
UNIT: Growth and Development

LESSON: Infants--Physical

COMPETENCIES:

1. Analyze stages of physical development in infants. (Options 2, 3, 4, 5, 7, 8, and 9)
 2. Develop age-appropriate activities for physical, cognitive, emotional, or social development in infants. (Options 2, 4, 5, and 8)
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OVERVIEW/SUMMARY:

During the first year of life, the infant will grow and develop dramatically. There is no other time during a human's life in which he/she grows and develops so rapidly.

MOTIVATOR:

Have four or five different types of baby bottles sitting where the students can see them. Ask the students to quickly list all of the things that are different about the bottles and all of the things that are the same. Allow them just a few minutes to do this. Have them share their ideas with the class. Write their comments on the board. Relate this to infant development. Most of the needs of infants are the same: they need to eat, sleep, have their diapers changed often, etc. However, infants are individuals, having likes and dislikes, comforts and discomforts, happy moments and sad moments. While some infants like to take baths, others despise them. Some infants do not seem to mind having their diaper changed, while others do. During the next few days, we will be learning basic skills concerning infants' needs. It is important to keep in mind that infants, just like the bottles, are all similar, yet they are also varied and different.

LESSON OPTIONS/SUPPLIES

OPTION 1

BOOK: Gregory, the Terrible Eater, ISBN #0-590-43350-4

OPTION 2--Competencies 1 and 2

VIDEO: Videos on growth and development from Discovery Toys.

OPTION 3--Competency 1--CDA VIII, ECD

THE FIRST YEAR: Have the students read from a text concerning growth and development during the first year of life. Have them complete the study guide "Development During the First Year of Life."

OPTION 4--Competencies 1 and 2--CDA VIII, ECD and CDA VII, Observation

REFLEXES: Use a text to explain the common infant reflexes. Discuss why infants have these reflexes and how they help an infant. After discussing reflexes, have the students complete the INFANT'S REFLEXES OBSERVATION. If possible, arrange for several infants to visit the class to demonstrate the reflexes and also the appearances of the infants. You may wish to have the observation be completed as an out-of-class assignment. **TEACHER NOTE:** You may also want the class to complete the observation on infants, found in the INFANTS--COGNITIVE lesson plan, Option #5, at the same time.

OPTION 5--Competencies 1 and 2--CDA II, 4-Physical or VIII ECD

MOTOR SKILLS: Use a text to discuss and identify how reflexes are replaced by motor skills or motor abilities. Discuss large or gross and small or fine motor skills, then split the class into several small groups. Have them brainstorm and list activities for infants that involve large motor skills and also those that involve small motor skills. Discuss each group's ideas. Emphasize the importance of offering infants many opportunities to develop both large and small motor skills.

OPTION 6--Competency 1

SOLID FOODS: Discuss the teacher information concerning starting solid foods.

OPTION 7--Competency 1

CLOTHING: Find an article of clothing is made of uncomfortable fabric and that has a small neck opening or difficult closure (for example, a small, scratchy wool turtleneck). Have two volunteers come to the front of the class. Volunteer #1 will put the article of clothing on Volunteer #2. Volunteer #2 may not help Volunteer #1 put the article of clothing on and must remain fairly helpless. Time how long it takes for them to get the article of clothing on and off. Have them explain how they both felt during the activity. Discuss how this relates to infants and their clothing and how poor some of the choices are that caregivers and parents make concerning infants' and children's clothing. Have each student bring an item of children's clothing for the class to evaluate. Discuss the teacher information "Clothing" and have students complete, "Infants Clothing Study Guide and Activity."

OPTION 8--Competency 2--CDA II, 4-Physical

FINGERPLAY PROJECT: When giving the project to the class, explain that infants enjoy fingerplays because they have sing-song rhythm and movement or actions. Fingerplays help infants develop physically while trying to do the actions which involve small motor skills. They involve cognitive development with the child learning language and remembering the words. They involve emotion and social development as the child interacts with others and feels joyful when doing the fingerplays. The students must know their fingerplays and not have to read them from their papers. On the day the fingerplays are due, split the class into small groups of five or six students. Have each student teach one OR all three of his/her fingerplays to the group. After each student has taken a turn, have the group master one of its favorite fingerplays that were presented in its small group. Bring the class back together and have each group stand and present a fingerplay to the entire class.

OPTION 9--Competency 1--CDA VIII, ECD

SIDS: Present the information on SIDS to the class using the transparency "Factors Related to SIDS" as a reference.