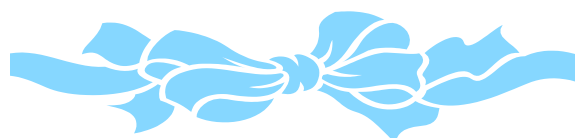


Lesson 1: Learning about Babies



In this lesson, participants learn how to recognize baby physical and cognitive characteristics.





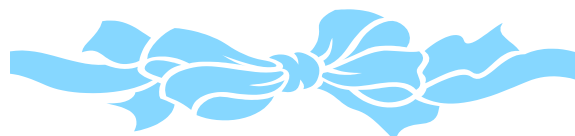
Welcome

This is the first lesson in the Once your Baby is Home Workshop. It covers basic knowledge about the common attributes of babies and how they behave, communicate and think. Teaching basic physical and cognitive characteristics of babies helps you assess the participants' prior knowledge. It also helps participants create a foundation of knowledge that they can continue to build on with each successive lesson.

Understanding babies' physical and cognitive characteristics allow participants to understand their own babies, therefore establishing a stronger bond with them. After participants complete this lesson, they will know how to meet their babies' needs.

Lesson Objectives

1. Given the definition of baby cognitive characteristics, participants should be able to list all baby cognitive characteristics.
2. Given the definition of baby physical characteristics, participants should be able to list all baby physical characteristics.
3. Given an overhead with baby cognitive and physical characteristics, participants should be able to identify at least 80 percent of the characteristics correctly.





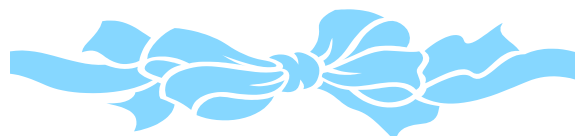
Resources

Emotion in the First Year: Happiness and Anger. (2006). Retrieved February 12, 2006, from <http://www.americanbaby.com/ab/story.jhtml;?storyid=/templatedata/ab/story/d ata/9212.xml>

Infant-Wikipedia, the free encyclopedia. (2006). Retrieved February 11, 2006, from <http://en.wikipedia.org/wiki/Neonate>

Why newborns look so funny. (2006). Retrieved February 12, 2006, from <http://www.babycenter.com/refcap/178.html>

Your Newborns Development. (2006). Retrieved February 11, 2006, from <http://www.babycenter.com/refcap/baby/babydevelopment/4730.html>





Outline: Lesson 1 &2

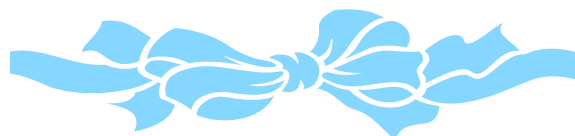
Day 1	Description	Time	Date
Morning	<ul style="list-style-type: none">• Participants learn about baby physical and cognitive characteristics.• Participants form small groups and list baby physical and cognitive characteristics.• Participants correctly verbalize the difference between physical and cognitive baby characteristics from an overhead.	9:00- 10:30	June 10, 2006
BREAK	Food and refreshments provided.	10:30-11:00	June 10, 2006
Early Afternoon	<ul style="list-style-type: none">• Participants learn the names, benefits and steps required for four different holding positions.• Participants demonstrate how to pick up, lay down and hold a baby doll in four different holding positions.• Participants complete an exercise with a partner to practice and create their own holding positions.	11:00-12:30	June 10, 2006





Lesson 1 Synopsis

Lesson Title:	Learning about Babies
Workshop:	Once your Baby is Home
Instructor:	Jane Smith
Location:	Royal Alexandra Hospital Room 411 (classroom with a whiteboard, tables and chairs).
Lesson Goal:	Participants can recognize physical and cognitive characteristics of babies.
Objective:	Given definitions and examples of baby physical and cognitive characteristics, participants should be able to list all the characteristics, and given definitions and examples of baby physical and cognitive characteristics, participants should be able to identify at least 80 percent of baby physical and cognitive characteristics.
Desired Learning Outcomes:	<ol style="list-style-type: none">1. Given the definition of baby cognitive characteristics, list baby cognitive characteristics.2. Given the definition of physical baby characteristics, list baby physical characteristics.3. Given an overhead with baby characteristics, identify at least 80 percent of baby cognitive and physical characteristics correctly.
Purpose of Lesson:	To help participants recognize the common attributes of babies and how they behave, communicate and think by identifying baby physical and cognitive characteristics.
Equipment Needed:	CD player, overhead projector and screen.
Materials Needed:	CD 1.1: "Crying Baby," Overhead slide 1.2: "Baby Physical and Cognitive Characteristics," Handout 1.1: "Baby Physical Characteristics," Handout 1.2: "Baby Cognitive Characteristics," Exercise 1.1: "Writing a Poem," foolscap paper and felt pens.
Time Required:	1.5 hours
Synopsis of Lesson:	After playing the CD and giving participants an example a baby physical characteristic, the instructor will establish the purpose of the lesson. The instructor will then tell them facts about baby physical characteristics and ask if they know what a baby's main form of communication is and why they think so. The instructor will write their responses on the board. The instructor will provide an overview of the lesson and describe what they will be doing during the lesson. In the body of the lesson, the instructor will recall any prior knowledge by asking participants if they know the difference between baby physical and cognitive characteristics. Next, the instructor will provide definitions of both cognitive and physical characteristics, and then ask participants to recall an example of each characteristic and to form small groups and write down as many baby cognitive and physical characteristics as they can. Discussion will take place as a large group, and the instructor will fill in any missing information. Next, the instructor will present the overhead, and then ask participants, as a large group, to correctly identify each word and picture as either a cognitive or physical characteristic. Participants should be able to get at least 80 percent correct. Gaps of missing information will be filled in, if necessary. The instructor will ask participants questions that relate to the learning process. The lesson will include a summary, and then the instructor lesson will close with a study question about holding babies, which is the next lesson.





Lesson 1 Plan

Desired Learning Outcomes	Participant Activity	Instructor Activity
Introduction: 15 minutes		
1. Becomes aware that the lesson on Learning about Babies has begun.	1. Observes instructor beginning lesson.	1. Gain attention: Open lesson.
2. Knows the purpose of the lesson.	2. Understands the purpose of the lesson.	2. Establish purpose: Inform participants how the knowledge can be applied.
3. Becomes interested and curious about learning the difference between baby physical and cognitive characteristics.	3. Listens to examples of baby physical characteristics and participates in providing examples of how a baby communicates.	3. Motivation: Tell baby physical facts and ask participants how a baby communicates.
4. Knows what lesson will cover and what will happen during the lesson.	4. Listens to explanation of lesson.	4. Overview: Provide lesson highlights and how the lesson will proceed.
Body: 1 hour		
<i>30 minutes</i>		
5. Understands the difference between baby physical and cognitive characteristics.	5a. Listens and takes notes on baby characteristics. 5b. Lists as many cognitive and physical characteristics in small groups.	5a. Define and provides examples of baby physical and cognitive characteristics. 5b. Observe the lists and fills in any gaps of missing information.
<i>30 minutes</i>		
6. Identifies at least 80 percent of baby physical and cognitive characteristics on an overhead.	6. Identifies baby characteristics as physical or cognitive from an overhead.	6. Listen to responses and fills in any gaps of missing information.
Conclusion: 15 minutes		
1. Recalls the information learned in the lesson.	1. Listens and recalls.	1. Summary: Review main points of the lesson.
2. Understands how the information can be applied.	2. Listens and suggests.	2. Transfer learning: Describe how participants can use their knowledge to recognize their own babies' physical and cognitive characteristics.
3. Knows that lesson is finished and how it relates to the next lesson.	3. Listens.	3. Remotivate and close: Remind participants of the next lesson and state that this lesson is finished.





Lesson 1

Introduction

Gain attention

Play CD 1.1: “Crying Baby,” and then tell participants that most babies are born with transparent-looking skin. Ask participants if they can identify the difference between both baby characteristics. Listen to their responses.

Please refer to CD 1.1: “Crying Baby” in the Media section behind this lesson.

Establish purpose

Tell participants that the lesson today focuses on defining physical and cognitive characteristics of babies. Inform them that the ability to identify baby physical and cognitive characteristics will help them recognize common attributes of their newborn baby and how they behave, communicate and think.

Arouse interest and motivation

Tell participants that a baby’s skin can vary in appearance depending on how far into the pregnancy the baby was born. **Premature** babies are born with transparent-looking skin covered with fine, downy hair, and late babies often have wrinkly skin.

Next, ask them if they know what a baby’s main form of communication is and why they think so. Write their responses on the board.

Preview lesson

Inform participants that they will be working in small groups to brainstorm and write down as many baby physical and cognitive characteristics as they can on foolscap paper with felt pens. After, they will join as a large group and discuss what they have written.

Next, participants will verbally identify baby physical and cognitive characteristics from an overhead slide that contains a combination of words and pictures that show and describe baby physical and cognitive characteristics.





Body

Recall relevant prior knowledge

Ask participants if they know the difference between baby physical and cognitive characteristics. Listen to their responses.

Process information and examples

Please read the Website Article: “Why newborns look so funny.”

Please refer to Website Article: “Why newborns look so funny” in the Additional Readings Section behind this lesson.

First, define what baby physical characteristics are and give one example.

Please read the Website Article: “Emotions in the First Year.”

Please refer to Website Article: “Emotions in the First Year” in the Additional Readings Section behind this lesson.

Next, define what baby cognitive characteristics are and give one example.

Briefly discuss the written responses that you wrote on the board during the introduction.

Distribute Handout 1.1: “Baby Physical Characteristics” and Handout 1.2: “Baby Cognitive Characteristics” and discuss the information with the class.

Please refer to Handout 1.1: “Baby Physical Characteristics” and Handout 1.2: “Baby Cognitive Characteristics” in the Handouts section behind this lesson.

Focus attention

Ask participants if they can recall an example of both a baby physical and cognitive characteristic.





Employ learning strategies

Ask participants to form small groups of three or four and list all the baby physical characteristics on foolscap paper with felt pens, without referring to their handouts.

After, as a large group discuss what they have written and fill in the gaps of missing information.

Next, ask participants, in their same groups, to list all the baby cognitive characteristics on foolscap paper with felt pens, without referring to their handouts.

After, as a large group discuss what they have written and fill in the gaps of missing information.

Practice

Ask participants to gather as a large group. Present Overhead slide 1.2: “Baby Physical Cognitive and Characteristics” on the projector.

Please refer to Overhead slide 1.2: “Baby Physical and Cognitive Characteristics” in the Media Section behind this lesson.

Next, ask participants to identify verbally the correct characteristics, and if they are cognitive or physical. Participants should be able to get at least 80 percent correct. Fill in any gaps of missing information, if necessary.

Evaluate feedback

Ask participants the following questions:

- Who found it difficult to determine the difference between baby physical and cognitive characteristics?
- Who found it difficult to list baby physical and cognitive characteristics in their groups?

Ask participants to describe a physical and cognitive characteristic that their own baby may have to ensure that they know the difference between physical and cognitive characteristics.

Review areas of the lesson that participants are not comfortable with. Provide participants with positive comments.





Conclusion

Summarize and review

State the difference between baby physical and cognitive characteristics by briefly defining each one, and provide specific examples that were discussed in the lesson.

Transfer learning

Tell participants about the importance of knowing what babies' physical and cognitive characteristics are, and how their knowledge will help them identify their own babies' appearance and behaviour.

Remotivate and close

Inform the participants that being able to recognize babies' physical and cognitive characteristics is important to understand, so they can connect with their baby. Tell them that the next lesson is about learning how to hold a baby.

Ask participants the following study question:

- What are your experiences with holding babies?

Tell participants to bring their answers and comments to the next lesson. State that this lesson is now finished.

Distribute Exercise 1.1: "Writing a Poem" and tell participants to complete it tonight. It should take approximately 30 minutes to an hour.

Please refer to Exercise 1.1: "Writing a Poem" in the Assessment Tools section behind this lesson.





Assessment

Assess learning

The assessment tools are the following:

1. Ask participants to provide specific examples of baby physical and cognitive characteristics.
2. Participants get into small groups and list all the baby physical and cognitive characteristics they know.
3. Participants verbally identify the baby physical and cognitive characteristics from the slide.

Evaluate feedback

1. Can participants recall all the baby physical characteristics?
2. Can participants recall all the baby cognitive characteristics?
3. Do participants know the difference between baby physical and cognitive characteristics?
4. Are participants able to get at least 80 percent of the baby physical and cognitive characteristics correct from the overhead?





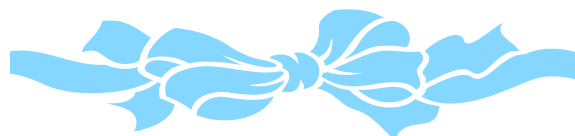
Glossary

Cognitive: The mental process of knowing, including aspects such as awareness, perception, reasoning and judgment.

Foolscap: A sheet of writing or printing paper measuring approximately 13 by 16 inches.

Physical: Of or relating to the body as distinguished from the mind or spirit.

Premature: Born after a gestation period of less than the normal time.



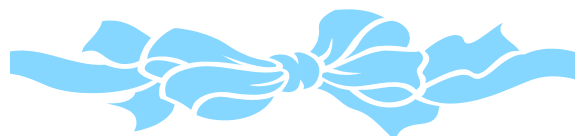
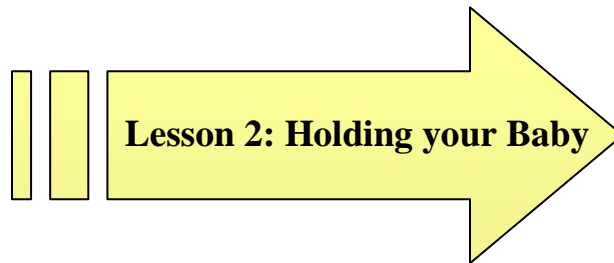


Summary

In this lesson, participants learned the definitions of baby physical and cognitive characteristics and the difference between them. In addition, they learned how to identify them through pictures and definitions. Participants had the opportunity to work in groups and interact with each other.

What's Next?

Now that participants have basic knowledge about babies, they can continue to establish a deeper bond with their babies by learning various ways to hold them.





Identifying Baby Physical Characteristics Flowchart

