PARENTING FOR EMOTIONAL GROWTH: A CURRICULUM FOR STUDENTS IN GRADES K THRU TWELVE

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

LESSON PLANS FOR GRADES 4 AND 5

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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).

# Parenting Education for Emotional Growth:

*A Curriculum for Students in Grades K Thru 12*

**Lesson Plans** for UNIT 1, for **Grades 4 and 5**

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INFANCY (0 - 12 MONTHS)

EDUCATION FOR PARENTING
Teacher Preparation: Textbook INTRODUCTORY UNIT, Chapter 1.

Objective

Students will learn that parenting is a serious, complex, and very demanding job. The job of parenting is to optimize, make as good as it can be, the child's physical and emotional development, and his/her abilities to adapt constructively to the demands of life.

Students will see that parenting can be a very gratifying job when one has the necessary preparation for it, when one has sufficient understanding of how to parent in growth-promoting ways.

Materials

One egg for each two students, for use in conducting an experiment which has been used effectively in many schools.

Activity

Make a list of all the things you think a parent does.

Class Discussion

1. From students' lists, make a composite list on the blackboard. (Add comforting, teaching, and limit setting, if omitted).

2. It has been said that parenting is a serious job. Do you agree? Why? What is the effect on a child's personality of the kind of parenting he receives? Does the effect extend into his adult life? Does it go further than that? (The community, even the world?)

3. Why is parenting considered a complex job? (One has to understand general patterns of development, but also understand each child individually; one has to learn the different ways a child communicates as he goes through the different steps of development.)
4. In what ways is parenting a **demanding** job? (Non-stop responsibility, meeting the child's physical needs, developing an understanding of, and the ability to respond to the child's emotional needs, fitting the infants' needs into those of other members of the family.)

5. In what ways is parenting a **gratifying** job? (If done well, seeing the child healthy, with a sense of well-being, and able to succeed in his own world. If done well, then there will be a relationship of love and respect between parent and child.)

**Outcome**

Students will perceive the long-range effects of parents' work. Students will have an increased respect for the importance of the parents' role.

**Homework**

Divide the class into pairs of children. Give each pair an egg to "parent" until the next session of the class. The egg must be planned for in the way a parent plans for the care of a baby. E.g., the egg's "parents" decide between them who is to take care of the egg at all times. It must never be left alone. Each pair of egg "parents" will be prepared to report on their experience during the next class session.
**OBJECTIVE**

Through the egg experiment, students will become aware of some of the specific ways that parenting is a serious, complex and demanding job.

Students will have an enhanced awareness of how it feels to have responsibility for the health and well-being of another, especially of an infant all ready to be helped to grow into an emotionally healthy individual capable of coping constructively with the difficulties of daily life.

**MATERIALS**

The previously issued eggs.

**ACTIVITY**

The students will give verbal reports regarding their "parenting" experiences. How did the "parents" share the egg-sitting responsibility? Did they have any scheduling conflicts? Did they feel tied down? Were they worried about the health of the egg? (Breaking it?)

**CLASS DISCUSSION**

How is an egg different from an infant?

<table>
<thead>
<tr>
<th>Egg</th>
<th>Infant</th>
</tr>
</thead>
<tbody>
<tr>
<td>An egg doesn't require physical care.</td>
<td>A baby has to be fed, diapered, its laundry done.</td>
</tr>
<tr>
<td>Egg sitting is easier, an egg doesn't cry.</td>
<td>You have to figure out what a baby is trying to say when it cries.</td>
</tr>
<tr>
<td>An egg doesn't have feelings.</td>
<td>A baby has many kinds of feelings</td>
</tr>
</tbody>
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An egg isn't changing all the time; you don't have to know as much.

An egg doesn't need comforting and cuddling

It is too bad if an egg breaks, but it is not a tragedy.

You have to learn how babies change from month to month, even week to week.

A baby needs comforting and cuddling.

You have to learn about taking care of a baby's health. Babies are irreplaceable.

Outcome

Students will have an enhanced sensitivity to the needs of infants, and the responsibilities of parents.

Homework

Many parents report that when they had their first babies, they were not prepared for all that important job involved. Talk with a mother and a father. (Your own or some other parents). Find out if the job of parenting was more complicated than they had expected. What was hard about it? Who helped them? What was the best part about being a parent?

Write a one-page report on each interview.
INFANCY (0 - 12 MONTHS)

PHYSICAL DEVELOPMENT

INDIVIDUAL DIFFERENCES
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

PHYSICAL DEVELOPMENT

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

Objective

Students will become informed about the physical status of the human infant at birth, and during the first year of life.

Students will learn that infants have individual timetables of development, but that all infants follow the same sequence of developmental phases.

Activity

On the blackboard, and also listed in the students' notebooks, the class will write in three columns, information about the physical status of infants at birth, at six months, and at one year of age. Sources of material will be Unit 1, with contributions from the observations of the teacher and class members.

Points of Discussion

What the infant can do at birth: (breathe, suck, digest, excrete, cry, respond with reflex movements, recognize mother's voice, her smell, how she moves.)

What the infant cannot do at birth: (sit up, smile socially, does not have a firm idea of who mother or father is, see well).

How a baby is different from a newborn calf or colt.

What a child of six months can do: (recognize family members, can sit up, crawl, use hands and mouth in coordinated manner, has developed vocal signals, babbling, cooing, etc. for communication; has developed the social smiling response, the stranger response, and separation-reunion reactions.)

What a child of twelve months can do: (He/she can recognize the meaning of many words, may say a few; is able to understand and respond to emotional communications of parents; demonstrates preferences among people, especially for mother; also may develop preferences among foods, is able to crawl with facility, may walk; is eager to explore the environment; conveys appropriate feelings.)
Although the infant's development proceeds in a **standard sequence**, the **rate** of development may be influenced by various factors. (Nutrition, health care, who takes care of the infant -- mother or day care - emotional climate in the home, his own personality type, whether he is active or quiet).

**Homework Assignment**

If students have an opportunity to observe mother-infant groups, divide the class into 3 segments (not necessarily equal in number): Those who observe a baby newborn through three months, those who observe a baby four through eight months, and those who know one, age nine through twelve months. If no group is available, interview a mother.

Observe her infant closely for half an hour, taking notes on what he/she can do, and how he/she communicates feelings and needs. Does the mother describe the infant as active or quiet, or both?

Ask the infant's mother about his/her developmental patterns -- vocalizing, moving about, communicating.

Record your observations, giving exact age of the infant.

**Outcome**

Infants will be recognized as real persons whose development follows an orderly sequence that may be slowed or accelerated to some extent by the emotional climate of his/her environment.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**INDIVIDUAL DIFFERENCES**

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

**Objective**

Students will become aware of the emotional needs of the infant.

They will become aware of the importance of responding to an infant in accordance with his/her individual temperament.

**Class Activity**

The students will report their observations, the teacher infusing material as indicated concerning child rearing approaches as follows:

What was your child's activity type (average, quiet, excitable)?

How does a mother or father respond helpfully to an excitable child? A quiet child? In playing? When eating? At bed-time?

Would you be worried if a one-year old quiet type child was not talking?

What do we mean by an "emotional dialogue" between mother and infant? Did you observe interactions that impressed you as emotional dialogues?

How can a parent help an infant develop frustration tolerance - regarding feeding, for example?

How can you tell when a child is experiencing too much frustration?

Did you observe your mothers teaching their infants? Describe.

Why is it important to look directly at an infant when he/she looks at you?

How did the mother you observed comfort her baby?

Did "your" baby pull hair? Was it on purpose? Review reflexes.
Did your baby express real feelings during the time you were observing? Describe. How did you feel at the time? How did the mother respond to the baby?

**Homework Assignment**

You are a newborn baby. Decide whether you will have an extra active or unusually sleepy type of temperament. As you go through the first year of life, describe how the family responds to you, and how you would like them to respond.

**Outcome**

Students will be sensitized to the individual emotional needs of infants.
INFANCY (0 - 12 MONTHS)

SLEEP - WAKE STATES AND PATTERNING
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**SLEEP - WAKE STATES AND PATTERNING**

Reading for Teacher: Chapter 5, pp. 18-27.

**Objective**

Students will learn why both rest and activity are necessary for a child's development; that each infant works out his own rest-activity schedule; that parents can learn to understand and "feel with" their infant, and thus help prevent, or deal with sleep disturbers.

**Activity**

In class discussion, prepare a questionnaire to use in interviewing a mother regarding the sleep-wake pattern of her infant. The questionnaire will be written on the board, and also in the students' notebooks. The following points should be included:

What was the infant's sleeping pattern like when he/she first came home from the hospital?

Which parent got up to feed him/her in the middle of the night? Was that hard to do?

Did the baby usually return to sleep right away after the night feeding? When did he/she first sleep through the night?

How much does the baby sleep now, during a twenty-four hour period?

Does the baby ever awaken crying now? Can you tell from the type of cry, what the problem is? How did you learn to do that? What kinds of things does your baby "tell" you? What do you do if you are quite sure that the baby just wants extra attention?

How do you know whether to give TLC, or a swat on the diaper?

What do you do when you really cannot understand the baby's "message"?

When would you decide to take the baby to a pediatrician?

What do you and your baby do together when he/she is awake?

**Teacher Presentation and Class Discussion**

The following areas should be covered:

Why long periods of sleeping are necessary for the newborn.

Why wake periods are important and how the parent can make use of these to help the infant get used to his/her world.

What enables the infant to sleep well.

Sleep disturbers, inner and outer.
How a parent can learn to "tune in" with an infant's communications, thus being able to sense usually what sleep disturbers are at work.

Long range values of "tuning in."
Can a baby be spoiled? If so, how?
Do parents ever get angry at their infants?
What is the best way to deal with this?

Homework Assignment

Divide the class into 3 groups, not necessarily the same size. One group will be of children who know an infant 0 - 4 months of age, a second who know an infant 5 - 8 months, and the third of children who know an infant 9 - 12 months of age. Each student will interview a mother with the questionnaire worked out in class.

While there, the students will observe the infant closely, to see if they can identify any feeling tones conveyed by the facial expression of the child.

Students will prepare a written report on their interview.

Outcome

Students will have become aware of the infant's work in establishing a sleep-wake cycle, and how parents can develop empathic understanding of their child's needs.
Objective

Students will learn how parents help an infant establish a growth-promoting cycle of rest and activity.

Class Activity

Draw three charts on the Board, corresponding to the three age groups of the infants observed. Ask a number of the students to read the reports of their interviews, noting briefly the relevant information on the charts.

Name / Age / Sleep-Wake Patterning / Problems If Any / How Parents Help

Summary Discussion

What enables an infant to sleep well? (Good health, enough love and food, relaxed handling, comfortable and quiet surroundings.)

What may disturb an infant's sleep? (Stomach pain, obstructed breathing from a cold, temperature too hot or cold, noise, tense handling or over stimulation).

What can parents do? (Provide physical comforts, learn to read the infant's messages in facial expression or crying, develop or increase ability for empathy, offer comforting, set limits when needed).

How do parents help a child develop, when he is awake? (Talking with him, holding and comforting him when needed, teaching and playing with him).

Outcome

Students will appreciate the role that empathy plays as parents help an infant develop a healthy sleep-wake pattern.
INFANCY (0 - 12 MONTHS)

FEEDING
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

FEEDING - Part 1

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

Objective

Students will learn that an infant's feeding experience has emotional as well as physical importance for him.

Discussion

1. Who in the class has adopted a puppy or kitten during the past year?

Describe how the pet seemed to feel when it first came to your family.

How did you make it feel at home?

Is the person who feeds it a special favorite of your pet?

2. Eating is important to human beings, too.

Think about some of your favorite things your mother makes. What kind of feelings do you have when eating her chocolate chip cookies or apple pie?

Teacher's Explanation

Good feelings about good food, and about mother who gives it, go back a long way.

Every few hours a newborn baby experiences painful feelings of hunger. His cry brings mother with milk. Mother holds and cuddles him and feeds him. The pain goes away, he feels satisfied and comfortable. While drinking his milk, he gazes up into the face of his rescuer and gradually realizes that it is his mother, and sometimes his father. He registers in his mind that this is a person who feeds and cuddles him, and who responds to his needs. Gradually feelings of attachment and trust begin to build up for these people, and later for others.

When the infant is a few months older, he sometimes will take the spoon from his mother's hand, and try to feed himself. He is beginning to show that even though it is nice to have mother feed him, he has an urge to move toward self-reliance. When he is a
year old, he still likes to be fed by her, but he has a strong need to explore, and may grab a bottle and toddle around the room feeding himself.

Discussion

Do you think it matters to a baby whether he is breast fed or bottle fed? Why or why not? (The important thing for the baby is to be held close and cuddled while feeding).

Do you think it is all right to prop the bottle on a pillow instead of holding the baby? Why or why not? (For the child's emotional growth, it is very important that someone be available to feed him.)

Which do you think would be better -- to put the baby on a feeding schedule every four hours, or to feed him when he cries for food? (Babies' capacities differ, so a flexible schedule is better; also feedings should be geared to the baby's age, and to the reasonable schedule of the mother.)

If a baby wakes up hungry, and has to wait a long time to be fed, how does he feel?

To prepare a bottle may take five or ten minutes. How can a mother help a baby wait for this? (Talking to him; her voice will reassure him even if he doesn't understand the words.)

If a baby has a happy time lying in his mother's arms drinking milk, won't he want to remain a little infant forever? (No, infants have a built-in urge to grow up; they do this better and faster if they have good, rather than poor feeding experiences. Adequate gratification prevents the need to cling, and enables the child to move on in his emotional development.)

If he enjoys eating, will he eat too much and get fat? (No, babies who are given TLC (tender loving care) with their feedings need less food than those who get too little cuddling).

Suppose a ten month old baby wants to play in the middle of being fed his spinach. Should his mother allow that, or require him to stick to business? (A reasonable amount of playing during feeding makes the experience enjoyable and strengthens the relationship between mother and child).

If a ten month old insists on trying to feed himself, should mother let him, even if he is messy? (He will benefit by being encouraged to do things independently).

Mothers have a lot to do, and feeding takes a long time. Is it OK to try to make the baby hurry? (It is better to plan one's time to allow for a relaxed feeding experience, and save time in other ways.)

Babies, like everyone else sometimes feel hungry for TLC, rather than food. How do they show this?
Assignment

Interview a mother, and if possible, observe a baby under one year of age. If you do not know an infant of this age, ask your mother about your own feeding experience. Write a report of one or two pages giving the following information:

- Age of infant.
- Breast or bottle fed.
- Baby held or bottle propped.
- On demand, or timed feeding schedule.
- If the baby is held during feedings, does he/she stare at mother's face, especially her eyes? Why?
- Does the baby enjoy his meals?
- Does he/she like the cuddling?
- Does anyone besides the mother do the feeding?
- If so, does he/she accept this?
- Does mother enjoy feeding him/her? Does she look at the baby's face?
- Does mother report any feeding problems?
- Does the baby sometimes act hungry but when offered food, just wants to be held and cuddled?

Outcome

Students will have learned that holding, talking, playing and encouraging participation are growth-promoting bonuses in the feeding experience of infants.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

FEEDING - Part 2

Objective

Students will learn about some of the problems which may complicate the feeding experience of infants.

Class Activity

Three or four students will be asked to read their reports of interviews with mothers.

All students will be asked to tell about any problems reported by the mothers. These will be listed on the blackboard, the teacher adding any not reported by the students. As the problems are listed, the teacher will ask the students about solutions, and with her own additions, will fill in the other side of the chart. She will emphasize that with all problems, parents need to take their cues from the infant, trying to understand what is making him uncomfortable, and using their best judgment in trying to help him.

<table>
<thead>
<tr>
<th>Problem</th>
<th>What will help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas</td>
<td>Holding the bottle so that the milk fills the nipple, and burping the infant</td>
</tr>
<tr>
<td></td>
<td>in an upright position once or twice during the feeding, will prevent, or</td>
</tr>
<tr>
<td></td>
<td>release, the gas which comes from swallowing air. An infant on solid food</td>
</tr>
<tr>
<td></td>
<td>may have gas in the lower bowel. Comfort him, do not urge him to eat more,</td>
</tr>
<tr>
<td></td>
<td>and wait for the gas to pass.</td>
</tr>
<tr>
<td>Infant often irritable, hard to</td>
<td>Handle gently, speak soothingly when presenting food to him.</td>
</tr>
<tr>
<td>calm.</td>
<td></td>
</tr>
<tr>
<td>Infant won't eat enough</td>
<td>He won't let himself starve. Perhaps he has a small eating capacity at this</td>
</tr>
<tr>
<td></td>
<td>time. Try smaller amounts more often. Forcing food will make him resist</td>
</tr>
<tr>
<td></td>
<td>eating and will be more detrimental than useful. If the infant is too</td>
</tr>
<tr>
<td></td>
<td>sleepy, try to keep him awake and feeding; if too active, calm him and try</td>
</tr>
<tr>
<td></td>
<td>to get him to eat a bit more. Help him gradually to work toward adequate</td>
</tr>
<tr>
<td></td>
<td>feedings.</td>
</tr>
</tbody>
</table>
Colic

Colic is usually caused by immaturity of the digestive system. This problem usually decreases or stops at about three months. Be sure the food is right for him -- children can be sensitive to certain foods. Be aware that infants feel the tension in the people who hold them. Tensions are contagious! Trying to solve stressful situations is important. Even if the situation may not easily be solved, the feelings can be managed.

Allergies

Many babies have allergies to milk of other foods. A Pediatrician can check this out and be very helpful.

Teachers' Summary

As with problems at any age, prevention is better than cure. To provide an infant with a comfortable, problem-free feeding experience is not simple, but can be achieved by:

1. Providing food that is right for the baby.
2. Trying to schedule enough time, so that both the infant and parent can enjoy doing this together. The more the baby is comfortable, the more the mother is comfortable, the better the feeding experience will be.
3. Observing the infant's facial expression and listening to him, to see if things are going well.
4. If he seems uncomfortable, burping, patting or otherwise comforting him, according to the parents' judgment about what he needs.
5. Remember, children can develop well, even if a mother once in a while makes a mistake.

With any feeding problems that last more than a few days, a pediatrician should be consulted. It is important for the infant's emotional as well as his physical health that the formula be right for him and that the possibilities of allergy or illness be checked out.

Sometimes when an infant has colic there are stresses which the mother and father need to work out with each other, so that they and the infant can relax. A doctor, clinic or counseling service can be helpful in this.

Sometimes a family has budget worries and cannot afford to give the infant the right kind of food. Our government considers it so important for infants to get a healthy start in life that it has set up the WIC (Women, Infants, Children) Program which provides milk, orange juice, cereal and other foods for families having financial problems. All pediatricians and pediatric clinics have information about this. When a family knows that it has the right food for their baby, the feeding experience can be a good one.
Assignment

If you know anyone who grew up in another country, ask how parents there feed their
infants. If you do not know anyone from another country, ask your mother what and how
her mother fed her, when your mother was an infant.

Outcome

Students will have become aware of the various types of feeding difficulties, and how
they can be helped.
UNIT 1 - 0 to 12 MONTHS

FEEDING - Part 3

Objective

Review

Class Activity

The students will report their findings regarding the different practices in other countries, and with their grandmothers. Similarities in feeling tones will be pointed out by the teacher. (Love is love the world around).

The students will be asked what they have learned about infant feeding during the past two lessons. Answers should include:

Love should be given with food.

Holding is an important part of feeding during the first few months, because being close to mother and looking at her face helps the infant "attach".

The feeding schedule should be adjusted to the infant's temperament. Feeding should be enjoyable - talking and playing help.

Older infants' efforts at independence in feeding should be encouraged.

Children should be encouraged but not forced to eat.

A pediatrician should be consulted if parents suspect illness or allergies, or if there are other problems with which they need help.

Visit of Mother and Child

Students will ask such questions as:

How often do you feed her?
What does she eat?
How do you know when she is ready to eat new things?
When she was first born, how did you feed her? (Breast, bottle, hold, prop, etc.)
How do you feed her now?
How long does it take to feed her?
Do you enjoy giving her food?  
Does she like feeding time?  
Does she sometimes refuse to eat?  
What do you do then?  
Has she had any special problems about feeding?  
Who else feeds her? Does she accept that?  
Do you let her try to feed herself? (If she is old enough to try.)  
Does she sometimes try to feed you?  
Does she sometimes seem to want just cuddling and not food?  
Do you think that feeding her helped her to know that you are her mother?  

**Summary**

A good feeding experience as an infant enhances:

- Good physical health  
- Attachment to mother/father/others who feed, which leads to a sense of well being about oneself, and a sense of trust in the people in the infant's world.

**Outcome**

An understanding of the emotional implications of the feeding experience.
INFANCY (0 - 12 MONTHS)

DEVELOPMENTAL MARKERS
UNIT 1 - 0 to 12 MONTHS

DEVELOPMENTAL MARKERS - VISIT OF MOTHER AND CHILD

Preliminary Planning

Arrange to have a mother with infant visit the class on a monthly basis (father also, when convenient). At the time of the first visit, the infant preferably should be less than three months old.

Objective

Students will review the major signs of healthy emotional development, and of problem indicators.

Activity

First visit of mother and child. On the blackboard the teacher will write the date, the name and age of the infant, and one by one as they are discussed, the Developmental Markers appropriate to the infant's age. This material will emerge as a result of the questions the students ask the mother. The students will enter the observations of the day in a separate section of their notebooks, so that the entries will comprise a journal which will build a developmental picture useful for review at the end of the year. The entries should include both the infant's achievements and any difficulties reported.

The following is a possible format for the journal:

Observations of Jonathan Jones, Born 9/10/87

Oct. 15, 1987: Jonathan's first visit. He is one month, five days old.

Feeding:

Mrs. Jones says that some mothers feed their babies by the clock, but she feeds Jonathan when he cries for his meals. That is usually about every three hours, sometimes oftener, day and night. She holds him in her arms when she feeds him, and talks to him. He looks in her face and seems to feel good, when she does that. While he is drinking his milk, she burps him once or twice to get the air out of his stomach. Once in a while she thinks he gets a stomach-ache; then she holds him over her shoulder and pats him to calm him down. Sometimes that works quickly, other times it takes longer for him to feel comfortable again.
Developmental Markers: At one month, five days, J. is eating well and enjoying looking at his mother's face during feedings. Once in a while he has a stomach-ache, but there is no big problem with this.

Sleeping: Jonathan sleeps a lot, but wakes up during the night when he is hungry. Mrs. Jones says you can't expect a small baby to sleep all night long, but sometimes at 3:00 a.m. she wishes you could. To help her out, Mr. Jones gives the baby his midnight feeding. Sometimes J. won't go back to sleep after his three o'clock feeding. Then Mrs. Jones tries to find out what is wrong -- whether he has a gas pain or if the room is too cold. If nothing seems to be wrong, she stands by his crib and pats him. She doesn't pick him up at first, because she knows that will only make him wider awake. However, if patting him in the crib doesn't work, she rocks him for a few minutes.

Developmental Markers: J. sleeps during both daytime and night-times but wakes up for feedings every three hours. Once in a while he doesn't go back to sleep right away, but drops off again after his mother makes him comfortable. No special problems reported.

Attachment: Jonathan doesn't know exactly who is in the family, but he seems to know his mother. He got used to her voice before he was born. When he hears or sees her coming, he stops crying and seems to expect to be comforted.

Developmental Markers: There are beginning signs of attachment in Jonathan's awareness of his mother and his expectation that she will feed and comfort him.

Communication: Since Jonathan can't talk yet, he communicates with his facial expression, voice and muscles. When he is uncomfortable, his face wrinkles, his arms and legs get tense, he cries loudly, and the family comes running. When he feels well and contented, his muscles are relaxed, he smiles, and he eats and sleeps well. If he is pleasantly excited, he waves his arms and kicks his legs.

Developmental Markers: Jonathan is able to give clear signals about how he is feeling, using his facial expression, his voice and muscle movements.

Recovery from Distress: Jonathan calms instantly if his distress is from hunger, and he is given a bottle. If he has a stomach ache, it may take a half-hour or even longer to recover.

Developmental Markers: Mrs. Jones believes that Jonathan's recovery time is normal for his age.

Usual Mood: Relaxed, except when hungry.

Developmental Markers: Jonathan's usual mood indicates a baby whose needs are being met, and who is adjusting to his world.
Physical Problems:
Jonathan was somewhat small at birth (5'2'') but is gaining well (now 6 pounds). Except for occasional stomach aches, he has had no physical problems.
Developmental Markers: J. is well, and has made the expected weight gain for his age.

Activities:
Although Jonathan still sleeps much of the time, he more and more has periods when he is awake; and when he is awake, he shows signs of being quite an active little person. His arms and legs are often in motion. He strains to look at the window and at lights, and seems fascinated by them. He gazes at his mother's face while feeding, and at the face of anyone who holds him.
Developmental Markers: Jonathan is increasing his awake periods, and is showing an active interest in his world, gazing at the people in it, and at contrasts of lights and shadows.

Class Discussion

In addition to compiling the above information about the infant's status, the mother may be asked the following questions:

What signals does Jonathan give you to let you know that he is feeling contented?
What signals does he give when something is wrong?
If the baby has some difficulty, how can you tell if it is serious or not? (Duration of the problem, degree of distress the infant is experiencing, overall health picture, appropriateness of behavior to developmental phase).
Have you ever been so puzzled about Jonathan's behavior that you called the doctor? If so, when? (Calling the pediatrician is the thing to do if the problem seems puzzling.)
If a member of this class were baby sitting for Jonathan, and he were to wake up screaming, what would you want the sitter to do? (The baby screams when uncomfortable or frightened; observe his posture to see if he has pain in his stomach, try to comfort, and calls us if he cannot accept comforting from you.)

Outcome

Students will have become aware that each age has its developmental markers, and that normal infants do experience some problems with which they must cope.
INFANCY (0 - 12 MONTHS)

CRYING

and

AFFECTS
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

CRYING

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

Objective

To learn why infants cry, and how to respond helpfully to their crying.

Class Discussion

Crying is a normal reaction to something that causes distress or pain.

People of all ages cry.

What are some of the things that would make a person of your age cry? (Hurting oneself, being in pain; wanting to do something very much, and being prevented from doing it; something bad happening to someone important to you; seeing a sad movie; being terribly afraid about something; being terribly afraid, and then being suddenly relieved; being angry when you feel someone has treated you unfairly.)

Do you think that only girls should cry when distressed or in pain? Should boys be allowed to cry? Why or why not? What about grown-ups?

Now About Babies

The first thing a baby usually does upon coming into the world is to cry. The mother, the doctor and the nurse are all happy to hear it. Why?

Do you think the baby is delighted, too? What is she feeling? ("I have had a rough trip, and besides it's cold here, and noisy, and the lights are in my eyes!")

A principal way a baby can communicate her distressed feeling, is to cry. This is especially necessary for her in the months before she has learned to talk, although at times of pain or stress she will cry when older, too.

Babies always cry for a reason (never "just to exercise their lungs!") What do you think their reasons might be? (Hunger, wet diaper, air bubble in the abdomen, tiredness,
a feeling of being alone, and needing cuddling, a virus. When a bit older, a baby may cry in rage when being put to bed, or in anxiety when mother leaves the room.)

Do you think that family members can tell by the tone of the cry what the problem is? (Often they can, and the more carefully they listen, the more skillful they become at this.)

What should parents do when a baby cries?

1. Try to figure out what the infant is telling you by crying.
2. If she is hungry, cold, wet, tired, etc., remove the cause; if sick, decide whether a doctor needs to be called: if upset over mother's absence, give reassurance. Along with removing the cause, comforting and calming will make the distress go away more quickly.
3. If the infant is crying in anger because of being put to bed, or because she is not being allowed to touch a hot stove, or put her fingers in an electrical outlet, some reasonable, but firm explanation needs to be given, and a little comforting as well.

Prolonged crying can be very irritating to family members. Therefore, it is important to remember that the infant is crying because of excessive displeasure, and a patient effort to remove the cause is the way to help. Spanking a child to get her to stop crying is a very hurtful to do. Although it may stop the crying, it does so at the price of the child's feeling increased pain, and additionally feeling not respected; it also discourages communication, which is vital to the parent-child relationship. Also, an infant who has to cry herself to sleep experiences the world as unhelpful and dreary. Even when the underlying cause is difficult to remove, (as when an infant has a cold she has to live through) some extra TLC (Tender Loving Care) will help.

Outcome

Students will understand that crying has the purposes of communicating feelings of distress, and of appealing for help. They will know how family members can deal helpfully with crying.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**AFFECTS - Part 1**

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

**Objective**

Students will learn that infants have feelings (affects), can feel from the time of the infant's entry into the world, and that parents can learn to recognize and understand them.

**Activity**

Pass around a basket with paper slips. The students who draw blanks will be the audience, whose role is to guess the affects portrayed by the actors in the following charades:

1. The two students who draw this number will portray a dog who wants to accompany his master who is about to go off in a car; and the master.

2. The two people with this number will portray a traveler in a foreign country who has a severe headache, and who is trying to find a drug store; the second person is the native who is trying to help him.

3. These two people represent a person with a gun being held to his back, and a mugger.

4. Two people who have just become engaged.

5. A baby, five minutes old.

6. A one year old, who has just had some fascinating rat poison snatched out of his hands.

7. A one year old whose mother has just returned after several hours absence.

**Class Discussion**

Even though words weren't used did you know what the actors were feeling? What do we mean by "body language?" What signals do we watch for in body language? (change of expression in eyes, shift of muscles, change of posture).
Imagine that you suddenly meet a friend on the street whom you hadn't seen since first grade. How would your facial expression change on first seeing him?

Suppose you were crossing the street and were almost hit by a car? What feelings would your body language express, and how? Do you think that a person can increase his ability to "read" the feelings of another person? If so, how? (Use of observation, imagining that you are having the experience to which the other person is reacting).

Is it important for parents to be able to understand the body language of their infants? Why?

**Homework**

Think back to your two earliest memories. What feeling tones are in them? Write a page describing them.

**Outcome**

Students will have learned that affects are "the windows through which we can understand what a human being is feeling."
**Objective**

Students will learn about the range of affects infants have and develop during the first half year of life.

**Activity**

Students will read aloud the accounts they have written about their earliest memories. The class will identify the feelings that are reported, and consider which of these feelings can be experienced by infants.

**Class Discussion**

Beginning with the identified affects in the above reports, the teacher will describe the range of affects experienced by infants at the beginning of life, and up until the 6th month: (calmness, satisfaction after feeding, tenseness agitation, rage, excitement, social smiling response.) The students will consider, by use of imagination, what would make an infant go into a rage, what would calm him/her down, what would give a baby a satisfied feeling after feeding, etc.

**Homework**

Spend an hour with any infant you know under the age of one year. Note the infant's exact age and make a list of the affects you observe. Choose two and, (1) describe the signals that helped you understand what the infant was feeling; (2) explain what you think caused the infant to experience and express the feeling he/she did; (3) tell how the mother responded to the infants' affect and (4) how the mother's response changed the infant's behavior.

In observing the infants

1. Look at the **facial** expression - eyes, mouth, cheeks and forehead.
2. Look at **posture** and **movements**.
3. Listen to his **sounds**.
4. **Imagine yourself feeling** the way the child seems to feel now.
5. How did the infant's affects make **you** feel?
Outcome

Students will have learned how to observe the feeling tones of an infant.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

AFFECTS - PART 3

Objective

Students will learn about the affects experienced by the infant from 6 to 12 months of age.

Activity

The class will divide up into pairs of students. A chart will be drawn on the blackboard, listing the affects it is possible for an infant to experience in the first six months, and in the adjacent column the number of times this affect is mentioned in the student's reports. As each student who observed an infant of this age reads his homework report, his team-mate will record the affects named, on the chart. Example:

<table>
<thead>
<tr>
<th>Affects of Infants</th>
<th>Number of Times reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calmness</td>
<td>///</td>
</tr>
<tr>
<td>Satisfaction after feeding</td>
<td>/////////////</td>
</tr>
<tr>
<td>Tenseness</td>
<td>///</td>
</tr>
<tr>
<td>Rage</td>
<td>///</td>
</tr>
<tr>
<td>Excitement</td>
<td>//////////</td>
</tr>
<tr>
<td>Social Smiling Response</td>
<td>/////////////</td>
</tr>
<tr>
<td>Other</td>
<td>///////////////</td>
</tr>
</tbody>
</table>

Class Discussion

In addition to noting the affects most frequently reported, the class will consider why some other affects rarely appeared in the reports. (Was the observed infant too young? Were the communication signals weak?)

The teacher will present the affects the child experiences during the second half of the first year -- all of the preceding period, plus pleasure, cheerfulness, anxiety, panic, fear, anger, sadness, attachment, and the beginnings of affection for parents, siblings and caregivers. The child of one may also experience grief and depression.
Homework

Write a page on the subject "feelings are contagious." Give some examples from your own experience. If the infant you observed last week expressed strong feeling (e.g., rage) tell how this made you feel.

Outcome

Increased knowledge and awareness of infants' emotional experience.
Objective

To understand the role of empathy (the ability to perceive and feel what another person is feeling, is experiencing).

Activity

Read aloud the "Feelings are Contagious" papers.

Class Discussion

1. Can the fact that feelings are contagious help a mother understand what her infant is feeling?

2. How does this help her help her baby?

3. What would happen to an infant if none of those who care for him could empathize with the infant's experiences?

4. At what age do you think an infant can begin to develop the ability to empathize, also? (The second half of the first year)

5. Have you ever observed a small child showing empathy toward another?

6. What happens when a baby smiles, and the mother smiles back?

7. What happens when a baby smiles and the mother does not smile back?

8. What happens when a baby cries, and the mother comes and picks him/her up?

9. What happens when a baby falls, mother picks him/her up quickly enough and says "Are you O.K.?" What happens if she just scolds him/her for not looking where he/she is going?

10. It has been said that the parents' empathy is a powerful facilitator of the infant's developing a strong loving relationship with her/his parents. Explain.
**Homework**

Think of an incident you have experienced, or read about, in which one person was helped out of trouble by the empathic response of another person. Write a page or two describing this.

**Outcome**

Understanding of how personality development depends on the empathic response of parents and caregivers.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4** and **5**.

**UNIT 1** - **0 to 12 MONTHS**

**AFFECTS** - Part 5 - VISIT OF INFANT WITH MOTHER

**Objective**

To observe the developmental changes in the infant visitor, with particular focus on the development of affects.

**Preparation**

The teacher will recall with the students the affects experienced by infants 0 - 6 months old, and 7 - 12 months of age.

The students will look up their notebook material from the first visit, and will make the same headings for today's visit: physical health, feeding, sleeping, attachment, communication, recovery from distress, usual mood; and they will now add affects. The exact age of the infant will be entered.

**Activity:** Visit of infant with mother.

The students will ask the mother for an update on the infant's growth and development in the above-named areas. When coming to the subject of affects, the students will observe the infant in four ways:

1. Looking at the infant's **facial expression**, **eyes**, **mouth**, **cheeks** and **forehead**.

2. Looking at the infant's body **posture** and **movements**.

3. Listening to the infant's voice **sounds**.

4. Imagining **themselves** feeling **the way the infant seems to feel**.

As they observe, the students will comment on what they see and will conclude how the baby may be feeling; they will note how the mother responds to the feelings expressed by the infant.

**Discussion**

The students will discuss with the mother the following points:

1. How many different kinds of feelings does the baby show you?
2. If the infant is 6 months old, or more: What feelings can he express now that he couldn't in the beginning?

3. When you first came home from the hospital, could you understand the baby's messages (expressions, sounds, movements)? How have you learned to do this?

4. Do you think it is true that babies sometimes cry to exercise their lungs? For what reasons do they cry?

5. When your infant cries, what do you do? Do you pick him up if you think he "just wants attention"?

6. What do you do to comfort the baby?

7. When you are giving the baby his bath, or changing his diaper, do you sometimes play with him? How does he show you that this makes him feel good?

**Desk Work**

The students will record today's observations in their notebooks.

**Homework**

Imagine you are 12 months old. In two or three pages, describe 24 hours in your life, commenting especially on how you felt about the things that happened to you and the way people reacted to you during that day.

**Outcome**

Students will have increased appreciation of the feelings expressed by infants, and greater ability to observe and understand feeling tones.
Objective

Students will learn that infants have an active emotional life.

Activity

Students will read and discuss their imaginary accounts of an infant's day.

Discussion, emerging from their accounts.

1. When you were hungry, you felt overwhelmingly hungry, and helpless. How did you feel when mother appeared with the bottle? Can you imagine how you would have felt, if you had had to wait for an hour?

2. How did you feel when mother left the house? Did it help that she told you that she would return? How would you have felt if she hadn't told you?

3. How did you feel when you wanted to look inside the pretty vase on the coffee table and mother took it away?

4. How did you feel when she spanked you when you put your finger into the light socket? Did it help that she explained why?

5. How did you feel when people kept talking to you, and you couldn't understand the words they were saying? And you couldn't talk to them in words?

6. How did you feel when mother let the doctor put a needle into your arm?

7. What did mother do that made you feel happy? How did you let her know that?

8. How do you show daddy that you are happy when he comes home?

9. Do you think that parents can protect an infant from pain and frustration? If they can, should they? Why or why not? Can frustration contribute to growth? How much frustration is too much?

10. Do you think that the feelings babies have affect the kinds of personalities they develop (e.g., trusting, cheerful, sad, anxious?)
Homework

Observe a baby for half an hour, and study his/her experience of frustration. (If nothing of this is seen during your observation period, interview the mother, and ask for an example.) Write a page, commenting on

1. What triggered the experience of frustration?
2. What feelings do you think the infant was having inside?
3. How did he/she communicate his frustration?
4. How did the mother respond?
5. What change took place in the infant when the mother did respond?

Outcome

Students will become aware that the emotional life of individuals begins early and that emotional events of infancy are intensely experienced.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

AFFECTS - Part 7

Objective

Students will learn that individuals' lifelong personality development and ways of coping with life are importantly influenced by the emotional experiences of early childhood.

Activity

Read and discuss the frustration papers. Were the babies ever frustrated? (Even in the best of life circumstances, infants are and feel frustrated; it is unavoidable. And it need not be damaging at all.)

Did the mothers ever need to frustrate their babies on purpose? (It is ever necessary to frustrate young children? No; life does that well enough on its own!)

What ways did the mothers do to help their infants tolerate and deal with frustration?

When a baby fusses, complains or cries because the baby is frustrated, should you ever spank him/her? Why or why not?

Imagine what kind of a personality an infant would develop if he never were helped with his frustration (angry, defeated). If his parents helped him in an empathic way, what kind of personality would he most likely tend to develop? (Trusting, accepting of reality)

Story: Susie and Bambi

Susie, a six month old kitten was found wandering in the woods alone. When picked up, she scratched and hissed. In her adoptive home, she would eat looking anxiously around. If picked up, she would leap out of the would-be friend's arms. She was never heard to purr.

Bambi, son of the family's pet cat, at six months was a "lap cat." When settled comfortably in the lap of a family member, he would purr loudly. When hungry, he would meow loudly, and lead the way to the kitchen, feeling confident that he would get his snack.

Discussion

1. Why do you think these two cats developed different personalities?
2. There is a saying that experiences of the first year of an infant's life, are unrememberable and unforgettable. What does this mean? When does memory start to develop? If early experiences are stored in the depths of memory, what happens to them (they affect emotional development, and they may become reactivated in a painful way by later experiences).

3. If our feelings go with us from infancy onward, what do you think would be the long range outcome for a child who is harshly treated or neglected during babyhood? (Bad feelings, or feelings of excessive pain mobilize hostility in the child, which then becomes part of the parent-child relationship, and of later relationships).

4. What attitudes in parents will help a child feel good about himself and his world? What affects will these attitudes have on later relationships? (They will lead to the development of love feelings in relationships with parents and others.)

Outcome

Increased empathy with infants; an appreciation of the long-range influence of parental responses to early affects.
INFANCY (0 - 12 MONTHS)

ATTACHMENT BEHAVIOR
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**ATTACHMENT BEHAVIOR - Part 1**

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

**Objective**
To learn what attachment means.

**Activity**
The teacher will read aloud the first chapter of *That Quail, Robert*.

**Discussion**
What did Dr. and Mrs. Kienzle do that led the quail to attach to them? (They gave food, warmth, something to cuddle; and they talked to the quail.)

How did the quail show that he considered them his parents?

Is it important for little animals and babies to be attached to their parents? Why? (The development of their personalities, and their emotional well-being depend upon it.)

Does a new baby know who its mother is? How does he/she learn that?

Do you think a baby is attached to his/her mother when a newborn? How long do you think it takes before a baby shows attachment to mother?

Do you think an infant "attaches" to father and brothers and sisters at the same time, or later?

**Teacher's Explanation**
The first 3 stages in the development of attachment:

1. A *sense* of belonging to the mother.

2. The **non-specific smiles**, when, at a few weeks to 3 months of age, the infant will smile at anyone who smiles at him/her.

*By Margaret A. Stanger, Fawcett Publications, Inc. pp. 9-19.*

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3. The **specific smiling response**, which has been developing since the earliest weeks becomes stabilized at about 5 months of age. In this, the infant shows a strong preference for his/her mother, and shortly thereafter to other family members.

Parents show their attachment to the baby by feeding, holding, smiling, talking, among other ways.

**Assignment**

Observe an infant in your own family or a friend's. Write down his/her age, then write answers to these questions:

1. Did your baby smile at his/her mother?
2. Did the baby smile at you? At anyone else in the room?
3. Was there any difference in the way the baby smiled at mother, and the way he/she smiled at others?
4. If so, what do you think that means?
5. What did the mother do that made the baby want to smile?
6. What did she do when the baby smiled at her?
7. Ask the mother at what age the baby seemed to know her, and to show that he/she was attached. Did the baby become attached to father at the same time?

**Outcome**

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

To review the beginnings of the attachment process (human attachment does not occur overnight; it is a process; it takes time).

To learn about stranger, separation, and reunion responses.

And to learn that the quality of attachment is very important.

Activity

The students will read the accounts of their observations, and discuss what they saw as social smiling (to a living thing) and specific smiling (to a specific, particular, living thing -- animal or person) responses. These will be emphasized as steps in attachment behavior. The focus will also be on the signs of the mothers' attachment to their infants, to their responses to their infants. If any of the students report stranger responses in their observations these will be picked up and included in the Teachers Explanation (below).

Teacher's Explanation

Stranger Responses: A child of six months may stare or look uncomfortable if someone outside the family looks at or speaks to him/her. The infant may show anxiety, by clinging or crying if the "stranger" tries to pick him/her up. This means that attachment is taking place with mother, and other family members, but that others are experienced as strangers.

Separation Anxiety (includes Separation Reactions): Most six month olds when aware of mother's leaving the room will experience more or less distress. If the reaction is mild, it is a separation reaction. When there is clear evidence of distress it is Separation Anxiety. When the infant experiences anxiety, the infant will appear upset and frightened, and may cry or scream. The separation reactions arise out of the infant's experiencing Mother's absence as a loss. The six month old cannot retain in his/her mind the image of the mother who has just disappeared; this makes the infant feel as if abandoned. If the mother will tell the infant each time she leaves that she will return this eventually will help the child tolerate absences and develop confidence that Mother can be counted on to come back.
Reunion Reactions: When the mother returns there may be two types of reunion reactions. First, there is a simple pleasurable, excited response to seeing mother again. The second is a response of distress or anger, associated with either clinging to mother or ignoring her or even pushing her away. Although this is a distressed or angry reunion reaction it equally tells us that the infant is attached to the mother, that is, that the infant emotionally values the mother. The angry reunion, or otherwise negative reaction upon reunion, however, is more complex. It may indicate that the attachment is good but the infant is angry that Mother was lost for a time, or it may indicate an insecure, or troubled, attachment.

The quality of attachment is very important. According to Psychoanalyst John Bowlby and Psychologist Mary Ainsworth, attachment may be secure -- which is great!; or it may be insecure and make the infant feel anxious. The infant will then try to cope with feeling anxious by avoiding and withdrawing from the mother or by a variety of other negative reactions. Remember that the early relationships become the models for all later relationships.

Assignment

Imagine that you are a six month old baby. You recognize your mother as a special person who takes care of you, keeping you fed, clean and dry, and who makes you feel wonderful when she picks you up and cuddles you. Write a page describing how you feel, when one day she brings in a strange baby sitter, and then disappears for a whole evening. How do you feel when mother returns?

Outcome

Students will have learned the basic signs of attachment.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

ATTACHMENT BEHAVIOR - Part 3

Objective

Consolidation and Review of previous lessons.

Activities

1. The teacher will return to the class the papers on the infants' reaction to a strange baby sitter (assigned in Part 2) and will ask the students with the five or six most informative papers to read them aloud for class discussion. The teacher will discuss ways of helping an infant to accept a baby sitter when necessary.

2. Written review exercise:

   How does an infant under eight months of age show that attachment is taking place? (Social and specific smiling responses, separation and stranger reactions, reunion reactions.)

   If an infant of eight months screams when his mother leaves the house, what message is he giving? How can his mother help?

   Name two reunion reactions an infant may show when his mother returns.

   What do we mean by a stranger reaction? What does that show about attachment?

   What ways does a mother express her attachment to her infant? What about fathers?

   Do brothers and sisters develop attachments to their infant siblings? How can parents help to make these positive attachments?

Outcome:

Students will be able to recognize attachment indicators when they see them displayed by infants.
Objective

To understand the long-range importance of a positive or a negative early attachment.

Materials

Films: Rock-a-Bye Baby (Color - sound - 16 mm, 29 minutes)
Projector and Screen
(TV Video [VHS] formats of Rock-a-Bye Baby may also be available.)

Preliminary Discussion

Do you think that attachment is a two-way process?
What attachment cues do mothers (and other family members) give infants?
What attachment cues do infants give family members?
What do you think would happen to an infant if there were no attachment between him and his mother?

Preparation for the Film

Explain that it is about two monkeys, raised without mothers, and the effect this had on their personalities. Because they were deprived of much needed emotional relationships, they were deprived of basic emotional needs which they experienced as very painful and this generated in them much anxiety and destructive feelings. Since these conditions existed for them for too long a period of time, they became very aggressive animals as they grew up.

Prepare the students for the fact that this is a research program, and that some animals are used in research when we cannot use humans as subjects. While some people feel that this is a cruel thing to do, scientists are expected and trained to treat animal subjects with care, respect, to cause them as little pain as possible. Scientists know better than anyone that Science owes a great debt to the animals that have been used in research projects. The procedure the students will see in the film (with electrodes) is painless, since it is done under anesthesia.

The film also shows how a human infant, deprived for a time of its mother's care, was able to make a good recovery when given a substitute mother.
Presentation of the Film

Discussion

Compare the behavior of the monkeys raised with their mothers, with that of the monkeys raised in isolation.

Why do you think the baby monkeys were rocking themselves?

If the two monkeys had been raised by their mothers, what would their mothers have done for them? (Touch affectionately, talk to them, provide food, protect them, show them how to get along with other monkeys.)

If they had developed an attachment to their mothers, do you think they would have grown up as happier adults?

How do you think the human infant felt without his mother?

What do you think his personality would be like at age twelve, if no one had come along to offer a one-on-one relationship?

What did the substitute mother do that helped this infant?

If a person misses out on a good attachment as an infant, can he make up for it later? (Yes, generally, but it may be much more difficult, and takes much longer to achieve).

Outcome

Students will understand that a strong mutual attachment between an infant and his parents sets the stage for good interpersonal relationships in the later phases of life.
Objective

To observe the developmental changes in the infant visitor, with particular focus on attachment behavior.

Preparation

The students will prepare their notebooks with the headings used in previous visits, and enter today's date and the age of the infant.

The teacher will review with the class the stages and indications of the development of attachment, and this will be added to the list of areas for observations and recording.

Activity: Visit of Mother and Child

The students will ask questions of the mother regarding the infant's development since the time of the previous visit. When it comes to the area of attachment, they may ask such questions as:

Does the baby know that you are his or her mother? How can you tell?
Who is his or her next favorite person?
Does the baby understand what you say?
Can you understand what he is trying to tell you?
Who takes care of the baby when you go shopping?
Do you tell him or her you are going, or do you slip out when he isn't looking?
Does he or she care if you go out? How can you tell?
Is he glad to see you when you come back? How does he show what he is feeling?
Would he like it if I picked him up?
I like the baby, so why wouldn't he like me to hold him?
When will he begin to like people outside the family?
What things do you do to make the baby feel happy?

Outcome

The student will have an opportunity to confirm, through observations, the development of attachment.
INFANCY (0 - 12 MONTHS)

EXPLORATORY ACTIVITIES
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1** - 0 to 12 MONTHS

**EXPLORATORY ACTIVITIES** - Part 1

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

**Objective**

Students will learn that infants have an inborn need to learn and master their world.

**Class Discussion**

Suppose you were to wake up tomorrow and find yourself unexpectedly in Swaziland. (Show Swaziland on the world map.) What would you want to know? What questions would you want to ask? (Where am I? How can I understand what these people are saying? What does that man have in his hand? What is the lady cooking over the fire? Where does that road go? Where are my parents?)

How would you set about trying to learn about everything there? (You would observe your surroundings, you would try to make the people understand you, and you would try to understand them. You would watch what people do, and imitate them; you would examine the objects in the house to see what they are used for; you would explore the neighborhood hunting for your parents.)

A newborn infant comes into the world feeling much the same way as you would feel, if you landed suddenly in Swaziland. He has almost everything to learn. Fortunately, he has the equipment he needs.

What does he have? (A strong urge to learn and explore; eyes that gradually become able to focus; a mouth to taste things and feel their shapes, a sense of smell and hands to grasp objects.)

What doesn't he have? (Judgment to know what activities will hurt him, or others.)

What does an infant need to learn? (Who his parents are; what they mean when they talk, how to crawl, how to stand and walk, what things can be eaten and what not, and why one has to stop doing something if parents say "No".)

Did you ever see a six or ten month old infant work? How? (If you put a toy beside him just beyond his reach, and watch him try to get it, you will note the intense quality of his effort. Usually an infant will struggle hard until he gets it. He shows that there is an
inner push to explore and learn. If something prevents him from doing something he started to do, he gets frustrated and angry and probably cries.

What can you expect an infant to learn in the first six months? (Write the answers on the board as the students give them.)

1. To know his mother; learned by hearing her voice, and remembering it from his time in utero; learning how she smells and feels, and how she looks and knowing the TLC he can expect from her.

2. To know other family members -- learned by seeing them every day, having them hold him and talk to him.

3. He knows his own bed, his pacifier, the toys he plays with. He knows that some things are bright and some things dark.

4. At about three months he can roll over; soon thereafter he discovers his own hands and feet, and spends considerable time examining them.

5. He learns how certain objects feel by putting them in his mouth.

6. He learns the taste of various foods.

7. He may have begun to understand some words, such as Mama, Daddy, bottle.

8. From about five months on, he knows that he can get his parents to react to him, e.g., they will smile back, if he smiles at them. He has beginning awareness of cause and effect.

What can you expect an infant of six to twelve months to learn?

1. To crawl, stand and walk either holding on to furniture or alone.

2. To understand many words that are said, especially when said with feeling (affection, praise, anger, etc.)

3. To know the uses of many objects learned by crawling about, touching, tasting (and maybe breaking them).

4. To know that parents (particularly fathers) and siblings disappear everyday; and he recognizes them when they come back.

5. To know that his own hand can do some important things -- provide a thumb to suck for comfort, reach for objects he wants to examine, and help guide a spoon to his mouth.

6. To initiate peek-a-boo games.
7. He has begun to be aware that he can make things happen -- e.g., he can signal his parents, and they come.

**Assignment**

Observe an infant for half an hour. Record his/her exact age, and write a one-page report with the following information:

Was your infant exploring and learning during the period observed? What use was he/she making of eyes, ears, mouth, hands and feet? Was the infant relaxed or intense in this activity?

Ask you infant's mother what he/she has learned to do during the past two months.

**Outcome**

Students will have learned that infants have a strong inborn need to explore and learn, which is activated during the first days of life.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4** and **5**.

**UNIT 1 - 0 to 12 MONTHS**

**EXPLORATORY ACTIVITIES - Part 2**

**Objective**

Students will learn how family members can help infants explore their world.

**Discussion**

What does an infant need in order to learn about his world?

1. Intelligence and curiosity. (He/she comes equipped with these).

2. He/she needs to have his/her basic needs (food, warmth, love) taken care of so he/she can use his/her energy for learning.

3. She/he needs opportunities to explore with her/his eyes, hands and mouth in a safe environment.

4. She/he needs support in her/his efforts and encouragement when needed, from her/his family and/or caregivers.

And, they can teach infants a lot, such as giving the infant specific information, e.g., names of objects, how things work, what activities are allowed, what not allowed.

They can teach the infant about feelings - e.g., being gentle with pets; about being happy, or sad, and angry, and being comforted when upset.

They can teach about issues of safety.

The child can learn from his parents just by being with them, observing and imitating what they do, as well as by what they tell him.

**Exercise**

1. Imagine that you are an infant one year old. You have no brothers or sisters. Your father has long working hours and you don't see him very often. Your mother is very busy with her housework. Also, she believes that a child gets spoiled if given too much attention. She is very nice to you when she feeds and cleans you up, but most of the day you are by yourself in your crib or playpen.

PEG-U1-LPs for Grades 4&5.doc
Write a paragraph to describe how you feel when left alone, and tell how much you can learn and explore when confined to your crib and playpen.

2. Imagine that you are one year old in another family. Your mother talks to you whenever you are awake. She tells you the names of objects in the room and you have great peek-a-boo games together. You have a nine year old brother who turns up every afternoon after school. He shows you how to play with your toys. When father comes home from work, he lets you see the world from his shoulders, and when he has to go to the gas station, he takes you with him.

Write a paragraph to describe how you feel in this family, and what you learn from them.

Read the papers aloud and discuss them.

**Assignment**

Interview your mother, asking her when you learned to say your first words, and when you learned to walk.
- Were you an active explorer?
- Did your exploring ever get you in trouble?
- What did your family do to help you learn about your world? To protect you from dangerous exploration?

Take notes on your interview and be prepared to report in class.

**Outcome**

Students will have learned that infants need the help of family members in their exploration and learning.
Objective

Students will learn that limit-setting is an important aspect of parents’ work.

Class Discussion

From their interviews with their mothers, ask the students to report on their answers to the questions:

Did your exploring ever get you into trouble?

How did your family protect you from dangerous explorations?

(Answers will include baby-proofing rooms, teaching the meaning of "no", restraining, explaining, even occasional swats on the diaper.)

Teacher’s Explanation

These activities in parents are called limit-setting. They are very important because:

1. Infants do not have ability to judge which situations are dangerous or what actions are destructive.

2. The way infants develop this ability is by understanding and responding to the limits their parents set.

Exercise

In five minutes, write down all the situations you can think of, when infants need to have limits set.

Have the students read their answers, which should include:

1. When the infants might hurt themselves, e.g., by sticking their fingers in an electric plug.

2. When they might break family treasures, e.g., by pulling things off a table.
3. When they might hurt another person, or an animal, e.g., putting their fingers in a dog's eyes.

Discussion

Do you think that limit setting is the same as punishment? (No, limit-setting is acting on the child's behalf, where the child is not able to act appropriately himself, or to control himself. That act may have to do with protecting the child from hurting the self or others; it may be helping the child learn social rules and appropriate and reasonable behaviors. Punishment is given when a person knows he shouldn't do something, but for some reason does it anyway. Then parents, acting as an outside conscience, inflict some discomfort or loss of privilege, as a result. An infant is too young to know what he is allowed to do, and not allowed to do, so punishment for him would be inappropriate. He does need a great deal of limit-setting, which means teaching him desirable behavior over and over again until he understands.

Imagine that you are a toddler, and are reaching for a hot tea kettle, which is sending out a beautiful cloud of steam. Just as you nearly have it, your mother snatches it away, and spanks you on your diapered behind. How do you feel about this? (Angry, frustrated, as if your mother doesn't love you.)

How can parents help an infant accept limits? (Explaining why, even when the infant is very young, hugging the child to show that the parent loves him, even when the answer is "no". This will be considered in detail in the next lesson.)

Assignment

Make a list of 5 things an infant is not allowed to do.
Make a list of 5 things you are not allowed to do.
Make a list of 5 things adults are not allowed to do.
Write a paragraph explaining why limits help people.

Outcome

Students will understand that limit setting helps a child develop judgment about allowable and non-allowable activity, and that it is part of parent's work to set limits.
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for Grades 4 and 5.

UNIT 1 - 0 to 12 MONTHS

EXPLORATORY ACTIVITIES - Part 4

Objective

To understand that limit-setting is necessary at every phase of the life cycle.

Class Activity

From their homework assignments, students will make a composite list on the blackboard, of activities that infants, children and adults are not allowed to do. Consider the following questions:

If no limits were set on infants, what would happen to them?

If 4th, 5th, or 6th graders had no limits to go by, what would happen to them?

Who sets limits for adults? (The rules they grew up by, their employers, the laws of the country, their religious beliefs).

How do limits help people? (Have the students read their answers from their assignment.)

Sometimes people of all ages fight against limits. Why?

Give some examples of limits you would consider unreasonable.

Give some examples of limits you would consider reasonable.

Outcome

Students will view limits with increased respect.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**EXPLORATORY ACTIVITIES - Part 5**

**Objective**

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

**Class Discussion**

1. Imagine that you have been hoping to watch a good TV program, but your mother says you have to go to bed, because tomorrow is another school day. How do you feel?

2. You have a friend you like a lot who is taking drugs. Because your parents know about it, they don't want you to be with him/her in your free time, and will not permit you to invite your friend to your birthday party. How do you feel? How would you feel if your parents **didn't** limit you, knowing that drugs are dangerous for you?

**Teacher's Explanation**

Babies have the same feelings about limits that you do, but for them limits are even harder, because infants can't put their feelings into words. Picture this situation:

Two year old Billy was visiting Janet, also age two, and wanted to play with her toys. He grabbed them, and Janet screamed and grabbed them back. Janet's mother told her that she should share with Billy, and when Janet wouldn't, her mother took a toy from her, and handed it to Billy. How do you think Janet felt?

Janet couldn't talk well enough to tell her mother how she felt, so she screamed and hit her mother. How do you think her mother felt about that?

Do you think Janet felt upset because she hit her mother? Why or why not?

Do you think her mother should punish her by hitting her back? Why or why not?

All parents and all children sometimes get angry at one another. Do you think they should tell one another how they feel (after the children are old enough to talk)?

Do you think that Janet would understand it if her mother explained to her about sharing and not hitting?
Is there any way that her mother could have helped Janet share? (Mother could tell Janet that she understands how she feels, and ask Janet to decide which of her toys she could let Billy play with for a little while; mother would allow Janet to hold on to her favorite toy.)

Do you think that children really want to please their parents? If you think so, why do children sometimes do things that are not allowed? (They forget, they do what other children suggest, they feel pressured to do something that seems irresistible, sometimes they want to see if they can get away with doing something their parents don't want them to do; and sometimes, when upset and angry, they may be trying to see if their parents really care about them).

Summary

Babies, children and parents all feel frustrated and angry when prevented from doing something they really want to do. This is a natural feeling. What helps limit setting, however, is that children although angry about limits, down deep understand that their parents are protecting them.

The best way to handle angry feelings is to talk about them. Babies understand more than most people think they do, especially when explanations 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. They will also understand that limit setting is a valuable and protecting parenting activity.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for GRADES 4 and 5.

**UNIT 1 - 0 to 12 MONTHS**

**EXPLORATORY ACTIVITIES - Part 6 - VISIT OF MOTHER AND INFANT**

**Objective**

Review lesson.

**Preparation for Visit of Mother and Infant**

1. The students will review the outline of observations in their notebooks, and add the heading "Exploratory Activities".

2. Discuss:

   - What do babies know when they come into the world? (Mother's voice and smell, how to suck, breathe, eliminate.)

   - What do they need to learn? (To get acquainted with their family, and to interact with them; to understand speech, to talk, to crawl, to walk, to play with toys, to eat with utensils, and to know the names of objects; they also need to learn that some activities are not appropriate, and that their parents will protect them from hurting themselves or others, or harming property, by setting limits for them.)

3. Review with the students what infants at different age levels can be expected to know. (See Exploratory Activities - Part 1).

4. Students will think of questions to ask the mother.

**Visit**

Bearing in mind the age of the infant, the students will note what the infant looks at; the way he differentiates between mother and other people; his ability to play with toys; the way he explores the room.

The student will record in their notebooks the age of the infant on this date, what he has learned, how his mother helps him learn, and how she set limits for him.

If the infant is **six months of age or less**, the students will ask such questions as:

   - What has he learned since he was born?
   - Do you talk with him a lot?
Do you think he understands what you say to him?
Does he know how to signal to get your attention?
Does he know everyone in the family?
Does he have favorite toys?
How does he go about exploring?

If the infant is between six and twelve months of age, the following questions may be added:

Does he play peek-a-boo games?
Has he learned to crawl and stand?
Can he walk holding on to furniture, or alone?
How does he explore?
How does he use his hands and mouth?
Does he try to talk with you in baby language?

If the infant is between twelve and twenty-four months, the following may be added:

Can he talk yet? How much?
When you cook, do you let him watch you?
Does he ever get into the cupboard and pull things out?
Does he try to eat things he shouldn't -- like the food in the dog's dish? What do you do then?
Do you tell him the names of things he looks at in the room?
Do you look at picture books with him?
What kind of games do you play with him?
How did you teach him to go up and down stairs? Has he had any falls from climbing?
Does he get angry when you say "no"?
What do you do if that happens?
Do you explain to him why you said "no"?
Do you ever give him a swat on the bottom, or a slap on the hand?
If you do this, what do you do afterwards?
Do you think he has learned to keep away from hot stoves?
Does his father teach him things, too?

Desk Work

Record today's observations in notebooks.

Outcome

Students will have become more aware that an infant has many things to learn, has a strong inner drive to learn, and that his pressure to explore needs to be modulated by parent-imposed kind, thoughtful, and clear limits.
INFANCY (0 - 12 MONTHS)

DEVELOPING TRUST
Objective

Students will learn that the development of trust is necessary for healthy emotional growth.

Discussion

1. Students will be asked to talk about their pets.
   If you call your dog or cat, does it come to you? Why? (He expects something good to happen.)
   If you pick up your dog's leash, how does he act? Why? (He trusts you to take him for a walk).

2. Students will tell about their infant brothers and sisters.
   If the baby cries, and someone in the family picks him/her up, what happens? Why?
   If a strange person would pick up him/her, what would happen? (He/she might cry louder, because he/she hasn't learned to trust people outside the family yet).

3. Students will volunteer their own definitions of the word "trust". The definitions should contain the idea that trusting a person means that you know you can expect good things from him or her.

4. Why is trust so important? (If you couldn't trust anyone, you would always be worried that bad things would happen to you.)

Teacher's Explanation

Learning to trust begins in the earliest days of life. The infant, waking up hungry, soon learns that his cry will bring his mother with milk. When this happens over and over again, he learns that he can count on her. If it is necessary to delay the feeding (e.g., if they are enroute home from the Supermarket) she will talk with him to help him wait. Even if the feeding is late, he knows that it will come before long. When mother, father and other members of the family pick up the baby, play with him, and tell him how great he is, this helps him develop trust in them because he feels loved and valued. He comes to expect that they will always be available to help and comfort him. As the infant grows older, these feelings of trust extend to persons outside the family as well.
Writing Assignment (to do in class)

Imagine that you are a baby in an orphanage. You are three months old, and all you have ever seen is the row of fifteen cribs in this big room. You are feeling very lonely. You want someone to hold you and cuddle you. You cry. The nurse has so many babies to feed and diapers to change that she doesn't come then, even though you cry and cry. Finally you stop crying because she doesn't come. Try to feel what this child feels, and answer the following questions.

1. You wanted to be held, and you cried and cried for the nurse, and she didn't come. What made you stop crying?

2. The nurse always does come by some time to feed you. Were you sure of that, or did you feel anxious that she might not come?

3. Why do you think she just feeds and changes you and then leaves, without playing with you?

4. How do you feel about having one nurse in the morning, one in the afternoon and one at night? Is it confusing?

5. Do you feel you can really count on anybody?

6. How would things be different for you if you had a mother and father?

Read and Discuss the Students' Answers.

Answers should include the anxiety and anger infants experience by overly long delays in having their needs met; that with several people caring for an infant, it is difficult for him to develop trust in one special person; that the best of nurses cannot spend the time and give the TLC which a mother and father can.

Outcome

Students will have gained an appreciation of the importance of trust, and of how its development starts.

Homework Assignment

1. If you have a brother or sister under two years of age, make a list of the people the baby trusts, and explain how he or she shows this feeling of trust.

2. Others in the class will make a list of 10 people inside or outside your family, whom you trust. After each name write a sentence explaining why you trust him or her.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5.**

**UNIT 1 - 0 to 12 MONTHS**

**DEVELOPING TRUST - Part 2**

**Objective**

To gain an understanding of the building blocks of trust.

**Activity**

1. Several students will read about their lists of people whom they trust. Reliability, affection and honesty should be among the qualities emerging from the lists. As specific qualities are mentioned, the teacher will write them on the board, recording duplications by marks. For example:

   She gives me presents:         //
   She always comes when she says she will: ///
   He delivers the mail right on time:  //
   She likes me a lot:              ///
   He never says mean things behind my back: ///

   **Discuss** the feelings we would have, if parents could not be trusted to take care of us, if teachers stayed away from school half of the time, and if friends were warm one day and cold the next.

2. The students with infant siblings will read their papers.

   How did the babies come to trust their parents? (The parents have always come to their rescue and parents and siblings have made them feel valued.)
   When a baby becomes about six months old, he knows that he can count on his parents, and he is attached to them. When they leave to go to work, or to the store, or out for the evening, this is very hard for him because he hasn't learned yet that if they go out, they surely will come back.

   Which plan 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 two situations, and discuss which approach will help the baby to trust his mother.
How can you, as the brother, sister or friend of a baby help him learn to trust you? (Be friendly, but approach him gently and slowly, not roughly; take your time, be with him often, and don’t expect him to be friendly right away; talk with him; play peek-a-boo games; watch his face -- if he looks upset or worried, he is telling you that he has had enough for this time.)

How can an infant be helped to trust people outside the family? (By trusting his parents first; by observing their friendliness toward persons outside the family.)

Outcome

Students will understand how parents, and they themselves, can help an infant develop trust.
INFANCY (0 - 12 MONTHS)

THE ORAL PHASE OF DEVELOPMENT
**PARENTING FOR EMOTIONAL GROWTH:**  
Lesson Plans for GRADES 4 and 5.

**UNIT 1 - 0 to 12 MONTHS**

**THE ORAL PHASE OF DEVELOPMENT**


**Objective**

To learn about the purpose of oral activity in infants, and how this can be optimized.

**Teacher Presentation**

People aren't born with their personalities all developed. Personalities develop in stages which are called "phases" of development, like chapters in a book. (According to one theory of development, you, for instance are in what is called the **Latency phase**, in between being a small child and being a teenager.)

According to this theory, the **Psychosexual theory**, during the first year or so of an infant's life he is in the **Oral phase**. (Have students define the word "Oral.") In this phase, the infant's mouth is a vitally important part of his body. Why do you think this is? (Of course, eating is as crucial for survival as is breathing and the elimination of food waste products. It is not as imperative that the infant immediately develop the use of his arms, legs, speech etc.; and, much of his earliest activity when awake is to eat.)

Because eating is necessary for his survival, nature provides newborns with a well developed ability to suck. This ability not only gives him the food that he needs, but brings his mother close to him, and that helps to build his first important human relationship.

Sucking enables the baby to take in the food that he needs, and it has other purposes, too. Can you think what they might be? (Engagement, self-comforting, exploration of objects.)

Even when an infant has finished his meal and is no longer hungry, he may want to suck some more. He puts his thumb into his mouth, or looks for his pacifier. With either thumb or pacifier he seems very contented.

Do you think a baby should be allowed to suck his thumb? Why or why not? (This is one of the first steps he can take toward independence -- he comforts himself instead of crying for assistance; on the other hand, some people worry that thumb-sucking may harm the teeth; actually, it rarely does, because the child normally outgrows the need for thumb sucking before the teeth are damaged.)
You have observed that infants want to put any objects they can get hold of, into their mouths. Why do they do this. (They learn about objects in this way, whether they are hard or soft, large or small, edible or inedible).

The teacher will ask the students to close their eyes, while she puts an object in a hand of each one, a wrapped hard candy. The students will unwrap the candy and put it in their mouths. They will then discuss what they have learned about what is in their mouths: it is hard, it is round, it is sweet, it has a flavor, it melts when sucked.

Since a lot can be learned by putting objects in the mouth, should infants be allowed to do this? (Yes, this is a most important way of learning during the first year.) What about germs? (Infants have immunity against ordinary germs.) When would you take something away from an infant? (If it is too dirty, if too small and likely to cause choking, if too fragile, or if it is a household treasure.)

The mouth being a most important organ during the early months, would it make an infant happy if you fed him constantly? If you give an infant a bottle when he is hungry for a hug, he may accept the bottle, but it will not gratify him the way a hug would.

**Exercise** (write in class)

1. Describe how a year-old baby uses his mouth.

2. What can parents do to help a baby have a good Oral Phase?

**Read and Discuss the Papers**

**Outcome**

Students will have understood the characteristics of the Oral Phase and what parents can do to promote the infant's development.
Objective

To observe the indications of trust displayed by the infant toward his mother; and to note the way he uses his mouth for exploring and for self-comforting and how the mother facilitates these.

Preparation for Visit

1. The students will review the outline of areas to be observed, and will add "Developing Trust", and "Oral Phase" as new headings.

2. The teacher will review the material previously learned about "Attachment" as groundwork for "Developing Trust", and the material from "Exploratory Activities" relevant to the "Oral Phase."

3. The students will think of questions to ask the mother.

Visit of Mother and Infant

The students will observe the infant's development in the areas of their outline, and will ask questions on today's topics such as:

Do you think your baby trusts you?

How do you help him learn to trust you?

What good does it do to explain things to him at this age?

If he really trusts you, why does he cry when he is hungry, instead of just waiting for his bottle?

How can you help him learn to trust other trustworthy people besides yourself?

Why does he put things into his mouth that he can't eat? Do you let him? Don't you worry about germs?

Does he suck his thumb or fingers?
Do you think it is all right for him to do this? What would happen if you kept pulling his thumb out of his mouth?

To a baby, is a pacifier as good as a thumb?

**Desk Work**

The students will enter their observations in their notebooks.

**Outcome**

Students will have confirmed by observation whether or not the baby is developing a trusting relationship toward his or her mother, how the mother helps the child build trust. The student will also observe some of the characteristics of the oral stage of development.
INFANCY (0 - 12 MONTHS)

AGGRESSION
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

AGGRESSION - PART 1

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

Objectives

(1) A beginning understanding of the four types of aggression;

(2) Learning the connection between the experience of excessive unpleasure and the development of anger and hostility.

Class Discussion

The students will be asked to define what they think the word "aggression" means. They will give examples of aggression they have seen on the playground, or in the classroom, or on television, or have read about in books.

What kinds of feelings are in the aggression you have been describing? (Hostility, anger, revenge).

Can you think of any other feelings that are in aggression? E.g., What about a small child who is stretched out on the floor pulling the cat's tail? Is that aggression? What feeling does the child have in doing that? (Pleasure in teasing and hurting.)

What about the feeling you have when you are chewing on a chicken drumstick? Is that aggression? (Yes, but it is not hostile aggressiveness; the food is destroyed to provide the nourishment you need to survive.)

In summary, there are three kinds of destructive aggression:

1. The kind that isn't hostile - chewing your food.
2. The kind that takes pleasure in teasing or hurting.
3. The kind that comes when something very painful happens to a person, and makes him feel angry and hostile toward the person responsible.

There is also a kind of aggression that is not destructive. Can you think of an example of that? (Sports, "tackling" a homework assignment, etc.) The feelings you have in this
kind of aggression are confidence, energy, self-respect). We will deal more with that type, called assertiveness, in a later lesson.

Today we shall think about **hostile destructiveness** (or **hostility**), the third kind we spoke of, which begins with what we call excessive unpleasure. **Excessive unpleasure** means having something happen that upsets you very badly. When you are very hurt, it makes you angry; and if it is a very, very painful thing that is happening to you, you become hostile to the person who, you feel, is responsible.

Do people ever become angry or hostile for no reason? (No, there is always a present or past reason. One cannot always see the reason, but there is one. E.g. A student may have been knocked down on the playground by a bigger boy, and then go home and trip up his little brother.) The reason a person is angry or hostile is **always** because he has experienced excessive unpleasure.

Why is it important to know this about anger and hostility? (You can then understand that the aggressive person is not just being nasty, but has a reason for his action; you can be more sympathetic with his feelings; you can try to deal with him in a reasonable way; when you are angry yourself you can learn to talk about the reasons, and that will help solve the problem.)

Do babies and old people have feelings of anger and hostility? (These feelings begin in infancy, and continue throughout life, because there is no time of life free from experiences of excessive unpleasure. Therefore, it is important for everyone to learn to cope with these feelings, and for parents to know how to help their children deal with them.

**Outcome**

The students will have an enhanced understanding that angry and hostile feelings grow out of experiences of excessive unpleasure.

**Assignment**

Imagine that you are an infant eight months old. Write a page describing what experiences of excessive unpleasure you have been having. How have they made you feel? What did your family do to help?
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS
AGGRESSION - PART 2

Objective

To help the students understand more about the connection between excessive unpleasure and hostility.

Class Activity

The students will read and discuss their papers about the unpleasure experiences of an eight month old child.

Summary and Discussion

Babies develop angry feelings for real reasons. They can be helped to recover from these feelings. How would you help the babies in these examples?

1. Jason's mother was caught in a snowstorm while out shopping, and returned home late. Jason age 8 months has been missing his mother, and when she comes in, he starts crying in an angry way. What should she do? (Pick him up, tell him where she was, soothe him, allow him to express his feelings in acceptable ways.)

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

2. Father is alone with 11 month old Robert, who has been crying for fifteen minutes. Father has tried giving him a bottle, has changed his diaper, and has handed him a toy, but nothing has worked. Do you think it would make Robert stop crying if father would spank him? (No, this wouldn't tell father why Robert is crying and would upset Robert more. It would be better to check to see if Robert has a fever, to hold him and talk to him, reassuring him that mother will be home soon.)

3. Annie age 12 months, has learned to toddle, and loves to explore. She was just about to explore the air conditioner plug in the electrical outlet 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 firmly, tell her she is not allowed to hit, 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 that Annie was **bad** because she **felt** angry when mother pulled her away from the plug? (No, she had a strong wish to explore, and was upset when prevented from doing so; and she did not like being brusquely pulled away, even by her mother.)

Was she bad because she hit her mother? (No, she doesn't understand yet that hitting is not a good way of expressing anger.)

Why isn't it a good way? (It hurts her mother, and Annie will feel very upset afterwards, because even though she is angry at her mother, she loves her. When we hurt people we love, we feel that we are bad.)

Why would her mother comfort Annie when she did something she shouldn't? (It makes Annie feel loved, helps her to listen to what mother is telling her, and helps her accept it and learn it better.)

**Assignment**

Write a paragraph about each of these ten month old babies:

1. Maria sometimes gets angry if her mother leaves her with a baby sitter, or prevents her from playing with the detergent in the kitchen cabinet. Her parents have always tried to relieve her upset feelings, by explaining why they set a limit if one is necessary, and by comforting her.

   When Maria gets to be ten years old, how do you think she will deal with things that make her angry? Why?

2. Frannie's parents are too busy and too tired to talk with her. When she is upset and angry, they tell her to stop crying. If she doesn't, they say "If you don't stop, I'll give you something to cry about, and then they spank her. How do you think this makes Frannie feel?

   When Frannie is ten, if things don't improve how do you think she will deal with situations that make her angry?

**Outcome**

Students will understand the connection between excessive unpleasure and hostility; and that communicating, limit-setting and comforting help infants cope with their angry and hostile feelings.
**Objective**

Students will learn that the patterns for dealing with aggression learned in infancy have great bearing on later development.

**Review of Principles Previously Discussed**

When a person is angry, there is always a reason. A person becomes angry when something has made him very upset.

People of all ages, including babies, experience anger.

To feel anger is natural; however, people have to learn to deal with these feelings in a constructive way, one that is not destructive, and does not hurt others. (Regrettably, sometimes defending oneself causes hurt to others.) Young children, sometimes when angry, will hurt themselves, rather than striking out at mother.

Talking, reassuring, setting reasonable limits and comforting, are the best ways to help infants deal with anger.

**Class Activity**

Read and discuss the students' papers about Maria and Frannie.

**For Further Discussion**

Maria and Frannie asked their mothers if they could go downtown together to see a parade. Their mothers both said no. Both girls felt it unfair that at ten, they weren't considered grown up enough to do this.

Remembering the relationship Maria had with her mother in infancy, do you think that she could talk with her mother now about how she felt? Why or why not? How do you think that Maria and her mother might work this problem out? (Because Maria and her mother learned to communicate from Maria's infancy on, they can communicate now.)

Do you think that Frannie could talk with her mother about how she felt? Why or why not? (She was always told to stop crying from the time she was an infant, and not
If Frannie couldn't talk with her parents, what might she do with her angry feelings? (She might sneak off downtown, or she might pick a quarrel with a friend, or she might "accidentally" break one of her mother's dishes.)

If you were to see a teenager painting graffiti on a building in your neighborhood, or break a window, what would you think? (He is angry with the people around him, he doesn't know how to handle his angry feelings, he doesn't have anyone to help him deal with them constructively. He is taking his feelings out on the building and on us because we have to look at it.)

If you see a baby screaming in rage, what would you do? (Talk to him, pat him, give him a pacifier, bring his parents to him.)

Why is it important that infants not have too many, too painful experiences? (It causes them to feel that the world is against them, that pain is what living is all about, and builds hostility into their personalities.)

Can an infant who has had many painful experiences and easily becomes angry, be helped to change? (Yes, with a great deal of TLC, and understanding, and the sooner the better!)

**Outcome**

Students will understand that the way anger and rage are responded to in infancy leads to good, or poor, patterns of anger and rage resolution as the child develops.

**Assignment**

In the first lesson on Aggression, we said that there is one form, called **Assertiveness** that is not destructive or hostile. This kind results in feelings of confidence, energy and self-respect. Describe two examples of assertiveness that you have heard about, seen, or experienced yourself.
**Objective**

To learn the value of assertive behavior in the attainment of our goals.

**Class Activity**

The student will read their examples of assertive behavior.

**Summary and Discussion**

The words Aggressiveness and Assertiveness are often used in the same way. However, we think of Assertiveness (in reasonable degree) as the side of Aggressiveness that is generally constructive, and helps us attain our goals.

Assertiveness helps us learn; it goes along with curiosity, exploring and perseverance.

Being assertive proclaims that you know you have rights as a human being, and feel entitled to them; and that you respect yourself. For example, if you are standing in line waiting to buy movie tickets, and someone pushes in front of you, he is being inconsiderately aggressive. If you tell him that he is taking your place, and point out the end of the line, you are being assertive. If you become angry and hit him, your assertiveness is going over the line into hostility.

Does everyone have rights? What rights do you have? (To be taken care of, to have food and a home, to have a doctor when sick, to have an education, to be loved).

Do you have to assert your right to these things? (Most children don't because their families are there for them. If a child doesn't have a family to care for him, the law asserts his rights for him, and sees to it that he is given protection and a home.)

In everyday life there are times when a person has to assert his rights -- to protect his own property, for instance. It is not always an easy thing to do to assert one's rights.

One day Jim's bicycle disappeared, and later he saw his schoolmate Walter, a much bigger boy, riding around on one which looked exactly like his. What should Jim do? There are several possibilities:

1. Let Walter have it, because he is bigger and may beat Jim up if he claims it.
2. Tell Walter that if he returns his bike, Jim will not report him.
3. Tell Walter that the bike has a hidden identification mark on it, and that unless Walter returns it at once, he will be reported to the police.
4. Jim could go to the police right away without talking with Walter.
5. Jim could bring his father over to talk with Walter's father.

What do you think would be the best thing to do? Would the approach you choose be assertive, or hostile?

Earlier in the lesson we said that a reasonable amount of assertiveness is a good thing.

Is it possible to be too assertive? What would such a person be like? (He would always be thinking of his own rights, and not considerate enough the rights of others; he would always have a "Me first" attitude.)

Adults have rights and children have rights -- what about infants? (They have the same rights -- to be loved and cared for, respected and understood, fed, taught and kept well.)

What are some of the ways that infants assert their rights? (Body language, facial expressions, crying) Examples:

Mother hands six month old Larry over to a visitor who wants to hold him. He responds by turning away from the visitor and holding his arms out to his mother. He is experiencing anxiety about being held by a stranger, and asserting his right to his mother's lap.

Fourth month old Jeannie is on the floor a few feet away from a set of teething rings. She wants them, but can't quite reach them. She stretches and wiggles, and rolls over, and stretches again, until finally she gets them. She is asserting herself in accomplishing her goal. This kind of assertiveness will help her later to become a good student.

Twelve months old Ellen needs help in controlling her assertiveness. Having just learned to walk, she is all excited, in constant motion, "all motor and no brakes". Her parents are trying to calm her, to slow her down a bit, while allowing her to do a good deal of exploring.

One of the ways infants build up a sense of self-respect is by being encouraged to be reasonably assertive.

Outcome

The students will understand that a reasonable self-assertiveness enhances learning and self-respect.
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**AGGRESSION - Part 5 - VISIT OF MOTHER AND INFANT**

**Objective**

To see and hear about how the mother responds to and deals with the various aspects (types) of aggression, hostile destructive and nondestructive (assertiveness) displayed by her infant.

**Preparation for Visit**

1. The students will review the outline of the areas to be observed, and will add the heading "Aggression".

2. The teachers will review with the class the material regarding the types of aggression and the cause of hostile destructiveness (aggression), as displayed by an infant.

3. The students will think of questions to ask the mother.

**Visit of Mother and Infant**

The students will check out the general areas of the development of the infant, and with respect to aggression will ask such questions as:

- Do you think your baby has any really painful ("unpleasure") experiences? Like what?

- How does he react to unpleasure? When it's mild? When it's seems to be too much for him?

- Can you tell by his expressions (feeling tone, gestures, actions) when he is really angry? What do you do to help him?

- Taking his age into account, suppose he is angry at you because, according to what he or she is feeling, she or he has been

  (a) waiting "too long" for feeding;
  (b) being put down to bed;
  (c) for not letting him or her play with something dangerous, and (s)he hits you; in each instance, what do you do?
Are there some times when he is not angry, but is emphatically asserting his rights (as when a relative picks him up and the baby pulls away and holds out his arms to mother, or when he throws his toys into his toy box)? What do you do then?

Do you encourage him to assert his rights (when it is appropriate for him or her to do so)? Why do you do that? And, how do you do that?

Desk Work

The students will record today's observations in their notebooks.

Outcome

Students will have confirmed that a mother can know that when her infant experiences excessive unpleasure, he or she will express anger, and how the mother can then be helpful in helping the child express it reasonably. The student will also see that mothers can and at times have to help their infants show appropriate assertive (nondestructive aggressive) behavior.
INFANCY (0 - 12 MONTHS)

DEPENDENCE
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 4 and 5.

UNIT 1 - 0 to 12 MONTHS

DEPENDENCE

Reading for Teacher: Textbook UNIT 1, pp. 112-117.

Objective

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

Class Discussion

Write on the board the words "independent" and "dependent". Ask the students to define them. Is there anyone in the world who is completely independent?

How about the President of the United States? On whom is he dependent? For what?

Do your parents depend on anyone? For what?

What about yourself? On whom are you dependent? For what?

Babies during the first year of life are the most dependent of all human beings. They depend on their parents for physical care, emotional care, and for help in learning to cope well, what we are calling "adaptational help" (like parents teaching, limiting setting, socializing, etc. all in order to help their children grow well).

On the blackboard make three columns with the above headings, with a student scribe for each. The class will make suggestions about the dependency needs in each category.

Discuss: Do you think parents should try to meet all of the infant's dependency needs?

If a mother holds the baby whenever he wants to be held, will he ever want to get off her lap? Won't he want to always be a little baby, and not grow up? (No, from the age of six months on, infants display a strong urge to explore their world, and to do things independently. They depend on their parents for both things: love and cuddling, and also encouragement to do things themselves.)

Outcome

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

THE BEGINNINGS OF INTELLIGENCE
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 4 and 5**.

**UNIT 1 - 0 to 12 MONTHS**

**THE BEGINNINGS OF INTELLIGENCE -- PART 1**

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

**Objective**

To learn that the development of intelligence proceeds in an orderly manner from birth.

**Class Discussion**

Would you say that a newborn baby has intelligence? (He has the equipment -- a brain and five senses, to use in developing intelligence.)

On the blackboard make a list, provided by the students, of what a newborn knows, and can do, in comparison with what a two-year old knows and can do.

<table>
<thead>
<tr>
<th>Newborn</th>
<th>Two Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to breathe, how to suck</td>
<td>Can walk, run, jump and climb.</td>
</tr>
<tr>
<td>Can see, although not very well</td>
<td>Can see, and knows the names of many of the things he sees.</td>
</tr>
<tr>
<td>Can hear, and recognize the voice of his mother.</td>
<td>Can hear, and recognizes the voices of family members and friends, and the sounds of animals, cars, airplanes, etc.</td>
</tr>
<tr>
<td>Can smell, and by using this ability, can recognize his mother.</td>
<td>Can recognize the meaning of many words.</td>
</tr>
<tr>
<td>Can cry, and in this way bring help.</td>
<td>Can use a good many words, and phrases. Understands that it is OK to do some things, but not others. Is toilet trained, or on the way to it.</td>
</tr>
</tbody>
</table>

PEG-U1-LPs for Grades 4&5.doc
Has learned to love family members, and probably a few other persons.

Is interested in other children, and is beginning to learn to play together, but may not yet be able to share toys.

These are amazing accomplishments in two years time. How do you think the infant does it?

With his eyes, scanning his environment.
With his ears, listening to sounds, and sorting them out.
With his hands, reaching and touching.
With his mouth, pulling in objects to feel their hardness, softness and taste.
With his urge to learn, putting objects in boxes, reaching for things from tables, pulling drawers open, climbing up on chairs, etc.
With his feelings, finding out what he does that brings approval and what brings disapproval.

Teacher's Explanation

The infant uses this equipment of his in an orderly sequence. (This material may be written on the board, and be copied by the students.)

1. As a newborn, he can be observed looking steadily into his mother's face when feeding. Through his gazing, and through his recognition of the way she smells and the way she moves, he gradually learns an important first lesson -- who his mother is.

2. By three months of age, his activity begins to be intentional. He explores his own body, and those to whom he is becoming attached.

3. From the third to the fifth month, the momentum of his explorations increases.

4. By six months, he shows pressure to explore, is more organized about it, explores for longer periods at a time, and has a greater concentration span.

5. From six to twelve months, there is an upsurge in the development of skills. For example, he learns to identify parts of his body; he learns if he pushes something it will move; if he hits another child, he will get a reaction to it; if he hugs his mother he will get hugged in return. He begins to grasp the idea of causality, that is, of cause and effect. When he learns this, he has begun to understand about intentionality -- which means to do something because you want to do it, that is, with intention.

6. From twelve to twenty-four months, the child becomes competent physically to the degree that he can walk, run, jump and climb, feed himself, and participate in dressing
himself. He understands most of what is said to him, and is adding daily to the words and phrases in his vocabulary; he constantly practices his motor skills by putting things together and taking them apart.

He knows his relatives, and relates in a selective way to them, in contrast to his way of relating to strangers.

He has learned, or is in the process of learning and accepting the discipline of toilet training.

He has learned many cause and effect relationship, including which behaviors are acceptable and which are not.

Assignment

Interview the mother of a child two years old or younger. Write a page, giving the following information:

First name and exact age of child.
What things has the child learned to do?
Does the mother think he or she was especially quick in learning some things?
Does she think that he or she was especially slow in learning some things?
What does the mother do to help the infant learn?
Do other relatives or friends help with this?

If you do not know a family with this age child, ask your mother to recall your learning experiences between birth and two.

Outcome

The students will appreciate the great amount of learning that takes place during the first two years of life, and will understand some of its sequences.
**Objective**

An introduction to some key concepts about the development of **intelligence** developed by Psychologist Jean Piaget.

**Teacher's Explanation**

Here again is someone you will want to know: **Jean Piaget**, Psychologist  Born, 1896, in Neuchatel, Switzerland, he died 1980. Showed an early interest in science: at age 10, he wrote an article about an albino sparrow. At age 15, his publication on mollusks made him known to international specialists. At age 22, he obtained his Doctor's degree in Science: then he turned his interest to psychology.

At age 24, his research on why some children fail school tests on reasoning, led to his being offered a position as Director of the Institute Jean J. Rousseau in Geneva, Switzerland. He became a professor of psychology and before he died he had written thirty books, mostly about children and how they learn. The first book was *The Language and Thought of the Child*, and the last was *The Early Growth of Logic in the Child*.

Piaget called the development of intelligence of the first two years the **Sensori-Motor** stage, because it takes place mainly through the senses, and movement, as we learned last time. The child in his explorations gradually connects newer experiences with older ones, and learns in this way.

Piaget, along with most other child development specialists, believed that the development of intelligence and learning goes hand in hand with emotional development, because intelligence and feelings interact, and this interaction helps or hinders a person's progress.

Piaget also did research on how we develop our memory. We shall learn about that in the next session.

**Class Activity**

Several students will read their papers resulting from their interviews with mothers. Reported incidents of children's learning will be seen as examples of Piaget's concept of sensori-motor learning, and the learning sequence of the previous lesson. Examples of parents helping and encouraging their infant's learning such as smiling responsively when the infant smiles will be connected with Piaget's concept of the interaction of emotional
and intellectual development.

The teacher will emphasize how the child's physical activities and explorations give evidence of his burgeoning intelligence; and also will draw attention to the child's beginning recognition of causality, and of his gradual discovery of the world in which he lives.

Assignment

Write answers to the following questions:

1. Do you agree with Piaget that mental and emotional development interact, proceed together, and influence each other? Why or why not?

2. Describe a healthy emotional environment that will encourage an infant to learn.

3. Through no fault of her own, Frannie (the girl we discussed in the lessons on Aggression, parts 2 and 3) has not had the kind of healthy emotional environment that would encourage learning. Just now she is having a very difficult time with math. What can be done to make it easier for her to learn, now that she is ten?

Outcome

Students will have learned the concept of Piaget (and other child development specialists) that emotional and intellectual development proceed together.
INFANCY (0 - 12 MONTHS)

THE DEVELOPMENT OF MEMORY
Objective

To learn how and when memory develops.

Class Activity

Call on several students to read their responses to the questions regarding the interaction of emotional and mental influences in the development of the self. Discuss.

Teacher's Presentation of Material on Memory Development

A person's brain is believed to function somewhat like a computer. It is programmed to record memories, which it does from birth.

There are two kinds of memories, conscious and unconscious ones. Conscious memories are useful as building blocks which enable us to learn more and more. Because you learned your ABC's in kindergarten, you were able to learn to read in first and second grades, and because you learned to read you are now learning about science and literature and many other things.

Many of our memories are stored away out of sight; that is, we are not aware of them. We know about them only because of the influence they have on our feelings. We call these unconscious memories. Although they are unconscious, they are nonetheless very important to us. An example of the influence of unconscious memories would be a friendly, trusting feeling a person would have toward other people, because out of his awareness (unconsciously), he remembers being treated in a loving, reliable way by his parents. Another, a negative example might be a feeling of fear about getting into disagreements with a friend because one fears this might lead to arguments. A person might have such fears because of unconscious memories of many painful, hurtful fights between his parents that led to their having a troubled marriage.

Do you think that you ever forget what you have learned? At big test time, you may think so, but there is a good chance that you really don't. You may not be able to remember at a given time, but most of your experiences, especially the important events in your life are on file in that part of your memory that is unconscious. Have you ever forgotten a person's name, and tried and tried to remember it, and finally did? That
memory was somewhere in your brain, perhaps in your unconscious memory storage place, your unconscious mind. There is much for scientists to learn still about this.

Memory is a remarkable, great "function" of our brain; it is a necessary tool for living in our world. Actually, this function of remembering, memory, Piaget told us develops. In your notebooks, record the definitions (from the blackboard) of the two stages memory development goes through, which can be described as two types of memories:

**Recognitive memory**, the first type to appear Piaget said, is used when one recognizes a person or an object now in our field of vision. Recognitive memory may also pertain to an event one has seen a number of times, or experienced before. The French gave this a neat name: it is "deja-vu", which means, "already seen".

**Evocative memory**, is what we use when one is able to draw up in one's mind the image of something one has seen before, without having to actually see it at that moment. This very important ability, to be able to evoke the image of something that is not in the child's field of vision, when it stabilizes leads to the ability Piaget called object permanence. As the words imply, the image of this object now has a permanent representation in the brain (mind); one no longer needs to see it every time to remember what it looks like. When we speak of the stable memory of a person, person permanence is often used.

In thinking about the following persons, objects or situations, call out which kind of memory you are using.

1. Think of your mother's face. Can you picture it without seeing it? (Evocative)

2. Think of the Governor of our State. Can you picture him in your mind? Would you recognize his picture in the newspaper? (Recognitive and/or Evocative)

3. Can you picture in your mind the third house you pass on the way to school? If not, will you recognize it when you pass it next time? (Recognitive and/or Evocative)

4. Can you picture in your mind what you did last Saturday afternoon? (Evocative)

At your age, you have learned to use both types of memory very well. How did you accomplish this?

Although we believe that events and persons begin to be recorded in memory from birth, we find observable evidence of this when an infant is 5 or 6 months old and greets his mother with a very warm smile, a smile that is specifically for her. The infant is using recognitive memory because he recognizes how she looks, feels and smells. Gradually this ability to recognize, extends to father and others in the family. The 5 month old child is not able yet to picture his mother in his mind when he does not see mother, and this can be frightening to a baby, who feels that when mother is out of sight she is gone forever.
The development of **object permanence** and with it **evocative memory**, as well as the all-important **person permanence** start building up together from about 11 months on and in the normal child, become reliable by 18 months. The child becomes able to picture his mother's promised return. Also, he now can search for lost objects because he can remember what they look like.

An important feature of evocative memory applies to causal relationships. The child recalls, for instance, that when he touched a hot stove, he burned his finger, so he keeps away from it now. If he pushes a person, he learns that the person may fall, and also that the person doesn't like to be pushed; he begins to link his action—pushing—with the reaction it brought.

**Desk Exercise**

Search your own memory. Write about an incident when as a small child, your recognitive or evocative memory came to your rescue.

**Outcome**

Students will have learned the sequence of memory development, and its role in learning.
Objective

To inquire how the visiting infant is using his senses and his brain for learning; and how mother encourages his learning; to find out to what extent memory development has taken place.

Preparation for Visit

1. The students will review the outline of developmental areas to observe, and will add Intelligence and Memory Development to the list.

2. The teacher will review the material regarding the sequence of learning presented in The Beginning of Intelligence lesson Part 1, and then review the material in The Development of Memory, on recognitive and evocative memory.

3. The students will think of questions to ask the mother.

Visit of Mother and Child

The students will ask such questions as:

1. Has the baby learned to say some words? If so, what does he say?

2. How old was he when learned to crawl?

3. Does he try to feed himself?

4. (If the child is old enough), does he know the parts of his body? (E.g., will he point to his nose and eyes, when asked to do this?) How did you teach him this? How do you teach him about things he can't see -- like the meaning of the word "hot"?

5. Does he understand and respond to the word "No"?

6. Does he recognize members of the family, or friends, who do not live with him, but visit often?
7. If he loses his bottle, do you think he can picture it in his mind? Does he search for it?

8. Does he like to play peek-a-boo? Do you think it teaches him anything?

Desk Work

The students will enter the day's observations in their notebooks.

Outcome

The students will have become aware of the process and extent of development of their visitor's intelligence and memory, and how the mother facilitates this.
INFANCY (0 - 12 MONTHS)

DEVELOPMENT OF THE SELF
Objective

To understand how the child develops awareness of himself or herself as a person. And to acquaint the student with the crucial understanding that the development of the self is intimately tied up with the development of key human relationships.

Class Activity

The teacher will read the following sentences, asking the students to fill in the blanks, in writing:

My name is ___________________________________________________ .

My parents' names are ____________________________________________ .

We live on __________________________ Street, Avenue, or Road.

I attend ___________________ school, where I am in the _______ grade.

My favorite hobby is _____________________________________________ .

Did anyone have any trouble filling in the blanks? The reason you didn't, is that you know perfectly well who you are, and many other things about yourself as well. Did you ever wonder how you got acquainted with yourself in the first place?

Babies have been born for thousands and thousands of years. Their parents, who loved them understood a great deal about them, as your parents do. However, it is only recently that child development specialists have tried to figure out how an infant himself sees the world, and how he comes to know who he is.

One of these specialists you should meet is Dr. Margaret Mahler, a Hungarian-American who lived and worked in New York City until she died in 1987. In the clinic where she worked, she observed hundreds of babies with their mothers, and she developed a theory about how infants become aware of themselves. This she called the Separation-Individuation Theory of Development. In a sentence, this means that the
infant, who starts out believing that he and his mother are one, goes through several stages, ending up with the realization that they are separate persons, who are attached by a strong emotional tie (bond).

Dr. Margaret Mahler's **Separation-Individuation Theory**

<table>
<thead>
<tr>
<th>Age of Infant</th>
<th>Name of Phase</th>
<th>Description of Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>O - 6 wks*</td>
<td>Normal Pre-symbiotic Phase</td>
<td>The newborn is most aware of what he feels inside himself. He has feelings -- hunger, fullness, cold, warmth, etc. He cannot tell the difference between what is inside and what is outside himself. However, newer research shows that an infant can recognize his mother's voice and smell, and is already beginning to show interest in the world around him, particularly in his caregiver.</td>
</tr>
<tr>
<td>1 - 6 mos.</td>
<td>Normal Symbiotic Phase</td>
<td>Slowly he begins to see the difference between himself, and the world outside of himself. He thinks of his mother and himself as being together in one membrane, as if they were together in an eggshell. He develops a special attachment to his mother. He molds into her when held, and most of the time at this age seems to like to be held.</td>
</tr>
<tr>
<td>6 - 36 mos.</td>
<td>Separation-Individuation Phase</td>
<td><strong>This phase consists of four subphases</strong>, described below.</td>
</tr>
<tr>
<td>6 - 9 mos.</td>
<td>Differentiation Subphase</td>
<td>While still in the symbiotic phase he begins occasionally to turn away from Mother, wanting to do things himself (e.g., he may grab a spoon from her.) However, he still has a strong symbiotic attachment to her. He begins to look more alert, an appearance which led Dr. Mahler to describe this as a &quot;hatched&quot; look, as if he just came out of his symbiotic shell. He vaguely senses that his mother is a different person from himself, and is anxious when she goes away.</td>
</tr>
<tr>
<td>9 - 14 mos.</td>
<td>Practicing Subphase</td>
<td>More and more he has a clearer idea of what is inside and what is outside himself. Although separation reactions are still there, they subside.</td>
</tr>
</tbody>
</table>

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somewhat during this period. While still attached to his mother, he gradually becomes very attached to father and others in the family. He finds the "outside of himself" very exciting. He practices his newly acquired skills and capabilities and has a sense of elation doing so a good part of the time.

14 - 24 mos. Rapprochement Subphase

The child fairly easily separated from mother during the practicing subphase now hovers around her because he is now more clearly aware that they are separate people. This awareness brings about a mood of low-keyedness. There are times when the child is in conflict, one moment wanting to be "a big boy", and the next wanting to be a little baby again, enclosed with the mother in one shell. At such times, he is puzzling to his mother, because he can't seem to make up his mind what he wants to do.

24 - 36 mos. Toward Self and Object Constancy Subphase

Progressively during the third year, the child knows who he is and who his mother and father are. When they go away he can picture them in his mind, and more importantly, he has within himself the sense of having a mother and a father who care about him, and can be depended upon. Even when he feels troubled, he has an emotional awareness of who he is and that his parents are there for him.

*The ages listed in this table may vary with individual children.

**Dr. Mahler originally labeled this phase the Normal Autistic Phase.

Assignment

Using the above outline as a guide, imagine that you are an infant. Describe how it feels to you to be going through these phases.

Outcome

Students will have been introduced to Dr. Margaret Mahler's Separation-Individuation Theory of the Development of the Self and Human Relationships, with the important emphasis on how the self develops hand in hand with the formation of crucial human relationships.
Objective

Increased understanding of the development of the self, of the child as a person.

Review

Mahler's Separation-Individuation Phases: several students will read their descriptions of an infant developing a sense of self.

Teacher's Presentation

In addition to Dr. Margaret Mahler, there are other modern day child development specialists you should know.

1. Dr. Rene Spitz from Switzerland also studied infants and small children. He is the person who observed that during the Symbiotic Phase of Dr. Mahler's theory (1-6 months) an infant, beginning to sense that there is an outside world, smiles at anyone who comes to him. Progressively, the infant begins to show a special attachment to his mother, by giving her a specific smile (a bigger, brighter one than for anyone else), telling her in this way that she is one of or his most favorite persons. Another way we see his attachment, Dr. Spitz pointed out, is by the separation anxiety he shows when his mother goes out, and by his enthusiastic or, interestingly, by an angry reunion response when she returns. This growing attachment to his mother helps the infant develop a sense of himself as an individual. The attachment makes separations difficult before he develops assurance that his mother always will return; he exhibits anxiety also when encountering strangers, that is, he experiences stranger anxiety, because they are not the face he expects to see when he looks at someone, the face of the one(s) to whom he is attached. In summary, it is through the attachment to his mother that it gradually becomes clear to the infant that he and she are separate people, although he now begins to see that he and mother are tied in a very close and loving relationship. Thus, true selfhood, individuality and autonomy, grows out of the very close early oneness (symbiosis) with the mother.

2. Like Dr. Spitz, Dr. John Bowlby, another child development specialist but this time from England, in the 1950s found very much the same enormously important fact: that the child's attachment to his mother is a core factor in the child's developing a sense of himself or herself while at the same time forging a powerful emotional relationship with...
those who strongly emotionally invest in the infant. Although Drs. Spitz and Bowlby differ in the explanations they give as to how, that is, by what inborn mechanisms and experiences this attachment occurs, the many points on which they agree with each other and Dr. Mahler establishes this fact as one of the most important to know when one is a parent. Because attachment begins from the time an infant is born, it is well to know this before a baby is born. In a similar way, an equally deep attachment to the child's father develops, side by side with the relationship to his mother. This also happens as the infant comes to value his siblings. All of these relationships make a large contribution to the development of the self.

3. Another person who has added richly to our knowledge of child development is Dr. Erik Erikson, a German-American who described the importance of the development of basic trust, (which we learned about in an earlier lesson), when an infant learns to really be confident that first his mother, then others in the family are persons he can really count on to take care of him in a loving and respecting way. This helps him feel secure, and a sense of self-trust begins to take place. Then he feels encouraged to do things and learn things, and make relationships with other people, as an individual human being.

Discussion

Whether an infant is born in Austria, Switzerland, Germany, China or the USA, he has a lot of work to do: to get to know who he is, to become attached to his mother, father and others, to develop trust, to learn about the outside world, and how to do everything one needs to do to get along in it.

What are some of the ways that an infant's family can help him with these big assignments? (Read and respond to the infant's cues and communications. Call him by his own name often. Make him feel loved, by hugging and comforting. Make him feel respected by attention to his needs. Explain when they have to go out -- don't slip out on him. Play with him. Help him do things himself. Praise him when he accomplishes something he has worked to achieve. Prevent him from hurting himself or others by setting reasonable limits.)

Do you think how an infant is treated by his family will make a difference in how he gets along later in Nursery School or Kindergarten? Discuss why or why not.

Outcome

Students will have became familiar with a few of the concepts of Mahler, Spitz, Bowlby, and Erikson pertaining to the basis for and the core experiential factor in the development the sense of self and of human relationships.
**PARENTING FOR EMOTIONAL GROWTH:**  
Lesson Plans for GRADES 4 and 5.

**UNIT 1 - 0 to 12 MONTHS**

**DEVELOPMENT OF THE SELF**  
**AND HUMAN RELATIONSHIPS -- PART 3**

**VISIT OF MOTHER WITH INFANT**

**Objective**

To observe evidence of the mother's awareness (or lack of it) of **dependency** needs and of the development of a sense of **self** and of **human relationships** in her infant.

**Preparation for the Visit**

1. The students will review the observation outline, and add today's headings.

2. The teacher will review with the students the lesson on **Dependence**; also the basic Mahler concepts of the **Separation-Individuation Process** (including the **Pre-symbiotic** and **Symbiotic** phases, and the **Differentiation** and **Practicing** subphases (also the **Rapprochement** and **Toward Self and Object Constancy** subphases, if the infant is of appropriate age). Bowlby's concept of **attachment** along with Spitz's concepts of the **Specific Smiling Response**, **Separation Anxiety**, **Reunion Responses** and **Stranger Anxiety** as well as the Erikson concept of **Basic Trust** will also be reviewed briefly. (Emphasize that although this is much to know in preparation for the visit, knowing these concepts will be very informing for the possible future work of parenting.)

3. The students will think of questions to ask the mother.

**Visit of Mother and Infant**

The students will ask such questions as:
- Does your baby like to be picked up and held?
- Do you usually pick him up when he wants you to?
- How much can he do for himself?
- For what does he need you?
- Why would he ever want to grow up when it is so nice to be a baby in your lap?
- Do you think your baby realizes that he is a separate person from you? If so, at what age did this seem to dawn on him?
- Does he show any signs of wanting to do things himself -- like taking the spoon from you when you are feeding him?
- Does he show an excited interest in everything around him? (Ask if the infant is 9 months of age or older.)
- How old was he when he started to smile especially for you?
Did he seem very upset when you would leave him to go out shopping?
How did he act when you came back?
Does he show attachment to his father and others in the family?
Does he let strangers pick him up? (If he is older than 9 months he might be able to do so without undue anxiety if Mother or Father is there.)
Do you feel that by now, he has sorted out who he is, who you and others in the family are, and who strangers are?
How are you helping him to know who he is?
How do you help him know that you approve of him?
Do you think he realizes that he is very special to you? How can you tell?

Desk Work

The students will enter today's observations in their notebooks.

Outcome

The students will have confirmed their knowledge of the reasonableness of the infant's dependence on caregivers, the gradual development of a sense of self, and the major part that parent(s) play in this. If these materials are well learned, the student will have acquired some of the most critical information for someday being a growth-promoting parent.
INFANCY (0 - 12 MONTHS)

REVIEW VISIT
UNIT 1 - 0 to 12 MONTHS

REVIEW -- FINAL VISIT OF MOTHER AND CHILD

Objective

The students will compare the developmental status of the infant during the first visit with his current level of development.

Preparation for Visit

The teacher will go over briefly the most significant items of the developmental outline.

The class will choose one member to be prepared to read from his/her notebook the observations that were recorded after the first visit.

Visit of Mother and Child

The student chosen will read his/her observations of the first visit of the mother and baby, with other members of the class filling in with other observations not reported.

The class, teacher and the mother will discuss how the baby has developed during the months of the visits. Comments will include:

- **Physical Development**: Height, Weight, Illnesses, present state of health.
- **Feeding**: How changed, weaning (if relevant), appetite, efforts to self-feed.
- **Sleeping**: How have the sleeping patterns changed over these months?
- **Development of Attachment**: To whom, how shown, signs of trust developing?
- **Expression of Feelings (Affects)**: How expressed, how mother responds.
- **Exploratory Activities**: What are they? Is the infant active or quiet? Are limits often necessary?
- **Aggression**: What triggers this? How is it handled? How assertive is the infant?
- **Development of Self**: Does the infant seem to be aware that he and mother are separate persons? How do the parents help him to become aware of himself?
- **Development of Intelligence**: What has he learned? How developed is his cognitive memory? How do the parents and other family members help him?

Discussion

(To be concluded during or after child and mother visit.) In what ways has the mother been encouraging her child's growth?
Outcome

The class will have attained a picture of the overall development of the infant during the period of the visits, and the mother’s role in furthering his development.