**

**THE ORAL PHASE OF DEVELOPMENT**

Reading for Teacher: Textbook UNIT 1, pp. 90-92.

**Objective**

The students will learn how an infant uses his mouth during the first year of life.

**Class Activity**

The teacher will lead a game, demonstrating what a five year old person can do:

"With my hands, I can clap." (everyone clap)  
"With my legs, I can run." (everyone circle the room, running.)  
"With my eyes, I can see." (everyone point to his eyes.)  
"With my arms, I can hug." (each person hug a person next to him.)  
"With my voice, I can sing." (sing some song the children know.)  
"With my mouth, I can eat." (the teacher will pass out jelly beans, or the children can pretend to eat.)

**Teachers Explanation**

All of these parts of yourself will do what you tell them to do. You have learned a lot since you were born!

A newborn baby cannot do all these things. He can't run with his legs, he can't hug with his arms, he can't sing with his voice. He can cry, and see and hear, and with his mouth he does know how to suck.

His mouth seems to be a most important part of his body during the first year. Because he can suck very well, he doesn't have to be hungry and thirsty. He can signal when he is hungry by sucking, and he can signal when he has had enough by stopping sucking.

By sucking, the baby is able to take in the food that makes him grow. In addition, it feels good to eat. The food makes him feel comfortable inside, and being close to mother while being fed tells him that she loves him. This feels so good to him that sometimes he likes to suck, even when he isn't hungry for food.

Can you think of any other reasons why a baby sucks? If you watch a baby you can see that he likes the feeling he has when sucking. It helps him wait for his bottle to be ready;
it comforts him when he is alone in his crib. For this reason, some babies suck their thumbs, or have pacifiers. (Explain the meaning of the word pacifier.)

Do you think you should take a baby's thumb out of his mouth? Why? (Some people are afraid that this might hurt his teeth, but usually it does not.) Why is it good to let the baby suck his thumb, or a pacifier? (In this way, he is learning to comfort himself, and doesn't always have to cry for his mother to come to comfort him.)

Have you noticed how a baby four months of age or older will put everything into his mouth that he can pick up? Why does he do that? (To explore how the object feels, whether it is hard or soft, large or small, edible or inedible.) Should you take everything away from the baby that he puts into his mouth? (No, he needs to explore in order to learn; take away just small things that he might swallow, or things that might hurt him.)

Class Discussion

Have the children talk about the babies they know. Do they suck their thumbs? Do you think that they suck just when they are hungry? If they cry, and their mothers put pacifiers in their mouths, do they stop crying? If so, why? If not, why not? (Perhaps the baby has a special problem, like a wet diaper that the pacifier won't help!)

Outcome

The students will understand that the oral activity of the first year, helps the infant with his eating, gives him pleasure, is a source of comfort, and fosters learning through exploration of objects he puts in his mouth.
INFANCY (0 - 12 MONTHS)

AGGRESSION
Reading for Teacher: Textbook UNIT 1, pp. 93-111.

Objective

To help the students understand what causes anger in children and grown-ups.

Teacher's Presentation

Some things that make people angry:

1. It is nine in the evening and five year old Brian just kicked the television set. Why do you think he did that? (Father told him that he couldn't stay up any longer to watch TV)

2. Nancy, age six, just hit her sister Emily, age four. Why? (Emily broke Nancy's doll, or messed up her toys, or snatched her candy.)

A person gets angry when he or she is feeling very upset or very hurt about something. This happens at all ages, even to babies.

What do you think might make a baby angry? (Waiting too long to be fed, waiting too long for a dry diaper, having a stomach ache, mother leaving him alone.)

What do small babies do when very upset and angry? (Scream in rage.)

Do you think a baby is angry if he pulls your hair? (He might be, but sometimes when he grasps hair, he doesn't know how to let go.)

Do you think he is angry if he bites you? (He might be, or he might be suffering from the pain of teething.)

If he is angry because something has been taken away from him, would you give it back? (Not if it is a breakable or dangerous thing; or if it is something of yours, and you might be angry if he broke it; but you would explain why you had to take it, and offer him something else.)
What would you do if you were alone in a room with a baby, and he was crying in a rage? (Try to find his mother; see if you can see why he is upset; help if you can -- e.g., talk with the baby, pat him, give him a pacifier to comfort him.)

Dramatization

One of the students will play the role of a baby crying angrily. She and the teacher will decide away from the hearing of the class, what his problem is (hungry, too hot, too cold, wants mother, etc.). The other students will take turns coming up to him to find out what is upsetting him. When a child guesses correctly, and tries to help, the crying will stop.

Outcome

The students will understand that infants become angry when upset or in much pain and that relieving the distress reduces the anger.
Objective

To learn how infants can be helped to deal with feelings of anger and hostility.

Review

Why do babies become angry? Why do they get feelings of hostility? What are some of the things that make babies upset?

Class Discussion

What would you do if you were the mother or father of these babies?

1. Eight month old Jason and his mother were out shopping. Mother was delayed in traffic because of a snow storm and Jason became very tired, hungry and angry. He is screaming to let his mother know that.

   What should she do? (Try to calm him by talking with him, and by preparing his food quickly when they get home.)

   Many people think that small babies don't understand, so why explain things to them? What do you think?

2. Father is alone with eleven month old Robert, who is crying and crying. Father has talked with him, has tried giving him a bottle, has changed his diaper, has handed him a toy, but nothing seems to work. Do you think it would make Robert stop crying if father spanked him? (No, this wouldn't tell father why Robert is crying, and would upset Robert even more. It would be better to check him to see if he is teething, or he may be upset because Mother isn't there. Father should keep on trying to comfort Robert.)

3. Annie has learned to crawl, and loves to explore. She was just about to put her finger into an electric plug when her mother quickly pulled her away from it. Annie was very angry and hit her mother. What should her mother do? (Hold Annie's hands, tell her she is not allowed to hit Mother, explain why she can't put her finger in the plug. Annie will be frustrated and upset, and will need to have mother comfort her.)
Do you think Annie was **bad** because she felt angry when mother moved her away from the plug? (No, she had a strong wish to explore, and was upset when prevented from doing so.)

Was she bad because she hit her mother? (No, when one is angry, striking out is a natural thing to do and she doesn't understand yet that hitting is not a good way of getting over anger or feeling hostile.)

Why isn't it a good way? (It hurts her mother, and Annie will feel very upset afterwards, because she hurt the mother she loves (which will make **her** feel she is bad).

Why would her mother comfort Annie when she did something she shouldn't? (It makes her feel loved, and makes her better understand that it was her behavior Mother was objecting to, not her; and this will tend to help her to listen better to what Mother is telling her.)

**Outcome**

The students will have attained a beginning understanding of the importance of communicating, limit-setting and comforting, in helping infants cope with their angry and hostile feelings.
INFANCY (0 - 12 MONTHS)

DEPENDENCE

DEPENDENCE - ORAL PHASE - PARENT-CHILD VISIT
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1.**

**UNIT 1 - 0 to 12 MONTHS**

**DEPENDENCE**

Reading for Teacher: Textbook UNIT 1, pp. 1112-117.

**Objective**

To learn about the dependency needs of infants during the first year of life.

**Class Discussion**

What does a car need before it can go? (Gas, oil, air in its tires, a person to drive it). It depends on its owner for these things, and when it is given them, it is ready to travel.

What does a baby need before it can grow up? (Food, protection, love, teaching). In their first months of life, they are not able to take care of themselves at all, and depend on their parents for everything.

Do you think babies are the only people who need to depend on someone?

Does your mother depend on anybody? For what?

Does your father depend on anybody? For what?

Do you depend on anybody? For what?

Name all the ways you can think of that babies depend on their parents during their first years. (Answers should include aspects of physical care, affection, limit setting and teaching).

Have you ever seen a baby who wanted to be held all of the time? (No, babies love to be held sometimes, but by the age of six months, they have a strong urge to get off the lap and explore the world they were born into. They depend on their parents for both things: love, comforting and care as well as encouragement to do things themselves.

**Outcome**

Students will understand that infants need to depend on their parents for physical, emotional and adaptation help, but that they also have a strong need to become gradually independent.
UNIT 1 - 0 to 12 MONTHS

AGGRESSION, THE ORAL STAGE, AND DEPENDENCE --
VISIT WITH MOTHER/FATHER AND INFANT

Objective

To observe oral activity in the infant; to look for expressions of dependent and aggressive behaviors, and the mother's responses.

Preparation

The teacher will review the major observations of the previous visits, and highlight the class discussions on all 3 issues, Aggression, Dependence, and behaviors suggestive of Oral Phase activity. The students will think of questions to ask the mother.

Visit of Mother and Infant

The students will note any changes they see in the infant, and will ask whatever general questions they wish. Regarding the above subjects they will ask such questions as:

Does your baby seem to put everything in his mouth? If he does, why does he do this?
Do you let him?
What things do you take away from him?
Are you afraid he will eat germs?
Does he suck his thumb? Why does he like to do that?
What things does your baby depend on you for?
Do you like having him depend on you?

Does your baby sometimes get angry?
Does he ever get really angry? Do you think he seems to even feel hostile?
What things make him angry? If he gets really angry, what things do this?
If you take something away from him, do you explain why?

Does he sometimes try to hit you, when you have to take something away?
Do you feel he is being bad if he hits you? What if he hits others?
What do you do if he hits you? What do you do if he hits others?
What helps him calm down when he is upset?
Outcome

The students will have learned through their observations and questions about the oral activity of the infant, his dependence upon his mother or his father, and his ways of expressing angry feelings, and then, about a mother's or father's responses to these difficult feelings to deal with.
INFANCY (0 - 12 MONTHS)

THE BEGINNING OF INTELLIGENCE
**Parenting for Emotional Growth:**
Lesson Plans for **Grades K - 1**.

**Unit 1 - 0 to 12 Months**

**The Beginnings of Intelligence**

**Reading for Teacher:** Textbook UNIT 1, pp. 118-126.

**Objective**

To understand that the inborn urge of an infant to learn is greatly facilitated by a sense of physical well being, and by good emotional interactions with family members.

**Review**

Material covered in "Exploratory Activities".

**Class Discussion**

Why don't babies enter kindergarten when they are first born? (They don't know how to walk or talk, they sleep most of the time and they haven't learned enough about their world).

Do all babies want to learn? (Just watch one -- he is busy every moment he is awake, and at times even when feeding, is exploring his own hands and feet, his mother's body, and everything in the room he can reach).

If a baby is sick or hungry or upset will he want to learn? (If he is hurting, he will learn about the pain he feels, but he won't be able to concentrate on learning other things).

If mothers and fathers are babies' first teachers, how can they help them get ready for kindergarten by age 5? (Talking with them, naming parts of the body, and things in the room.

Showing them how things work -- if the baby pushes a toy off his high chair it will drop; being patient when a child does this repeatedly; explaining things to him.

Playing with them -- hide and seek and peek-a-boo games help develop the babies' solving problems and his memory functions.

Giving them a place to be that makes learning fun -- a room with pleasant colors, mobiles and toys that teach. The room should be warm and comfortable.

From one year on and even before with some babies, showing them picture books and reading stories.

Giving babies praise and a hug when they accomplish something, e.g., saying a new word, learning to eat with a spoon).
Outcome

Students will understand that there are specific ways that family members can help an infant in the development of intelligence.
INFANCY (0 - 12 MONTHS)

DEVELOPMENT OF THE SELF

DEVELOPING HUMAN RELATIONSHIPS

THE SELF AND HUMAN RELATIONSHIPS --
VISIT WITH MOTHER AND/OR FATHER AND THE BABY
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES K - 1**.

**UNIT 1 - 0 to 12 MONTHS**

**DEVELOPMENT OF THE SELF**

Reading for Teacher: Textbook UNIT 1, pp. 127-145.

**Objective**

To understand how an infant develops self-awareness.

**Class Discussion**

How old do you think you were when you first knew your own name? (About six or so months.)

How old do you think you were when you first knew who your mother was? (This is a gradual process; at birth the sound of the mother's voice is already familiar because it was already heard while in the mother's uterus. By five months, the infant knows quite clearly who mother is; that is, the infant knows what she looks like, feels like, smells like, even acts like, and more.)

Ask several students their parents' first names, their siblings' names, and names of various aunts, uncles and cousins.

We can see that you know very well who you are. Did you ever wonder how you became acquainted with yourself? The story of Jeremy will tell you how this happens.

**Story: "Jeremy Discovers Himself"**

On a bright day in May, Jeremy was born. Flowers were blooming and birds were singing, but Jeremy was too little to enjoy those things. **Everything** was new to him. He didn't even know what he was himself. He did have feelings -- bad feelings when he became very hungry, and good feelings when a mysterious figure (of course, he didn't know who she was!), whose voice he thought he had heard before, answered his crying, and picked him up pretty nicely really, and fed him.

When Jeremy got to be about two months old, he had started figuring things out. He had discovered that he could expect the mysterious figure to take care of him at all times, and he came to feel that she was really part of himself. Within a couple weeks later, he began to realize that the part of him that was hungry and needing to be cuddled was different from the feeding, very nicely comforting part, (which you and I know was his...
mother). Even though he began to realize that, he pictured in his mind that they were really close together, as if they were "one", together in the same eggshell.

You see, he didn't have things straight at all. Gradually, he began to notice that he was called Jeremy, and the other person was called Mother; and that there were other people, too, who talked and played with him, who had other names, like Father, and Tom (brother), and Ann (sister).

By the time Jeremy was ten months old, he had a pretty clear idea that he and mother were separate people. He loved her the most, and would give her a big smile when she came to him, but he also became very fond of the others in the family, too. Jeremy loved to sit on mother or father's lap and be cuddled, but more and more as he grew older, he felt like hopping down and exploring. Now and then, he would explore something that mother didn't get upset about (such as a hot oven) and when she spoke to him in a strict tone of voice, he knew very well that he and she were different people.

Even though Jeremy knew this, he would feel upset when mother would leave him at home with someone else (except when it was Daddy) to take care of him, when she would go out to shop or do other grown-up things. Until he was about sixteen months old, he couldn't picture her in his head when she was gone, and he would feel very afraid that she wouldn't come back. At those moments he didn't like it at all, that he was a separate person from mother. Sometimes he would have a big wish to be a little baby again, and would go back for a while to his baby ways. But most of the time he had a big feeling inside himself that he wanted to grow, and learn, and do things. More and more he had the feeling that it was great to be a boy named Jeremy!

By the time Jeremy was three years old, he had accomplished a lot:

1. He knew who he was.
2. He knew that he and his mother were separate people.
3. He had a strong attachment to his mother.
4. He had a strong attachment to his father and brothers and sisters.
5. He could walk, talk, and use the toilet.
6. He could enjoy times of playing alone with his toys.
7. He was learning to play with other children.

Discussion

How do you think Jeremy's family helped him to know who he was? (They called him by name right from the beginning; they helped him learn to do things by himself they praised him when he accomplished something new.

Outcome

Students will understand that the development of a concept of the self is a gradual process, and that family members can help in this.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADES K - 1.

**UNIT 1 - 0 to 12 MONTHS**

**DEVELOPING HUMAN RELATIONSHIPS**

Reading for Teacher: Textbook UNIT 1, pp. 127-145.

Objective

To understand how an infant begins to develop human relationships.

Class Discussion

1. Review what the students remember about:

   How Jeremy became acquainted with himself.
   How his family helped him know himself.

2. How do you think Jeremy would feel toward his big brother for teaching him to ride his tricycle?

   How would he feel toward his mother who picked him up and comforted him when he fell off his tricycle and bumped his head?

   How would he feel toward his father when father would carry him around on his shoulders?

   No matter how small or how big people are, they become fond of people who treat them with **love** and **consideration**. (Consideration includes attentiveness, understanding, thoughtfulness and respect). Sometimes if mother or father would forbid Jeremy to do something, he would get angry; just the same he always knew that he could count on the love of his family, and that made him feel good about people.

3. When Jeremy is treated with consideration and feels good about people, he will be much more likely to listen to his parents explaining that other people have feelings too, and should be treated considerately, too.

   What are some of the things Jeremy needs to learn in order to get along with other toddlers? (Not to grab toys from another child, usually not to hit, to share, to be sympathetic with a child who is upset and how to play together with another child).

   Jeremy will need a long time to learn these things, but it won't be very hard for him, because he has been treated well himself.
Let's Pretend You Are

1. Josephine, age 3 years, who did not have as understanding a family as Jeremy's. Whenever she would reach for a toy, her big sister often would slap her and say "Hands off -- that's mine!". If you were Josephine, how would you feel in Nursery School, when Billy would want to play with some of the blocks you were using?

2. Now you are Nancy, age 4 years, who has always been a little afraid to try new things. At the playground, you wanted to climb up the steps to the slide, but held back. Your father came over to you and said quite nicely, "You can do it, Nancy, I'm sure you can." You finally did it, and felt very happy. The next day you saw Ann, standing at the foot of the slide, afraid to go up. What did you say to her?

3. Now you are Ben, age 3, watching mother cleaning out the bird-cage, and feeding the dog. She talks to the bird and the dog as she does this. You see that she likes them. Do you?

4. Now you are a toddler, named Joey, only 16 months old. When your mother leaves you for any reason, you feel very worried, wondering if she will really come back. When mother once in a while is late getting back, she always picks you up and says she is sorry, and explains what kept her away so long. Somehow even though you're angry with her, that makes you feel much better, even when you're not sure you understand quite all the big words in her explanation. Do you think that mother's apologizing in this way, will make it easier for you to apologize when you are older, if you do something that worries someone?

5. Now you are Seth age 2 years. Your mother is very busy, so she keeps you in your play pen a good deal of the time. Sometimes you get lonesome and want her to hold you, but when you reach up your arms hoping to be picked up, she usually gives you another toy instead. Which makes you feel better, the toy or mother's lap?

6. Now you are Ellen, age 3 years. In your home everybody hugs everybody. Father hugs Mother, Mother hugs Father, they both hug the twins, Susie and Stephen, and everyone hugs you! How does it feel to be hugged? Do you think that getting so many hugs will help you become a friendly person?

Outcome

Students will understand that home relationships are the foundation for the development of relationships outside the home.
Objective

To find out to what extent the visiting infant seems to be aware that he and his mother are different persons; to learn about the relationships he is developing with the members of his family.

Preparation

The teacher will review the class discussions on the Development of the Self and Human Relationships, and will help the students formulate questions to ask the mother.

Visit of Mother and Infant

The students will comment on any changes they observe in the infant, and will ask whatever general questions they wish. Regarding the above topics, they will ask such questions as:

- Do you think your baby knows that he is a different person from you?
- If you call his name, will be turn toward you? How old was he when he seemed to know his name?
- Does it upset him when you have to leave him for a while?
- How many people does he recognize when they come near him? Who are they?
- When they talk and play with him, what does he do?
- Does your baby every get lonesome? If so, how does he show it?
- What do you do then?

Outcome

The students will have learned at what point in development the visiting infant is, with respect to a sense of self, and in relating to others.
INFANCY (0 - 12 MONTHS)

FINAL VISIT


**Objective**

To summarize what the students have observed and learned this year regarding the development of the visiting infant, and the mother's care of and interaction with him.

**Preparation**

The teacher will review with the students the major things to look for, and will recall with them what the infant was like at the time of the first visit.

**Visit of Mother and Infant**

Thinking about the first visit, and comparing it with today's the mother, teacher and class will consider:

- **Physical Development:** How much the baby has grown; any illness experienced.
- **Feeding:** Changes in food, and eating patterns?
- **Sleeping:** Changes in sleeping schedule?
- **Attachment:** To whom is he attached by now? Whom does he trust?
- **Affects:** How many different kinds of feelings does he express?
- **Exploratory Activities:** How much does he explore? What does he learn by exploring? How does mother protect him from dangerous explorations?
- **Aggression:** What makes him angry? How does he show this? How does mother help?
- **Development of Self:** Does he know that he is different from mother?
- **Human Relationships:** What people has he come to know and like?
- **Learning:** What has he learned? How do family members help?
Outcome

The students will appreciate the amazing development that takes place at all levels during the first year of life.