

LEVEL III. Child Development

CONCEPT II. Prenatal Care

D. Rest, Sleep and Exercise

GENERALIZATION: Rest, sleep and exercise are important to the well being of the mother and developing child.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify activities needed for an expectant mother.	<p>Discuss important activities needed for an expectant mother.</p> <p>List some activities that the expectant mother should do.</p> <p>Have students describe an expectant mother that they have seen.</p> <p>Describe two different expectant mothers, their health and appearance.</p> <p>Show films of healthy expectant mothers and discuss the films.</p> <p>Demonstrate exercises which are pertinent to the expectant mother.</p>	95

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LEVEL III. Child Development

CONCEPT II. Prenatal Care

E. Superstitious Beliefs

GENERALIZATION: Knowledge of the facts of prenatal development tends to eliminate fears, false ideas and superstitions.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Recognize the superstitious beliefs of Micronesian culture during pregnancy.</p>	<p>Discuss the facts and fables of pregnancy.</p> <p>Discuss the superstitious beliefs during pregnancy.</p> <p>Have the students discuss and list some of the beliefs of their parents and relatives.</p> <p>Discuss the advantages and disadvantages of superstitious beliefs during pregnancy.</p>	

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LEVEL III. Child Development

CONCEPT III. The New Born Baby

A. Feedings

GENERALIZATION: The infant is totally dependant upon an adequate food supply to meet it's nutritional needs.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Analyze the advantages and disadvantages to the mother and baby using breast feeding and formula feeding.</p>	<p>Discuss the advantages of breast feeding.</p> <p>Give a demonstration on making formula for bottle feedings.</p> <p>Take a trip to the hospital or ask a nurse to come to school to talk to the class about breast and formula feedings.</p> <p>Discuss sanitation measures and cost in comparing breast feeding vs. formula feeding.</p> <p>Have a discussion about fat babies. Is a fat baby really healthy? Will a fat baby grow up to be an obese adult? Is "baby fat" normal? Talk about the causes of too much baby fat.</p>	<p>99</p>

LEVEL III. Child Development

CONCEPT III. The New Born Baby

B. Clothing for the Infant

GENERALIZATION: Proper selection of the right clothing is essential to the comfort and well being of an infant.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop the skill and knowledge in understanding the special requirements of child care.	Show different kinds of fabric in class to identify the right kind of clothing for an infant. Bring to class samples of infant wear. Discuss the advantages and disadvantages of choosing proper clothing for the infant.	

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LEVEL III. Child Development

CONCEPT III. The New Born Baby

C. Bathing the Baby

GENERALIZATION: Cleanliness is important to the health and well being of the infant.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop skills needed for bathing an infant.	<p>Discuss why, when and how to bathe a baby. Discuss water temperature, soap, equipment.</p> <p>Demonstrate how to bathe the baby. If a real baby is not available use a doll.</p> <p>Have the students write statements about how a lack of personal cleanliness habits might affect a child's development.</p>	



LEVEL III. Child Development

CONCEPT III. The New Born Baby

D. Rest, Sleep and Exercise

GENERALIZATION: Rest, sleep and exercise contribute to the growth of a healthy baby.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Recognize a child's need for rest.</p> <p>Recognize the infant's pattern of sleep.</p> <p>Recognize how exercise contributes to the infant's health.</p>	<p>Discuss the value of a child's need for rest.</p> <p>Show pictures of children who are resting.</p> <p>Discuss the differences in the child who is resting from those who are not.</p> <p>Discuss why sleeping patterns are important.</p> <p>Show pictures of good sleeping areas.</p> <p>Discuss why the sleeping area of the child needs to be protected from flies, mosquitos and insects.</p> <p>Explain the importance of exercise.</p> <p>Discuss various ways the child can get exercise.</p> <p>Have students list 5 types of exercise good for developing strong muscles.</p> <p>Have several babies visit class and observe their similarities and differences.</p>	

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LEVEL III. Child Development

CONCEPT IV. Toddlers

A. Stages of Growth

GENERALIZATION: Development is a continuous process and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Identify the characteristics of normal development.</p> <p>Identify the characteristics of abnormal development.</p>	<p>Show a film concerning the stages of growth.</p> <p>Discuss the stages of growth.</p> <p>Identify physical, social, intellectual and emotional characteristics.</p> <p>Discuss how the phases of development are interrelated.</p> <p>Compare and contrast 4 children of the same age.</p> <p>Identify the contributing factors to the children's differences.</p> <p>Prepare a bulletin board showing pictures of toddlers.</p> <p>Show a film on abnormal children.</p> <p>Discuss what abnormal development is.</p> <p>Identify the contributing factors to abnormal development.</p> <p>Observe children at home or around you to see if they are normal or abnormal.</p>	

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OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	<p>Compare and contrast a normal child and an abnormal child.</p> <p>Prepare a bulletin board showing pictures of some children with abnormal development.</p> <p>Discuss means to prevent abnormal development.</p>	

LEVEL III. Child Development

CONCEPT IV. Toddlers

B. Health and Nutrition

GENERALIZATION: The amount and kind of foods needed by toddlers vary and are influenced by age, sex, size, activity, climate, physical and emotional state, and individual preference.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Identify the importance of good health.</p> <p>Recognize some problems of malnutrition.</p>	<p>Discuss family food variation as related to health, sex, age, activity, etc.</p> <p>Have students discuss distinctive or different foods that they serve in their home.</p> <p>Show a film on nutrition.</p> <p>Have a discussion on the basic food groups.</p> <p>Invite a resource person to talk to the class on nutrition.</p> <p>Discuss the meaning of malnutrition.</p> <p>Discuss two common types of malnutrition: Marasmar and Kwashiorkor.</p> <p>Describe two different toddlers and their health.</p> <p>Cut some pictures of malnourished children from magazines or newspapers and explain the cause.</p> <p>Discuss other problems such as: depigmented skin, moon-face, Bitot's spot and Keratomalacia. Explain the causes of these diseases.</p>	

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APPENDIX

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CHILD DEVELOPMENT: TOYS

Ladder

Slide

Swing

Crayons

Paper

Pencils

Blunt Scissors

Building Blocks

Plastic Toys

Puzzles

Musical Instruments

Dishes, Furniture and Articles for Playing House

Clay

Balls

Bat

Toys to Push and Pull

Stuffed Toys

Dolls

Small Chairs

Cars

Bike

Articles to Rattle

Skip Rope

Bucket

Telephone

Checkers

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Picture Books
Reading Books
Beads
Spools
Large Hollow Blocks
Articles to Squeeze
Plaster of Paris
Tops
Sling Shot
Toy Gun
Balloons
Marbles
Darts
Kites
Doll Bed
Doll House
Baseball Glove
Model Cars and Airplanes

LEVEL I: CHILD DEVELOPMENT

Activity #1 Bulletin Board Idea

Title: Toys for 2-5 Years Old

Outline with yarn a drawing of a bookcase that has four shelves. Label the bottom shelf "two year old", the second shelf "three year old", the third shelf "four year old" and the top shelf "five year old". On each shelf tack pictures of toys appropriate for children of that age.

Activity #2

Read the following statements and try to answer them without looking at your notes. Write the answer in the blank opposite each statement.

1. Name one physical characteristic of a two year old child. _____
2. Name one outstanding social characteristic of a three year old child. _____
3. Name one effect of heredity on the child's development. _____
4. Name one emotional characteristic of a five year old child. _____
5. Name one effect of environment on children's development. _____
6. Name one intellectual characteristic of a four year old child. _____
7. Name one of the good health practices. _____
8. Name one type of bath. _____

LEVEL I: CHILD DEVELOPMENT

Activity #3

Identify the age level each of the toys belongs to. Write the correct age level, 2,3,4,or 5 in the blank opposite each toy.

- ____ 1. Tricycle
- ____ 2. Pencil and Paper
- ____ 3. Ball
- ____ 4. Ladder
- ____ 5. Doll
- ____ 6. Clay
- ____ 7. Picture Books
- ____ 8. Blunt Scissors
- ____ 9. Musical Instruments
- ____ 10. Building Blocks

Activity #4

Read the following statements and identify which ones are true and which ones are not. Write T in the blank if the statement is correct or F if it is wrong.

- ____ 1. Children are required to have three meals a day.
- ____ 2. A young child should avoid contact with people who are sick.
- ____ 3. Children do not need to wear pretty bright colors.
- ____ 4. Sleep plays an important role in the child's development.
- ____ 5. Children should be taught about cleanliness.
- ____ 6. Children need to eat balanced meals.

LEVEL I: CHILD DEVELOPMENT

Activity #5

What Would You Do If.....

1. You work after school as a student aide in a small neighborhood play group. The group is made up of eight 3 year olds and four 4 year olds. Each day the group director provides the children with a snack of cookies and Kool-Aid. You know about good nutrition. You would like to see a change.

Would You: (check your choice)

- a. Tell the director she is not providing the right kind of snack.
- b. Ask the children how they feel about the snack.
- c. Bring a more nutritious snack for the children yourself and ask to serve it.
- d. Ask the director if she has other things for a snack.
- e. Something else? _____

Explain why you made the choice you did. _____

2. Your 3 year old baby sister has spilled jelly all over her dress. She comes to you crying and asking that you change her.

Would You: (check your choice)

- a. Scold her, but change her dress while you let her know how angry you are.
- b. Scold her for being careless and let her stay in the soiled dress.
- c. Accept her problem, simply saying, "Ok, lets get it changed."
- d. Accept her problem, as in C, but also talk to her as you change her about how nice it will be when she is bigger and can be less clumsy with her food.
- e. Something else? _____

Explain why you made the choice you did. _____

Thinking Things Through:

3. Children in the three to five age group develop rapidly in their ways of playing and learning. In the space that follows, describe or paste in a picture of one toy, or book, or game that you think is best suited for helping the development of a 4 year old. Explain the reasons for your choice.

Your reasons for this choice: _____

Case Study: Jack

4. You teach at a nursery school. One of the children in your group is Jack, four, who attends five mornings a week. When you work alone with Jack--reading him a story or showing him how to care for the hamster--he is very gentle and soft spoken. During free play, however, you are painfully aware that Jack is very rough. He is always playing war or shooting games, or just hitting other children, daring them to fight with him.

What should you do first about Jack's behavior? _____

You find that Jack has an older brother who teases him a lot. The brother pretends to be a monster and chases Jack. He offers Jack things and then doesn't provide them. When Jack complains to either of his parents, he is told that he should not cry, that he should be a big boy and fight back.

What are some play activities you can provide for Jack to help him let out some of his aggressive feelings without hurting others? _____

LEVEL I. Child Development

CONCEPT IV. Activities

B. Intellectual Activities

GENERALIZATION: An environment which provides the proper mental stimulation develops the child's mental ability.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the mental activities appropriate for the different age groups.	<p>Discuss the meaning of mental activities.</p> <p>Make a list of activities appropriate for this age group.</p> <p>Visit a Head Start Center. Observe what mental activities take place.</p> <p>Discuss the visit. Explain why various activities are provided.</p> <p>Observe children at home. Pay attention to their mental activities and how these are related to their physical development.</p> <p>Have class discussions on findings.</p> <p>List play materials used for mental activities: stories, puzzles, games, construction toys, etc.</p>	
Identify children who have problems with their mental development.	<p>Discuss behavior of children with problems.</p> <p>Observe children at home or around you. Bring a list of observations to class for discussion.</p> <p>Discuss ways to help those who have problems.</p>	

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LEVEL I. Child Development

CONCEPT IV. Activities

C. Social Activities

GENERALIZATION: The social life of a child is built around his family's environment.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Identify appropriate social activities for the different age groups.</p> <p>Differentiate between children who are sociable and unsociable.</p>	<p>Discuss social activities of the different age groups.</p> <p>List the activities.</p> <p>Observe children around you. Discuss their social activities.</p> <p>Observe the activities of children and try to identify their age.</p> <p>Define and discuss sociable and unsociable behavior.</p> <p>View a film showing the social activities of children.</p> <p>Identify the sociable and unsociable children in the film.</p> <p>Observe children around you, see if there are any sociable and unsociable ones.</p> <p>Discuss different types of personality: quiet, shy, loving, outgoing, talkative, introvert, extrovert, friendly, hostile, etc.</p> <p>Suggest ways to help those who need help.</p>	

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LEVEL I. Child Development

CONCEPT V. Health

A. Good Health Practices

GENERALIZATION: Good health is essential for a child to take part in and enjoy everyday activities.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
29 Encourage good health habits. Consider the advantages of maintaining good health.	Discuss why good health is important to daily living. Make a list of good health practices. Explain them. Use teaching aids to make explanations clear. Make a bulletin board. Suggest ways to help children improve their health. Discuss disadvantages of poor health and ways of improving the health of the individual.	

LEVEL I. Child Development

CONCEPT V. Health

B. Protection Against Illnesses

GENERALIZATION: Maintaining the child's health involves preventive measures as well as proper care when illness and disease occur.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Describe the means of protecting children from illness and disease.</p> <p>Give proper care during illness.</p>	<p>Define illness. Define disease.</p> <p>Discuss their causes.</p> <p>Discuss means of protection.</p> <p>Invite a nurse to give a talk on children's illnesses and diseases, and how to protect the child from these.</p> <p>Identify things to do when a child is ill.</p> <p>Visit a hospital and observe the care given to the children there.</p> <p>Discuss the visit.</p>	<p>61</p>

LEVEL I. Child Development

CONCEPT V. Health

C. Nutrition

GENERALIZATION: Good nutrition, one of the health factors, plays an important role in the development of the child.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of good nutrition.	Show a film on nutrition. Define nutrition. Discuss the essential nutrients and how important they are to the child's development. Discuss how nutrition is related to the health of a child. Show how to have good nutrition. Discuss the effects of good and poor nutrition. Show a film on the problems of nutrition.	
Examine the prevalent nutritional problems among pre-school children.	Discuss the problems and identify the prevalent ones. Discuss why they are nutritional problems. Observe children and identify those with nutritional problems. Discuss ways to help children with nutritional problems.	

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OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Identify the proper foods that will meet the child's nutritional requirements.</p> <p>Develop an awareness of preparing meals nutritiously.</p>	<p>Discuss choice of foods eaten by preschool children.</p> <p>Examine the foods' nutritive value.</p> <p>Discuss nutritional requirements for preschool children, along with the foods that will meet those requirements.</p> <p>Make a list of the proper foods.</p> <p>Make another list of the foods that are not proper.</p> <p>Identify the nutritive values of the foods being listed.</p> <p>Observe children around you and evaluate the nutritive value of their food intake for one day.</p> <p>Demonstrate basic cooking principles applicable to the foods from each of the basic four food groups.</p> <p>Look up recipes to use.</p> <p>Plan and prepare meals, breakfast, lunch and supper, that are considered nutritious.</p>	

Level II: Child Development (6-10 years)

Conceptual Framework

- I. Growth Patterns**
 - A. Physical**
 - B. Mental and Emotional**
 - C. Social**
- II. Family Relationships**
- III. Health Care**
- IV. Typical Behavior of the Older Child**
- V. The Early School Years**

LEVEL II. Child Development

CONCEPT I. Growth Patterns

A. Physical

GENERALIZATION: An understanding of the growth process in children contributes to self-understanding.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Describe the physical development of the school age child.</p>	<p>Display pictures of children 6-10 years of age. Discuss the physical development noticed.</p> <p>Visit a school. Check height and weight of students at the beginning of the year and three months later. Compare the differences in growth patterns.</p> <p>Show films or filmstrips about physical growth.</p> <p>Read references about growth patterns of older children. Write a report and present it to the class.</p>	

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LEVEL II. Child Development

CONCEPT I. Growth Patterns

B. Mental and Emotional

GENERALIZATION: Mental and emotional development begins at birth.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Identify the characteristics of mental and emotional growth.</p>	<p>Show films or filmstrips about mental and emotional growth.</p> <p>Define mental and emotional growth.</p> <p>List different ways in which a child expresses anger. Then compare this with other children to see which are common to all and which are individual.</p> <p>Discuss emotional differences between preschool children and the age of 6-10 years. Discuss differences between this age and teenagers.</p> <p>Students may observe their brothers and sisters, friends and relatives.</p> <p>Display pictures on a bulletin board.</p> <p>List suitable toys for the older child. Discuss. Assign students to groups, plan and make a toy or game.</p>	

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LEVEL II. Child Development

CONCEPT I. Growth Patterns

C. Social

GENERALIZATION: There is a reciprocal relationship between the family and society.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of social development.	Watch several movies and T.V. programs featuring the older child. Analyze the pictures in several popular books and magazines for children and several widely read comics. Analyze toys and games for balance between active and passive play.	

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LEVEL II. Child Development

CONCEPT II. Family Relationships

GENERALIZATION: Satisfying family relationships maybe formed when there is respect, cooperation, communication, and understanding between family members.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Recognize that successful living depends on successful relationships with others.</p>	<p>List things that you like about friends or classmates, brothers, sisters, and parents.</p> <p>Discuss relationships that exist among family members. Example: parents, stepparents, brothers and sisters, grandparents and others.</p> <p>Discuss reasons that conflicts may arise in families, conflicts in school. Discuss ways of solving those conflicts.</p> <p>Show movies about getting along with parents and friends.</p>	

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LEVEL II. Child Development

CONCEPT III. Health Care

GENERALIZATION: Developing an understanding of health care is one of the major concepts for youth.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of health care.	<p>Show films or filmstrips concerning health care.</p> <p>Discuss the meaning of the following: health, physical examination, exercise, immunity, and rest.</p> <p>Cut out pictures about health care. Let the students explain or describe what they think about the pictures.</p> <p>Tell a story about a healthy family and a sick family.</p> <p>Prepare a bulletin board concerning sanitary habits at home.</p> <p>Discuss the value of regular exercise.</p> <p>Discuss the importance of adequate rest and regular sleep. Discuss methods of encouraging regular sleep habits.</p>	
Recognize the importance of safety practices.	<p>Have students look up the meaning of the following words: prevention, chemicals, accident, injury, poison, detergent, and safety.</p> <p>Discuss why safety is important.</p>	76



OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	<p>Discuss ways of providing a safe play environment.</p> <p>Discuss ways to help children learn about safety.</p> <p>View a film about safety.</p>	

LEVEL II. Child Development

CONCEPT IV. Typical Behavior of the Older Child

GENERALIZATION: Behavior is learned, therefore problem behavior can be corrected.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Describe the common behavior problems.</p>	<p>Discuss typical behavior of different age groups.</p> <p>List five or six forms of behavior considered to be problem behavior.</p> <p>Rank the different types of problem behavior given, in order of seriousness, to good personal and social adjustment.</p> <p>Cut out pictures about common behavior problems for use on a bulletin board.</p> <p>View a film about common behavior problems.</p> <p>Observe your own brothers and sisters for any significant behavior problems. Bring notes to class for discussion the next day.</p> <p>Discuss problems at different age levels: health problems, problems with muscle control, speech problems, emotional problems, bids for attention, and social problems.</p>	<p>80</p>

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LEVEL II. Child Development

CONCEPT V. The Early School Years

GENERALIZATION: Working with the early school age student, requires good discipline, courage, understanding and skills.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Recognize the importance of adequate preparation for the beginning of school.</p>	<p>Discuss and evaluate the activities that are helpful in preparing a child for first grade.</p> <p>Visit a school. Observe the activities planned for the children, the discipline, and the amount of help given the children by the teacher or the parents in charge of the play group.</p> <p>Visit different classes and make a list of preparation needed for a child about to enter school.</p> <p>Show a film about learning materials used in schools.</p> <p>Discuss courtesy at school.</p> <p>Discuss behavior that interferes with efficiency.</p> <p>Discuss methods of correcting problem behavior.</p> <p>Discuss discipline.</p> <p>When is professional help needed? Where? By whom?</p>	

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Level III: Child Development (Conception to Age Two)

Conceptual Framework

- I. Conception
 - A. Reproductive Organs
 - B. Development of the Fetus
- II. Prenatal Care
 - A. Signs of Pregnancy
 - B. Nutrition
 - C. Clothing
 - D. Rest, Sleep and Exercise
 - E. Superstitious Beliefs
- III. The New Born Baby
 - A. Feedings
 - B. Clothing for the Infant
 - C. Bathing the Baby
 - D. Rest, Sleep and Exercise
- IV. Toddlers
 - A. Stages of Growth
 - B. Health and Nutrition

LEVEL III. Child Development

CONCEPT I. Conception

Reproductive Organs

GENERALIZATION: Knowledge of the biological changes during pregnancy will enable the woman to cope with the changes.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To develop an awareness of the reproductive organs.	Show charts or pictures of the reproductive organs. Discuss the reproductive organs: names, functions, location. Have a public health nurse talk to the class about the reproductive organs. Show a film on the reproductive organs. Prepare a bulletin board showing pictures of the reproductive organs and label them. Have students draw their own chart of the reproductive organs.	

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LEVEL III. Child Development

CONCEPT I. Conception

B. Development of the Fetus

GENERALIZATION: Knowledge of the fetal development will enable the woman to prepare herself for motherhood.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Identify the developmental stages of the fetus.</p>	<p>Show films on fetal development.</p> <p>Have a display of charts showing the fetal growth.</p> <p>Discuss the stages of fetal development, refer to the charts.</p> <p>List and define the names of the developmental stages.</p> <p>Compare and contrast the sizes of the fetus during its process of development.</p> <p>Discuss the fetal growth during the 9 month period of development.</p> <p>View a film showing the birth of a baby.</p>	

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LEVEL III. Child Development

CONCEPT II. Prenatal Care

Signs of Pregnancy

GENERALIZATION: Hormonal changes affect the mother during pregnancy.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the signs and symptoms of pregnancy.	Discuss signs of pregnancy. Show films of different stages of pregnancy. Invite a nurse or resource person to discuss the status of women in other countries with regard to pregnancy. Discuss pregnancy as it applies to women in Micronesia. Use charts to show the signs and symptoms of pregnancy. Describe a pregnant woman.	

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LEVEL III. Child Development

CONCEPT II. Prenatal Care

Nutrition

GENERALIZATION: Nutritional requirements are important factors before conception as well as during pregnancy.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>Be able to prepare a well balanced diet for an expectant mother.</p>	<p>Discuss the three food groups.</p> <p>Discuss food values and their function in the body.</p> <p>Explain dangers to the mother and fetus which may result from nutritional deficiencies of the mother.</p> <p>Demonstrate the preparation of a well balanced diet.</p> <p>Use charts to show different kinds of foods and explain their functions.</p> <p>Describe two different expectant mothers and their diet.</p> <p>Have the students practice how to prepare a meal for an expectant mother.</p>	

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LEVEL III. Child Development

CONCEPT II. Prenatal Care

C. Clothing

GENERALIZATION: Clothing for the expectant mother should be comfortable and easy to care for.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
<p>To be able to select the right garment for an expectant mother.</p>	<p>Discuss the selection of garments for an expectant mother.</p> <p>Describe a garment you do not like. Determine why you feel uncomfortable when wearing it.</p> <p>Make a chart to show the different garments for an expectant mother. Describe the right one to wear.</p> <p>Take a trip to a store, ask the student to select the garment which they think would be better for an expectant mother to wear.</p>	

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