

**Alabama Department of Public Health  
Mother's Milk Education Package for Grades K-12**

**Level: 2**

Adapted from New York State Department of Health

**WATCHING BABY GROW**

**LEARNING OBJECTIVE LEVEL 2:**

Students will identify ways that each family member can contribute to the health and well being of both individuals in the family as well as to the entire group.

**SCIENCE CONTENT STANDARD:**

6. Identify characteristics of animals, including behavior, size and body covering.

**HEALTH CONTENT STANDARD:**

7. Identify ways in which a health-related project serves the community.

**SOCIAL STUDIES CONTENT STANDARDS:**

1. Compare features of modern-day living to those of the past.

6. Identify human-made and natural resources in the world

11. Explain how the diversity of people and customs in the U.S. and the world affect viewpoints and ideas.

**Using WATCHING BABY GROW**

Watching Baby Grow provides insight into how families care for each other with an emphasis on caring for children. Lesson 1 focus on functions of families including meeting physical, emotional, social, and intellectual needs. An examination of how babies are conceived, born, and continue to grow and change is covered in Lessons 2. Lesson3 examines the excitement of having a new baby and have activities to welcome the baby home. Lesson 4 is about what babies need parents to do in order to keep the baby healthy.

**Resources for WATCHING BABY GROW**

*See How You Grow*, Patricia Pearse. Barron's Educational Series, Inc. Hauppauge, New York, 1988.

*He Bear, She Bear*, Jan and Stan Berenstain. Random House, Inc. New York, 1974.

*How Babies Are Made*, A. Andrey and S. Schepp. Little, Brown, and Company. Boston, 1979.

*Love You Forever*, R. Munsch. Firefly Books. Canada, 1989.

*The Berenstain Bears' New Baby*, Jan and Stan Berenstain. Random House. New York, 1974.

*The New Baby at Your House*, Joanna Cole. Mulberry Books. New York, 1985.

*Let Me Tell You About My Baby*, R. Banish. Harper & Row, 1982.

**Before You Start:**

Children may hear their parent(s) discuss the importance of being healthy. With combined efforts of home and school, children can have this healthy message reinforced and develop positive habits to promote health.

Watching Baby Grow examines needs of infants and builds on this theme by extending into the needs of school-age children. Be sensitive to the fact that many children come from single-parent families or they may live with a guardian or in foster care. Help students understand that all children need to be cared for and there are caring, responsible family members who meet these needs. The definition of family can be defined by the child, which may include members of nuclear, extended, adoptive, blended, foster/guardian, and etc.

The vocabulary referring to the five types of needs (physical, social, intellectual, emotional, spiritual) may be too difficult for students to remember. They should be introduced to at least physical and emotional and you as the teacher can choose to add more. Using pictures or symbols such as a stick figure or happy face for physical and emotional can also help the students remember the vocabulary words.

Some of the information and/or diagrams in [Lesson 3](#) regarding conception and birth may be controversial for some schools. Please consult with your administration or Family Life Education Advisory Council. Certain pages could be skipped over if necessary so that children can still hear and see how babies begin to grow and change throughout their life cycle.

## Lesson 1 WHAT ARE FAMILIES FOR?

**Concept:** Babies and children have physical, intellectual, emotional, social, and spiritual needs that must be met for good health.

### Vocabulary Words

*family:* two or more people who love and care for each other. They are usually related and/or live with one another.

*physical:* related to the body.

*emotional:* related to feelings and emotions.

*social:* related to how we get along with others.

*intellectual:* related to our minds and our ability to think.

*spiritual:* related to our values, beliefs and morals.

### Advance Preparation

- Give paper to students for drawing a picture of their families. You can have “ME” written in the center of the page or you can have students do this.
- Gather markers and newsprint and label five pieces of paper with Intellectual (Mind), Emotional (Feelings), Physical (Body), Social (Getting Along with Others), Spiritual (Values, Religion, Morals). Have masking tape available to tape to chalkboard or wall.
- Photocopy [My Family Crest Worksheet](#) as a homework assignment.

### ACTIVITIES:

Ask: What is a family? Students should try to explain what a family is. You can help by identifying members of the family (mom, dad, sister, brother, etc.) or with a statement of what a family does to care for the family members.

- Draw a picture of your family by drawing a circle with the word ME in the center of it. Draw lines coming out of the circle for each family member. (Some students will draw only those members they live with while others may draw extended, blended, foster, etc. families. Allow the child to define through the drawing of his/her own family.)
- After drawing the family members, write a sentence and draw a picture that represents something about each member.
- Teacher can invite some children to share with class. How were some families the same? Different? What were some special things that family members do? As children share answers about what families do, teacher can list them on board or on easel paper under physical, social, intellectual, emotional, spiritual. You may end up with something like this:
  - Physical* (Body): goes shopping for clothes, plays ball.
  - Intellectual* (Mind): reads with me, teaches me things.
  - Emotional* (Feelings): listens to me, hugs me, kisses me, and encourages me to do well.
  - Social* (How we get along with people): celebrates my birthday, spends time with me.
  - Spiritual* (Religious, Morals, Values): takes me to church/temple/synagogue, teaches me right from wrong.
- In another color chalk or ink, ask students to think of other examples of things families do for each other and add them to previous group lists.

### Evaluation:

As a homework assignment, have students take home the My Family Crest Worksheet and complete with a

family member (or by themselves if no family member is available). In each section they should draw a picture or write a phrase or sentence to complete the sentence.

## Lesson 2 WATCH ME GROW

**Concept:** People grow and change throughout life.

### Advance Preparation

- Read "See How You Grow" and obtain administrative approval if necessary or decide to skip over certain pages that may be controversial.
- Prepare a note to parent(s) about bringing in some photographs.
- Gather construction paper for student Watch Me Grow! posters.
- Gather paper to make height growth chart or prepare a poster checklist of changes that occur in children during second grade.

### ACTIVITIES

- Brainstorm ways that children in class have changed since they were born (taller, older, can read, can write, gained and lost teeth, etc.). Use this activity as an introduction to "See How You Grow," a lift-the-flap baby book on growing and changing.
- Read "See How You Grow" to students. After reading the information under each heading, ask the heading question to the students to see if they can answer it. If a heading is not written as a question already, turn it into one; i.e., it's a boy - How did the parents know the baby was a boy?

Encourage children to use correct anatomical names. Gently remind the student of the scientific word rather than using a slang term. After the story is over, discuss the following:

- What changes happened to Ben in his first year of life?
- What changes did Sarah go through?
- What do you need to grow?
- What food did Ben eat when he was born?
- How was Ben's mom able to produce milk?
- What did Ben eat when he was one year old?
- What will he be able to eat when he is five?
- What does Sarah eat?
- When do you stop growing? Stop changing?
- What do you like best about growing and changing?
- 

Have students bring in five photographs (Note: If a child does not have photographs, they can use magazine pictures.). They should bring in:

- 3 pictures - a picture of themselves as an infant, toddler, and second grader.
- 2 pictures - pictures of nearest relative(s) - mom, dad, grandparents, sibling, cousin, etc.

Using these pictures, each child can make a poster showing his/her growth from an infant to a school-age child. Each student should write at least three changes that have occurred.

Using the pictures of relatives, identify some characteristics that are the same as their parent (s)/guardians. Note: Even if a child does not have a genetic link to his/her parent/guardian, (s) he can identify some similarities they share, i.e. similar/same skin, eye/hair coloring, preference for certain hobbies/activities, both right/left handed, etc. Title each poster Watch Me Grow! (Or let child choose an appropriate title).

Buy or make a height growth chart using computer paper or butcher paper. If students are able to measure with a ruler, they can assist in making the growth chart. Measure each child on the completed growth chart and label with their initials. Check once each month for growth progress. A variation of this activity would be for the teacher to prepare a poster checklist listing various changes students might experience in grade 2; i.e., lost a tooth, new tooth grew in, grew taller, hair longer, etc. Periodically, during the school year students can mark an X on the changes that have occurred. Be sure to emphasize this is not a contest. Stress everyone has a

special "body clock" and everyone grows at their own pace and this is part of what makes each person special in their own way.

### Evaluation

Have students write about how growing and changing makes him/her feel. Have students give answers to: What was your favorite change and why? What changes are you looking forward to? What do you think you will look like when you grow up?

## Lesson 3 WELCOME HOME BABY

**Concept:** Families provide love and care for each member

### Advance Preparation

- Sign out "Love You Forever" and "He Bear, She Bear" from the library.
- Photocopy "[Can I Help?](#)"
- Gather construction paper and art supplies for the Welcome Home Baby card.

### ACTIVITIES

- Review with students how families provide care and love for family members. Read, "Love You Forever." Discuss how family members cared for each other.
- Discuss how parents might take care of a new baby. What do they need to do to get ready for a new baby? What are some things that are similar to taking care of older children? What are some things that are different?
- Ask: How does a baby need to be cared for? (They need to be clothed, bathed, fed, held, diapers changed, go for checkups, etc.) Who is responsible for this?
- Read "He Bear, She Bear" by Jan and Stan Berenstain. Discuss roles that both males and females can play.
- Complete [worksheet "Can I Help?"](#) Student reads questions regarding ways babies need to be cared for. After reading, students write "yes" if (s)he can help or "no" if (s)he cannot help. Discuss conclusions written at the bottom of the worksheet.

### Evaluation

1. Prepare a Welcome Home Baby! card to give to a family that is having a baby. Include a coupon inside the card of something nice the student could do to help the family with the new baby; i.e., offer to play with baby while mom/dad gets some work done, read baby a story, help the mom/dad in some way, etc. Students can draw pictures or cut out pictures from magazines to make cards. Note: If a family does not know of anyone who is having a baby, the child may still participate as a way of reinforcing the concept that family members may need help at various times in their lives and that as neighbors we can be helpful to others.

2. Using a doll, ask, "How does a baby need to be cared for?" (They need to be clothed, bathed, fed, held, diapers changed, go for checkups, etc.) Have students hold the doll as they give an answer.

## Lesson 4 AN OUNCE OF PREVENTION

**Concept:** There are things we can do to help prevent illness.

### Vocabulary Words

*health:* the state of physical and mental well-being

*prevention:* to stop something from happening ahead of time.

**Advance Preparation**

- Gather a food weight scale or balance to be able to demonstrate measuring an ounce and one pound.
- Locate a book on breastfeeding a baby or a book that discusses ways to help keep babies well.

**ACTIVITIES**

- Ask: "How many of you have ever been sick? How do you feel when you are sick? Do you feel like doing your favorite activities? Why is it important to try to stay healthy? What do you do to stay healthy? What would parents need to do to keep a baby healthy?" Write on the board "An ounce of prevention is worth a pound of cure." Have students weigh something on a food scale that weighs an ounce or two as well as something that weighs a pound. Which of the two measures is lighter? Heavier? Tell students to read the slogan on the board (Some readers may be able to read it for you.). What does the word prevention mean? What does that slogan mean? What are ways we can prevent some illnesses? (Eat right, exercise, get plenty of rest, cover our mouths when coughing or sneezing, wash hands, get immunization shots, etc.) How do moms and dads prevent babies from getting illnesses? (immunizations, breastfeeding, cleanliness, etc.)
- Read a story about taking care of a baby. A few suggestions include "The New Baby at Your House" or "Let Me Tell You About Baby" (see resource list for bibliography). Discuss what parents do to keep a baby well at the same time photographs in story are shown, (i.e., clothe them appropriately -- not too hot or cold, bathe, and breastfeed -- helps protect against colds and diarrhea, best nutritionally, helps prevent allergies, etc.

**Evaluation**

Have students complete the crossword puzzle reviewing information from WATCHING BABY GROW. Teacher could read clues and once the answer has been given, (s)he could write the answer on the board. Pair up students who are advanced readers with students who may need help with this activity.

# MY FAMILY CREST

Name: \_\_\_\_\_

### Directions

Write or draw something in each box about how your family helps you.

The crest is a shield shape with a decorative, wavy top edge. It is divided into six rectangular boxes by a horizontal line across the middle and two vertical lines. Each box contains a number and a prompt:

1. My family helps me take care of my body.	2. My family helps me when I feel mad or sad.	3. My family helps me learn...
4. My family teaches me how to get along with others.	5. My family believes in...	6. I help take care of my family.

## CAN I HELP?

Name: \_\_\_\_\_

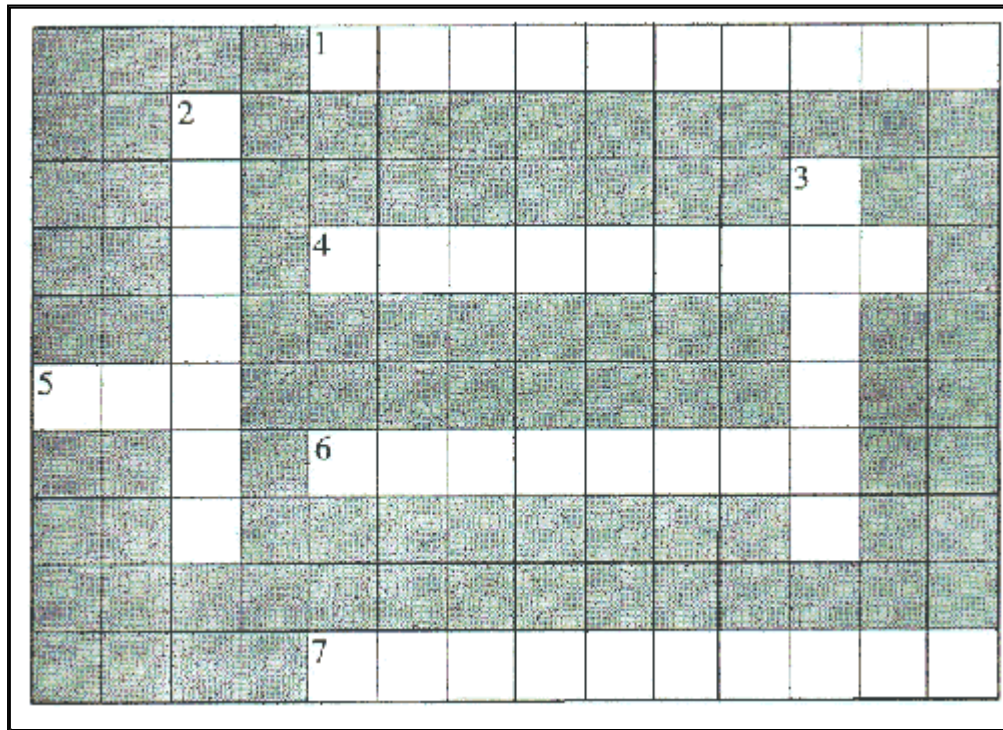
**Directions:** After reading questions, students check **YES** or **NO** for each.

	YES	NO
1. Hold baby?		
2. Change baby's diaper?		
3. Give baby a bath?		
4. Smile at baby?		
5. Breastfeed baby?		
6. Play with baby?		
7. Read to baby?		
8. Pay for food, diapers, or clothes for baby?		
9. Sing to baby?		
10. Give baby a bottle?		
11. Babysit baby for several hours?		
12. Give medicines to baby?		

Conclusions:

- a. How many ways could you help?
- b. What ways were you not able to help?
- c. If you couldn't help, why not? (Only moms can breastfeed babies, parents need to provide those things that cost money, parents should give medicine to the baby.)
- d. Who else needs to help care for an infant and why?
- e. Why are parents/guardians necessary for infants? children? adults?

## CROSSWORD PUZZLE



### CLUES

#### *ACROSS*

1. Milk produced by moms of babies which helps keep babies healthy.
4. Related to feelings.
5. \_\_\_\_\_nutritious food to help stay healthy.
6. Related to the body.
7. To keep something from happening.

#### *DOWN*

2. Parents want children to be \_\_\_\_\_so they won't get sick.
3. Two or more people who love and care for each other and usually are related and/or live with one another.