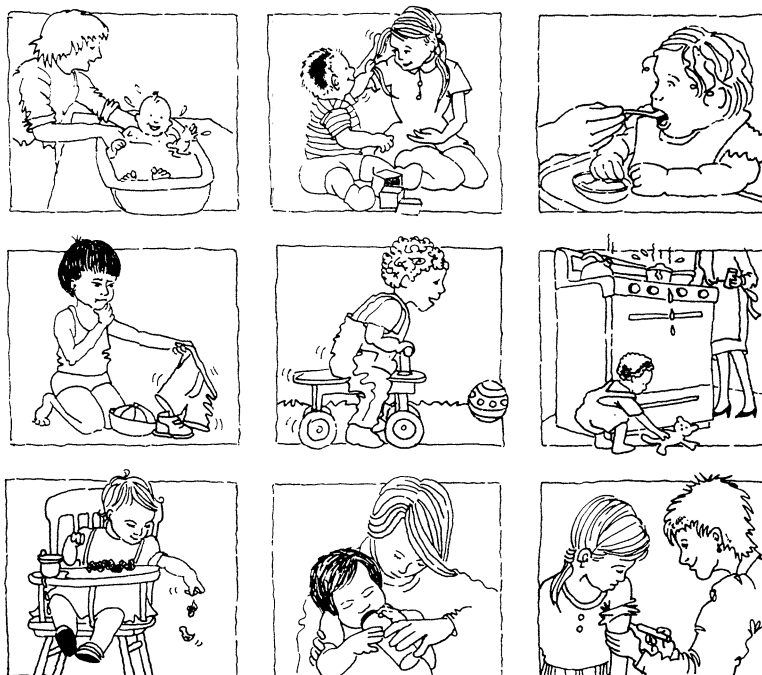


# Practical Parenting



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## To the Teacher

*Practical Parenting* is a workbook designed to introduce your students to the basics of parenting and child care. The workbook provides your students with the essential knowledge they need to care for the physical needs of babies and young children and to secure their charges' health and safety. Students will learn how to guide and teach babies and young children effectively, based on the needs and limitations of developmental stages. Finally, students are given guidelines for choosing and using substitute care—an important consideration for today's working parents as well as future child-care workers.

Each of the five main sections of the book opens with introductory material: the essentials of nutrition, guidance, teaching, substitute care, and physical care, health, and safety. This basic information is then applied to three age groups: babies (birth to 1 year); toddlers (1 to 3 years); and preschool and kindergarten children (3 to 5 years). Students learn how to adapt parenting and caregiving strategies to these different developmental stages. Numerous exercises and activities allow students to apply their new knowledge to theoretical and real-life situations. Review exercises are also provided within each section; you can use these as quizzes or tests. Objective and suggested answers and related teaching ideas are provided in the Teaching Suggestions and Answer Key of this teacher's edition.

*Practical Parenting* shows students how to care for, teach, and guide babies and young children in positive, effective, necessary, and nonabusive ways. This knowledge will help students in their roles as babysitters, siblings, child-care workers, and parents.

# Teaching Suggestions and Answer Key

Suggest that students jot down in their workbooks additional information and answers they learn from class discussions of the various exercises and activities.

To further reinforce students' understanding, discuss why the incorrect choices for the yes/no, true/false, and multiple-choice exercises are inappropriate and/or ineffective.

**Note:** The page numbers in parentheses in the bulleted headings indicate the student book page number where each activity can be found.

## I. Physical Care, Health, and Safety

Throughout this section, some charts and illustrations ask students to fill in data for their baby or child. For students who don't have a baby or child of their own, have them locate an actual baby or child whose data they can use for these exercises.

### ■ Role-Play (p. 6)

Criteria for critiquing include: Did the "parent" talk calmly and clearly? Did the "parent" describe relevant symptoms? Was the "parent" able to describe the accident, the number of hours the symptoms have lasted, previous similar problems, type of poison ingested, and so on? The "health-care worker" should be asking questions that elicit the necessary responses.

### ■ Matching (pp. 8-9)

- |                |                  |
|----------------|------------------|
| 1. sore throat | 6. ear infection |
| 2. vomiting    | 7. common cold   |
| 3. croup       | 8. appetite loss |
| 4. fever       | 9. diarrhea      |
| 5. skin rash   |                  |

### ■ **Your Community Child Care (p. 9)**

Answers will vary by community. These services may be listed under the name of your city/town in the phone book. Or look in the “Community Services” or “Government” listings sections of your phone book. Have students share their information with classmates.

### ■ **Home First-Aid Kit (p. 12)**

The home first-aid kit might include the following:

- Bandages: pads, strips (varied sizes)
  - Adhesive tape
  - Large triangular bandage
  - Cotton swabs & cotton balls
  - Tweezers & needle
  - Scissors with rounded tips
  - Rubbing alcohol
  - Safety pins
  - Thermometer
  - Syrup of ipecac (to induce vomiting)
  - Antihistimine
  - Acetaminophin and/or aspirin
  - Calamine lotion
  - Ice bag (optional)
  - Heating pad or hot-water bottle
- (Plus: sunscreen, petroleum jelly, hydrogeen peroxide, antacid, decongestant)

## **Physical Care, Health, and Safety for Your Baby**

### ***Physical Care for Your Baby***

#### **■ Practice Handling (p. 14)**

Watch students for correct baby handling. Try to find a baby doll with a floppy head and neck so errors in handling will be obvious.

#### **■ Diapering Practice (p. 15)**

Demonstrate how to change both disposable and cloth diapers, then have students try it. Also explain correct disposal of disposables: feces should be flushed away in the toilet and the remainder of the disposable should be wrapped within the waterproof liner.

You might point out to students that the stump of a baby's umbilical cord stays on the baby's tummy for two or three weeks. Then it drops off, leaving a raw spot. You need to keep this spot clean and dry most of the time until it heals. Try to keep the diaper below the unhealed navel.

You could also point out that disposable diapers come in different versions for girls and boys. Boys' diapers have more absorbent material toward the front; girls', toward the middle/back.

#### **■ Diaper Costs (p. 15)**

The disposable and diaper service answers are straightforward. The wash-your-own cost is trickier. There's the initial purchase cost, spread out over the lifetime of the diapers. Then there's the utility charge for washing (water and electricity) and drying, or coin-operated laundry fees, plus cost of soap.

#### **■ Practice Bathing (p. 17)**

Do this in class, if possible. Again, try to supply a baby doll with a floppy head and neck.

### ■ **Finding Baby Gear (p. 19)**

Possible sources include Goodwill and Salvation Army stores; yard sales; friends, neighbors, relatives; classified ads; community bulletin boards.

## ***Your Baby's Health***

### ■ **Immunizations (p. 20)**

2 months — DTP, Hib, Polio

4 months — DTP, Hepatitis B, Hib, Polio

6 months — DTP, Hib

12–15 months — Hib, Measles-Mumps-Rubella, Tuberculin Test

### ■ **Recording Symptoms (p. 21)**

After students have collected a number of symptoms, go over them in class. Can students tell what health condition or problem each symptom indicates? Which symptoms would students call a doctor about? (This may legitimately vary from student to student. The criterion is that if a student is worried about the symptom, he or she should decide to call for medical advice.)

## ***Your Baby's Safety***

Note that even when using sunscreen, you should try to limit your baby's exposure to sun. Use a beach hat, clothing to cover skin, and an awning on a stroller.

### ■ **Safety Situations (p. 23)**

You could discuss in class the reasons why the unsafe situations are not safe.

1. Unsafe (She could suddenly learn to roll over, or push herself to the edge with her toes.)
2. Safe
3. Safe
4. Unsafe (The baby could grab hold of the iron and pull it over on himself.)

5. Safe/Unsafe (Safe *only* if baby is nowhere near the crawling stage. As a routine, bag should be ripped up and put in outside garbage.)
6. Unsafe (Could tip over.)
7. Safe (Do add sunscreen, though.)
8. Unsafe (Babies can drown quickly; young children won't know it's happening.)

### ***Baby-Care Review (p. 25)***

1. Yes
2. No (Babies can sleep through normal household noises. If you keep your home quiet, your baby will get trained to sleep only when there's no normal noise.)
3. No (Babies are not delicate; they need to be picked up often.)
4. Yes
5. Yes
6. Yes
7. No (This is a matter of personal preference.)
8. No (Babies should wear the same amount of clothing that other family members wear to be comfortable.)
9. Yes
10. No (Never lay a baby down in the bath; he could slip underwater quickly. Always support a baby in the bath with one arm/hand while washing with the other hand.)
11. Yes
12. No (If your baby has a fever while teething, the fever is caused by something other than the teething.)

## **Physical Care, Health, and Safety for Your Toddler**

### ***Physical Care for Your Toddler***

#### **■ Toddler-Care Choices (p. 29)**

1. c, d (Note that b may not always be a viable choice; Melissa could dress Erik this way whenever possible when she knows her mother will see Erik.)
2. a, d, e (Choice c would be correct only if Hope wants to sit on the chair then.)
3. b, c
4. a, d

### ***Your Toddler's Health***

#### **■ Immunizations (p. 30)**

15 months — DTP (acellular)

### ***Your Toddler's Safety***

#### **■ Toddler-Proofing (p. 32)**

Answers will vary depending on the home. By sharing lists, students may be made aware of some hazards they overlooked.

### ***Review of Physical Care, Health, and Safety for Your Toddler (p.33)***

1. Yes
2. Yes
3. No (Rough play now will stimulate your toddler and make him *less* ready to settle down and go to bed.)
4. Yes
5. No (She needs to be in the kitchen with you; you have to make the kitchen a safe place for her to be.)
6. Yes (Many toddlers are injured this way each year.)

7. No (Telling isn't enough; you must physically hold the toddler.)
8. No (Toddlers want to choose what they wear but don't know what's appropriate for the weather or situation. Offer several appropriate items for a toddler to choose from.)
9. No (Toddlers vary widely in the ages at which they become toilet trained; some take until they're 3 or 4.)
10. Yes