

Alabama Department of Public Health
Mother's Milk Education Package for Grades K-12
Level 1

Adapted from New York State Department of Health

BIRDS, NO BEES, AND BABIES

LEARNING OBJECTIVE FOR LEVEL 1:

Students will explain that one function of a family is to care and provide for its members.

SCIENCE CONTENT STANDARDS:

15. Describe characteristics of plants and animals that help them survive.

16. Classify plants and animals according to characteristics.

SOCIAL STUDIES CONTENT STANDARDS:

9. Identify traditions of a variety of cultures in Alabama and local communities.

Using BIRDS, NO BEES, AND BABIES

Birds, No Bees and Babies introduces children to reproduction in animals. Insects are not included in this unit. The pages that follow include activities to help children discover the connection between an adult animal and its offspring. Lesson 1 matches animal parents with their young. Lesson 2 describes changes that occur within a family when a baby is born/adopted. Lesson 3 focuses on how babies grow and what needs they have in order to be healthy. In Lesson 4, students will be introduced to ways they might adjust to a new baby and how each family member can contribute to the overall well being of the family. A nice time to use these lessons is when a class member's family or the classroom teacher is expecting a new baby, though this is not a pre-requisite to using this information.

Resources for BIRDS, NO BEES, AND BABIES

Books:

I Was So Mad!, N. Simon. Illinois: Albert Whitman and Company, 1974.

The New Baby at Your House, Jonna Cole. New York: Mulberry Books, 1985

101 Things To Do With a Baby, Jan Ormerod. Lothrop, Lee and Shepard. New York, 1984.

Peter's Chair, Ezra Jack Keats. Harper Collins, New York, 1967.

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

Videos:

Baby Animals on the Farm, (30 minutes, available on Amazon.com)

Before You Start

Children in Grade 1 can understand the connection between a child and his/her parent(s)/guardian. It is helpful to extend that connection to animals and in later years, insects and plants.

As we study the needs of animals, we learn more about our own needs as humans. In this section of Birds, No Bees, and Babies, your students will be able to realize that offspring in animals and humans are "copies" of their parents. They will also examine how animals must deal with offspring and how this compares to humans as they cope when another family member, specifically a baby, enters their family.

They will also discover how they can help meet their own needs as well as the needs of others in their family as each individual copes with the changes a new baby or family member brings.

An activity on breastfeeding will be included in this unit as part of meeting a baby's physical needs as well as helping children find positive ways of coping while mom is nursing a baby.

Lesson 1 THE MATCHING GAME

Concept: Animals and humans have babies that look like their parents.

Vocabulary Words

reproduction: the process by which animals and plants reproduce new individuals.

offspring: refers to the babies of humans and animals.

adult: a fully grown organism.

parent: a mother or father.

Advance Preparation

Find nature magazines like Ranger Rick, National Geographic, World Student, etc., that have pictures of adult and baby animals. Give each construction paper to be used in a matching game. Have examples of things that are copies to introduce concept of reproduction.

ACTIVITIES

Introduction: Identify ways that we can copy something; e.g. copier machine, repeating what someone said, tracing a picture, etc. Discuss and clarify terms such as adult and parent.

Brainstorm: Identify different kinds of babies: infant, calf, pony, lamb, pup (seal), puppy, kitten, chick, cub, kid (goat)

Discussion:

- How many students have ever seen a baby animal?
- Call on students to tell what kinds of babies they have seen. Decide if the baby animal is called by the same name as the adult animal.
- Ask if any student has ever had a pet that had a baby. What did the mother animal do to prepare for the baby? (Prepare a nest, find a special place to give birth, etc.).
- How did the adult animal take care of the baby animal? (father is sometimes separated from young, mother feeds baby with breastmilk (called nursing), mother spends a great deal of time caring for young, mother/father may hunt for more food, parent becomes very protective of young, adult animal licks baby to keep it clean).

- Did the adult animal have any older offspring at the time the new offspring arrived? If so, how did the adult animal treat the older offspring? (May have spent less time with other sibling, may have let older sibling take care of him/herself.)
- Read "Eye Witness Books. Mammal." It has actual photographs of mammals, including offspring. Have children try to repeat animal names.
- Have students volunteer to hold baby/adult animal pictures in front of classroom. They must find their "offspring match" from students in seats who are holding the baby animal picture. The remainder of class can try to name both the adult and baby animals and check for accuracy.
- Using coloring books with animals, color picture of an adult animal. Students can write the name of the adult animal and the baby if it has a different name; i.e. dog - puppy.

Evaluation:

Using a spelling bee format, have students divide into two teams and name an adult animal and its baby. Pictures can be used and the child answers with the correct name. Teams may work together to answer.

Lesson 2 CHANGING BECAUSE OF BABY

Concept: Babies bring changes to each family.

Vocabulary Words

coping: dealing with problems or changes.

emotion: feelings.

offspring: refers to the babies of humans and animals.

sibling: a brother or sister.

Advance Preparation

Locate a book to read to class on welcoming a new baby, ("Helping Mommy Breastfeed").

Prepare feelings album pages by cutting an 8½" x 11" piece of paper into fourths. Each album should contain at least 8 pages (2 sheets). Find magazine pictures of families with babies.

ACTIVITIES

- **Review:** Identify changes that animals make because of their offspring.
- **Brainstorm:** Identify changes that a family might have to make because of a newborn baby. (Spend time changing diapers and clothing, feeding baby, losing sleep because baby needs to eat often, staying home from work to care for baby, traveling less.)
- **Discuss:**
 1. How many students have younger brothers or sisters?
 2. Do you remember what it was like when the baby arrived?
 3. What things were the same even though baby was there? What things were different because of the new baby?
 4. Did things stay the same, as the baby grew older?
 5. How did you feel about having a new brother or sister? (Answers may range from excited to jealous.)

6. How do we share our feelings (both good and bad) with others? (Tell someone about what makes us happy, explain that we are feeling sad, pout, hit, break things, do nice things for others.)
7. If you were feeling some bad feelings towards a new brother or sister, what are some good ways to deal with your feelings? (Tell mom and/or dad, talk to a trusted adult like a teacher or grandparent, swing, spend some quiet time alone, read a book, do something nice for someone else, remember things will change again as the baby gets older.)
8. Read "helping Mommy Breastfeed" about welcoming a new baby into the family (see resource list). Discuss how the older sibling felt about the new baby. What kinds of changes took place because of the new baby? How did the character in the book deal with his/her feelings in a positive or negative way?

- Read "I Was So Mad" (see resource list) about dealing with anger. Draw out positive and negative ways of dealing with anger.
- Make up a feelings album using small pieces of paper. Students can write the feeling/emotion at the top of each page and draw or cut out pictures to show what each feeling/emotion means.

Evaluation:

Have students find pictures in magazines of families with new babies. Make a list on the board of all the changes a family deals with when a new baby arrives.

Tape several large pieces of butcher paper or newsprint on the chalkboard. Have students take turns to draw a picture on the paper of positive/helpful things they could do while mom or dad is feeding baby, changing diaper, bathing baby or busy doing something else.

Lesson 3 SEE HOW WE GROW

Concept: Infants have needs that must be met in order to remain healthy

Advance Preparation:

- Either bring in a life-like doll or ask a student to bring one in.
- Prepare a flannel board and at least four figures to represent mom, dad, sister, and brother. Other extended family figures could also be included. Label each flannel figure or glue a picture of a face on each figure to help children identify each figure.
- Find a book on how babies grow and develop (see resource list for level 1).
- Have journals available or, if students do not have journals, they can use a piece of lined paper instead.

ACTIVITIES

The teacher or a student brings a somewhat real-life looking doll to class. Ask students what a baby would need to be healthy. Teacher can demonstrate with doll (Answers may include changing a diaper, bathing, appropriate clothing, being held correctly, feeding, etc.). After each answer, teacher can ask: Why is this necessary? (Feeding baby is necessary to help baby grow.) Be sure to include physical, intellectual, emotional, and social needs.

- Read a story about how babies grow. As story continues, make a list of what babies/children need. Compare to ideas children developed in previous activities.

- After discussing needs that a baby must have fulfilled, ask class to think about who can fulfill these needs. Using a flannel board with a felt woman, man, brother, sister, students will recall an example of what a baby needs and come up to the flannel board to show who in the family could be responsible for meeting that need. Be sensitive to non-nuclear families as well. For example:
 - changing diaper (mom, dad, sister, brother if old enough)
 - providing affection (all people)
 - keeping baby safe (all people)
 - breastfeeding baby (mom)
 - bottle-feeding baby with mother's milk (mom, dad, sister, brother, and others)
- Some families may have specific gender roles. Be prepared for comments like "My dad doesn't do that." Ask, "Is he capable of doing it?" "Do other dads do this?" Point out that families can be different and it is okay, but most things could be done by a male or female.
- Some children will be unaware that babies can be breastfed. Briefly explain that women are able to produce milk just as female animals can, after they have had a baby. Present breastfeeding in a positive manner as being the healthiest way to feed a baby but also explain that bottle-fed babies can be well nourished.

Evaluation

Give an assignment for students to write a short story about how their family members met their needs when they were babies. At least three answers should be included in the journal entry.

Lesson 4 ABCs of Coping

Concept: Family members need to help one another especially when changes occur.

Advance Preparation

- Photocopy of the acrostic provided in this lesson and cut up into small slips with one sentence or phrase on each slip.
- Prepare a piece of paper large enough that each student will be able to draw a picture of how they can be helpful to another family member.

ACTIVITIES

- Review definition of coping.
- Ask: What are some situations that can be upsetting or frustrating? (Friend not sharing toys, parent won't allow you to do something, when you can't do something as well as you'd like, parent spends more time with little brother/sister, when a baby cries, etc.)
- Review positive ways of dealing with changes or feelings of upset and frustration.
- Using the letters of the alphabet, write a phrase or sentence that starts with the appropriate letter. The theme of this acrostic will be how to cope with change. Helping other family members can also be incorporated. Students can be given one slip of paper with a phrase on it or they may use the slip they are given and make up one of their own. Tape in alphabetical order on wall or poster board.

- A - Ask mom/dad if they need help.
- B - Be patient.
- C - Call a friend on the phone.
- D - Do a good deed.
- E - Exercise.
- F - Fly a kite.
- G - Go get something for mom/dad when (s)he is tired.
- H - Hide and seek with a friend.
- I - Invite a friend to come over.
- J - Join a club.
- K - Kick, catch, dribble, or throw a ball.
- L - Laugh or cry.
- M - Make breakfast for mom, dad, and brother, sister.
- N - Nap a little.
- O - Organize your desk.
- P - Paint a picture.
- Q - Quiet time is helpful to relax.
- R - Read a book.
- S - Share a toy with a brother or sister.
- T - Tell mom/dad about your feelings.
- U - Use playdough to create something.
- V - View an educational television show.
- W - Write a letter to someone you love.
- X - Xerox (or have an adult to this) a picture and color it.
- Y - You can do school work without being told to do it.
- Z - Zap out a bad feeling by punching a pillow instead of a person.

Note: Teacher can ask for other ideas not listed about helping and coping.

Evaluation

Tape a large piece of butcher paper or newsprint on the chalkboard. Students take turns coming up to the paper and draw a picture of positive/helpful things they could do while mom or dad is feeding baby, changing diaper, bathing baby, or busy doing something else.