

CHAPTER 7 ACTIVITY PLAN: PHYSICAL DEVELOPMENT OF INFANTS

Objective: To analyze the physical development of infants.

Teaching Activity

1 Divide the class into three groups, and have each group explore in depth one of the patterns of physical development. Each group should prepare a visual aid to describe its pattern and should share details about the type of developmental changes that occur in this pattern. Students may choose to show their information in a timeline or other sequential manner.

Accommodations/Modifications

- ◆ Provide a graphic organizer to help students describe the physical development of young children. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide an outline of patterns for physical development for students to follow. (ASD, FAS, LD, MR, SLD, TBI)
- ◆ Supply a timeline to facilitate student work. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, OHI, OI, SLD, TBI, VI)

Teaching Activity

2 Have each student develop a T-chart that describes both nature and nurture influences on a child. Students may choose to focus on influences in their own personal development or on influences in the development of children they know well. Encourage students to consider a variety of influences, including heredity, nutritional, health, experiential, and environmental influences.

Accommodations/Modifications

- ◆ Provide a T-chart on which students can describe aspects of positive and negative environmental influences. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Have students categorize teacher-selected pictures that show examples of nature and nurture influences. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, OHI, OI, SLD, TBI, VI)
- ◆ Have students use a Venn diagram to compare and contrast nature and nurture influences. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, OHI, OI, SLD, TBI, VI)

Teaching Activity

3 Have each student create an activity for an infant that promotes the development of vision or touch. For example, students may create mobiles, posters, feely boards, or toys appropriate for infants. Students should share their creations with the class and describe how these creations will help promote early development.

Accommodations/Modifications

- ◆ Have students work in peer teams on the project. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide a teacher's aide to help students create their projects. (ADHD, ASD, BD, ELL, FAS, HI, LD, MR, OHI, OI, TBI, VI)
- ◆ Provide students with an example of an activity they can emulate. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)

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Teaching Activity

4 Divide the class into two groups, and assign each group to either fine or gross motor skills of infants. Have each group develop a timeline that is divided into monthly intervals. The intervals represent birth to twelve months. Have students divide their work within the group according to the months. For each month, students should locate pictures of five toys or activities an infant would be able to use to perform according to his or her developmental skills. Groups should present their timelines, and individual students should share information regarding their respective months.

Accommodations/Modifications

- ◆ Provide students with pictures and have them place the pictures on the timeline. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Develop a combined list of fine and gross motor skills. Have students highlight examples of each type of motor skill in a different color. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Create a wall of pictures that shows fine and gross motor skills. Have students label the pictures. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)

Teaching Activity

5 Have each student create a brochure or pamphlet describing the effects of one of the following on the infant's brain development: prenatal exposure to drugs, prenatal exposure to alcohol, prenatal nutrition of the mother, nutrition of the infant, or postnatal trauma, stress, and neglect of the infant. Students may utilize Internet or print resources to locate information for the brochures. As an alternative, students might create and record a public-service announcement about the negative effects of drugs, alcohol, or tobacco on unborn children. Students should summarize their findings in small groups and share their brochures or pamphlets with others they know.

Accommodations/Modifications

- ◆ Provide magazine ads for alcohol or tobacco products that contain warnings for expectant women. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide assistive technology for students to use the Internet to locate a list of the harmful effects of alcohol, drugs, and tobacco on unborn children. (ASD, ELL, FAS, TBI, VI)
- ◆ Supply a tape recorder or other media with which students can create public-service announcements. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)

Teaching Activity

6 Have students individually explore the effects of breastfeeding and formula feeding on infants. Students should present their findings in a graphic organizer that compares and contrasts the two options. Following their informational analysis, students should prepare a persuasive essay reflecting their views regarding feeding options for new mothers.

Accommodations/Modifications

- ◆ Provide a video and other educational tools or media regarding breastfeeding for student investigation. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide students with an outline to guide their project work. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)

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Teaching Activity

7 Have students work in small groups to research Sudden Infant Death Syndrome (SIDS). Suggest that students obtain information from the “Back to Sleep” campaign about reducing the risks of SIDS to aid their research. Groups should develop PowerPoint® slide shows to help parents and caregivers become aware of SIDS and to inform them of strategies for prevention and reduction of risk factors that contribute to SIDS. Have the groups summarize their presentations to the class. Then play the presentations on school or district television channels.

Accommodations/Modifications

- ◆ Provide a video, DVD, or other media that discusses SIDS prevention strategies for student research. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide assistive technology to aide students in the development of their presentations. (ASD, FAS, TBI, VI)
- ◆ Supply a graphic organizer to help students organize their research information as their projects develop. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)

Teaching Activity

8 Invite students to develop an evaluation tool and rating key for baby foods. Evaluation criteria may include consistency, color, flavor, or nutritional value. Students should categorize the foods by using the five USDA food groups. Have students evaluate a variety of purchased baby foods and formulate an entire class consumer report based on the evaluation. For an added experience, have students locate and prepare recipes for homemade baby food and compare it to commercial baby food for the above criteria.

Accommodations/Modifications

- ◆ Provide an evaluation tool to assist students in gathering information. (ASD, ELL, FAS, LD, MR, SLD, TBI)
- ◆ Supply a scribe to assist students who have difficulty writing. (ASD, FAS, LD, MR, SLD, OI, TBI, VI)
- ◆ Take students on a field trip to a barrier-free supermarket to record and evaluate the types of baby foods available. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, VI)

Teaching Activity

9 As a class, develop a list of clothing needs for an infant from birth through twelve months. Have each student predict the total cost. Divide the list amongst the class members, and have each student locate approximate costs for his or her assigned items. Students may utilize department store ads, the Internet, catalogs, or a trip to the store to locate prices for the items. As a class, total the prices, and ask students to discuss their thoughts, feelings, and realizations regarding infant clothing needs. How did their initial predictions regarding costs match the actual costs determined by the class activity?

Accommodations/Modifications

- ◆ Provide students with cut out pictures and prices of infant clothing from catalogs. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Supply a signing interpreter for students during class discussion. (HI)