**Introduction (5-10 minutes):**

Divide the class into small groups of 3-4 students. Distribute 10-15 index cards to each group. Have groups brainstorm several specific infant care practices (such as burping, diapering, bathing, dressing, buckling into a car seat, placing in a crib, bottle feeding, rocking, swaddling, etc.) and record each on a separate index card. As groups finish, collect all the index cards, discard repeated practices, and place the remaining cards in a box.

**Activity (15-20 minutes):**

Walk around the classroom and allow each student to draw an index card from the box. Students should look at their cards, but not show the infant care practice listed on it. Inform students that they will have 1-2 minutes to use a newborn manikin (doll) or a NASCO Ready-or-Not Tot® to demonstrate for the class how to safely and appropriately perform the infant care practice identified on their index card. Provide a variety of resources in the classroom for students to gather information on their topic. Students could utilize NASCO’s Introduction to Baby Care booklet, textbooks, videos, DVDs, posters, Internet, brochures, magazines, etc. Allow students to rehearse the demonstration using a newborn manikin (doll) or a NASCO Ready-or-Not Tot® to become familiar with them prior to their presentation.

**Conclusion (15-20 minutes):**

Collect the index cards from the students. Have each student create an infant care chart on a sheet of loose leaf paper and, as each card is drawn, have the students record the practice on their chart. As each student models their infant care practice, students should record key points of the demonstration in the chart. Continue the demonstrations until every student has had their turn.

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**Positive Parenting**

Grade Level: Middle School

**National FCS Standards:**

Examine expectations and responsibilities of parenting

- Strengthen core academics using reading and reasoning skills

**Formative Assessment:**

Students will draw conclusions regarding elements of positive parenting

**Materials List:**

- Chalkboard (202406HF) or white board (SB22769HF)
- Positive Parenting Poster Set (WA22611HF)
- Video recording equipment (optional)
- Exit cards

**Developed by Kendra K. Naef, CFCS**

2007 AAFCS Teacher of the Year

FCS High School Educator, Kimberly, Wisconsin

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**Provide for Child’s Needs**

- Food
- Clothing
- Shelter
- Provide safe environment
- Give love
- Discipline teach basic skills
- Please, thank you, sharing

**Parenting is a Full Time Job**

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**Call Toll-Free 1-800-558-9595**

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Printed in the U.S.A. Flyer #1364 June 2007
Introduction (5-10 minutes):
Begin by asking students to think about the responsibilities of being a parent. Invite students to share aloud specific examples of responsibilities that parents have. Record student provided examples on the board.

Activity #1 (5-10 minutes):
Divide the class into five groups. Distribute one poster from the Positive Parenting Poster Set to each small group. Have each group read their poster and then make connections between the information on their Positive Parenting Poster and the responsibilities of parents listed on the board in the first activity. Have students select words or phrases listed on the board that represent examples and non-examples of the topic discussed on their poster.

Activity #2 (15-20 minutes):
Have each small group develop a 3-4 minute skit that demonstrates the topic of their Positive Parenting Poster. Students should consider specific examples that will illustrate the topic and how the situations could be performed for the class. Encourage students to locate props to use when performing the skits and make sure that all members of their group are involved.

Conclusion (10-20 minutes):
Have each group present their skit to the class. If possible, arrange for a media specialist to video record the skits to be reviewed later or aired on the local school station. Following the presentation, have each student complete an exit card describing one or more elements of positive parenting and two specific examples of each.
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Formative Assessment:
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