

Child Care Training and Resource Kit

READING CHILDREN'S CUES AND PROMOTING HEALTHY BEHAVIORS

LESSON PLAN

READING CHILDREN'S CUES AND PROMOTING HEALTHY BEHAVIORS LESSON PLAN

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Course Length: 2 hours

Objectives: Participant will:

- Discuss various developmental theories.
- List infant cues and their meanings.
- List the implications of infant cue in a child care setting.

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How to use the Child Care Training and Resource Kits: Each lesson contains:

- **Lesson Plan** file, with the general directions for the lesson.
- **Overhead file** with the overhead materials. Those files on the CD are in color.
- **Teacher Notes** file which outlines the points of discussion for each overhead.
- **Handouts file** includes pages related to the overhead for those learners who like to take notes as well as other materials for the learner to take with them. Occasionally, some materials you must request yourself from the vendor. Instructions on how to get these materials are included in the lesson plan file. Some materials you must download from the Internet and the web address is included in the lesson plan file.
- **Teacher Enrichment** - In some cases the lesson developer may have included materials for teacher enrichment. Where possible, those materials are included here. If permission to print could not be obtained then the citation is included below for you to obtain.

Handouts:

- Strategies for Child Care: Theories of Child Development (See Handout file)
- Parent/Caregiver Roles and Responsibilities During the Feeding (See Handout file)
- Engagement Cues/Disengagement Cues (See Handout file)
- Keys to CareGiving™ Booklet 3: Infant Cues Purchase this through NCAST - Order from NCAST, 206-543-8528.
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Instructor Enrichment:

- NCAST training

Materials Needed:

- Overheads (See Reading Cues Overhead File)
- Cognitive Growth Fostering NCAST Video - (Order from NCAST, 206-543-8528.)
- Scenarios (See the end of this document)

<p>Activity: Welcome and Introductions</p>	<p>Process: Welcome and Introductions. Introduce self and have them introduce themselves. Give overview of cues and what they are and tie them into adult cues and how they are used. Use scenarios.</p>	<p>Time: 20 minutes</p>	<p>Materials: Welcome and Introductions: Scenarios</p>
<p>Interactive Lecture:</p>	<p>Interactive Lecture: Using the overheads, the text from the handouts, and your own NCAST knowledge:</p> <ul style="list-style-type: none"> • Discussion of developmental theory (Erickson, Piaget, Preoperational thought) • Discussion of NCAST theory, including The Barnard Model, and the cognitive growth-fostering concept. • Discussion of Cues (engagement/disengagement, subtle/potent, baby/toddler/their children/spouses). 	<p>45 minutes</p>	<p>Interactive Lecture: Overheads</p>
<p>Role-play</p>	<p>Role-play: Have participants role-play the different cues in various scenarios.</p>	<p>10 minutes</p>	<p>Role-play:</p>
<p>Video:</p>	<p>Video: Show NCAST pilot video: <u>Cognitive Growth Fostering</u>. One clip shows mother feeding the child in the high chair. Discuss the cues given.</p>	<p>20 minutes</p>	<p>Video: VCR/TV and video</p>
<p>Discussion:</p>	<p>Discussion: Discuss the implications for childcare providers.</p>	<p>15 minutes</p>	<p>Discussion:</p>
<p>Evaluation:</p>	<p>Evaluation:</p>	<p>5 minutes</p>	<p>Evaluation: forms</p>

Scenarios

1. You are attending your 5-year-old daughter's KG conference. Her teacher is telling you how wonderful she is-- bright, alert, interested, outgoing and beautiful! She is also complimenting you on your wonderful parenting efforts and support--it's so obvious that you spend time with her--read, play, etc.
2. You are attending an information packed meeting with your financial advisor about how to handle your home budget, taxes, and retirement. You know it's really important but the information is overwhelming and dry. It is right after lunch and you are having a hard time attending, try as you might ...and she does drone on and on.
3. You are attending a meeting with your 8-year-old son's baseball coach that you arranged. Your son has played T-ball/baseball since he was 5 years old--barely big enough to see over the tee. He absolutely loves baseball and plans to be a Mariner when he grows up. Now you know that he isn't the most coordinated child who plays but he's got great heart for the game. Up until now, all kids have gotten to play regardless of ability. Now, going into 4 grade, he had to try out. And guess what? He didn't make the team. It's pretty apparent that the coach has very little time to give you and even less compassion.