

# KEYS TO GREAT PARENTING



Fun and  
Learning  
with Your  
Baby or Toddler

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## Teaching Outline for KEY #7

### *Practice Health and Safety*

## PART 3: A SAFE LIFE FOR YOUR BABY OR TODDLER

### Learning Objectives

- Parents will be able to describe their recent efforts to implement wise safety practices.
- Parents will show evidence of further understanding of their children's safety needs through discussion with each other, viewing the safety video, and talking with the public safety guest speaker.
- Parents will select one or more safety tips to work on at home.

### Recommended Supplies

- ✓ Copies of Key #7 for all participants.
- ✓ Copies of the Developmental Growth Chart for those who need it (refer to Key #3—"Know How Your Child Develops"—in which the chart was inserted).
- ✓ One copy of Developmental Profiles: Pre-Birth Through Age Eight (3rd Ed.), 1999, by Allen and Marotz, suggested for the leader. Delmar Publishers, ISBN: 0-8273-8605-2. Phone: 1-800-347-7707, or <http://www.delmar.com>. Three copies are available for Extension professionals to checkout from the CYFAR Resource Library. Phone: 859-255-8640, in Lexington, Kentucky.
- ✓ Flip chart and easel.
- ✓ Felt tip markers.
- ✓ masking tape.
- ✓ VCR/TV.
- ✓ "Safe From the Start" video produced by the I am Your Child Campaign (running time: 23 minutes). Accompanying booklet and CD-ROM also available for purchase by calling 310-285-2385 or by visiting <http://www.iamyourchild.org>. Six copies available for checkout by Extension professionals from the CYFAR Resource Library (859-255-8640).
- ✓ Guest speaker to talk about selection, installation, and uses of car safety seats. Sources for the speaker may include the police department, county public health department, or a representative of the Safe Kids Coalition. Check with the nearest hospital for information on this coalition or on similar safe community groups.
- ✓ Particular presentation needs of the guest speaker, such as a speaker's stand on a table where the safety car seat can be demonstrated, an overhead projector, etc.
- ✓ Write on flip chart sheets (1) the specific issues which participants would like to discuss with the guest speaker, (2) sections of Key #7 that deal with the topic being discussed by the guest

speaker, and (3) the speaker's name and professional title. Leave the sheets attached to the flip chart until you refer to them. At that point you may decide to tear them off and tape them to the wall.

- ✓ Safety items for babies and toddlers brought by the participants and the leader.
- ✓ Supply table for safety items brought by the participants and the leader.
- ✓ Copies of the half-page Skill Builder action plan form, enough for all participants.
- ✓ Pencils, enough for all participants.
- ✓ Participants' Skill Builder Log Sheets.

### **SHARING TIME (about 30 minutes)**

#### **Group Building** (about 15 minutes)

**A.** Welcome participants as they arrive and point out the supply table where they can place their safety items. Encourage them to tell you and other group members how they have used such items with their babies and toddlers. Compliment them on their preventive actions and ask them where the ideas for their actions came from. Some ideas may have come from Key #7. If appropriate, you might point out to the group the pages in Key #7 where the tips can be found.

**B.** Invite the participants to join you in gentle stretching and bending movements. You may decide to lead a children's song with body motions, such as the "Hokey Pokey," or "Head, Shoulders, Knees, and Toes." You will find words and directions for those songs in the "Communication with Nursery Rhymes" section of your Teaching Manual. It is good to review these songs, which you used in teaching Key #4, so that participants remember the importance of play in creating a warm, relaxing atmosphere at home.

**C.** Invite participants to tell about happenings in their lives since the previous meeting:

1. Changes they have made in caring for their child's health and nutritional needs since the first session on Key #7.
2. Progress of their babies and toddlers in all areas of development.
3. Recent incidents involving their child's safety.

To the leader: Remember that empathic group caring is important. However, keep an eye on the time. You could talk in more depth with a particular participant after the meeting if an urgent concern is voiced.

#### **Adventures in Skill Building** (about 15 minutes)

The primary goal of the **Keys to Great Parenting Program** is to help parents of babies and toddlers build and strengthen their positive parenting skills. Your role in this part of the session is to lead participants in sharing their successes and challenges in following through on the Skill Builder action plans that they completed at the end of the last session.

This part of the program is one of the most important learning times of the entire session. Do not rush it. Be as supportive and encouraging as you can.

Move participants from general sharing to focused thinking by saying something like, "Let's look for a few minutes at the Skill Builder action plans we wrote for ourselves at the last session. Who would like to share with us about putting last week's Skill Builder into action?"

Stress that it takes courage to make out a personal action plan. As long as the individual has sincerely tried to follow through—even though he or she had only good intentions—it's a positive step in the right direction. The person didn't fail; he or she just went through a learning adventure that is a stepping-stone towards success.

As time allows, refer participants to the following questions (written on the flip chart, then posted on the wall) and permit free discussion about any of them:

- ◆ What did you learn about yourself and your management abilities?
- ◆ How did your actions affect your child?
- ◆ How did your actions affect the general atmosphere of your home?
- ◆ Which values do you share with other family members? Which values differ?

Hand out participants' Skill Builder Log Sheets and pencils. Ask participants to reread the words they wrote at the previous meeting. Encourage them to make a check in the box that best describes the degree of success they experienced with their action plan between meetings. When everyone has finished marking, collect the log sheets and set them aside until the skill builders time later in the session.

*TO THE LEADER: As always, encourage participation among group members, but preserve the right of anyone to remain silent.*

Lead into the content presentation and discussion by saying something like, "Many of us have had a bit of time since the previous meeting to read and think about wise health and safety practices. During the last session, we focused on nutrition and food safety. Today our emphasis is on making our homes and the outdoors safe for babies and toddlers at all times in addition to mealtimes.

### **ADVENTURES IN LEARNING (about 45 minutes)**

#### **A. Orientation to Today's Session.** (about 5 minutes)

1. Point out the section "Safety Tips" in Key #7, pages 8-12. Name the headings of areas inside and outside the home where safe practices are necessary. Suggest that participants keep Key #7 handy for reference in their homes, purses, diaper bags, briefcases, etc.
2. Point out the fact that according to the video they will soon see, accidents are the number one killer of children under age 5 in the United States. It is highly important that adults know how to prevent accidents and how to handle emergencies. That is why this session has been planned. Ask participants for quick comments or questions about child safety. Write their questions on the flip chart to make sure those concerns are addressed in this session.
3. Tell the group that the video they are about to watch will show them how to spot and fix many safety problems in or near their homes.
4. Introduce the guest speaker who will talk about and demonstrate the selection, installation, and uses of car safety seats after the video is shown and discussed.

#### **B. The Video.** (about 23-30 minutes, including stops for comments and questions)

1. Introduce the video "Safe From the Start." You may wish to mention the following points:
  - a. The video runs about 23 minutes. Participants may speak or raise their hands to stop the video for questions and comments.
  - b. Safety issues for the leader to be aware of (in order of appearance in the video):
    - Car seat safety, including safety for newborns as well as older babies and children.
    - Feeding.
    - Sleeping.
    - Diaper changing.
    - Bath time.
    - Pets.
    - Choking: On toys and food; resuscitation techniques.
    - Baby proofing the house.
    - The dangers of commercial walkers.
    - Hot radiators and floor grills.
    - House plants: Some are poisonous.
    - How to contact the nearest poison control center.
    - Climbing dangers: Window guards.
    - Lead paint.
    - Smoke detectors.
    - Medicine cabinets.
    - Drowning dangers.
    - Kitchen precautions.
    - First-aid methods.
    - Outdoor precautions.
    - Group care safety procedures.
    - Gun safety.
2. Start the video when everyone is comfortable. Keep track of time spent with stops for questions, so that there will be time afterwards for the speaker.
3. Permit a few more minutes for discussion after the video ends.

**C. *The Guest Speaker, Demonstrating Car Seat Selection, Installation, and Use.*** (about 10 minutes)

1. Introduce the speaker by his or her name and professional position once again. Invite the speaker to begin the demonstration. The speaker may decide to demonstrate the car seat in an automobile.
2. Permit participants to comment or question during and after the demonstration.
3. Thank the speaker for the helpful demonstration, information, and time shared with the group.

**D. *Closing the Session.***

1. Determine if participants have unanswered concerns. Another session may need to be scheduled to address those questions. A topic for another session may be a first aid and CPR class.

2. Thank the participants for their thoughtful questions and informative comments. Point out that an advantage of group meetings like this one is the opportunity to learn from each other.

### **SKILL BUILDERS (about 15 minutes)**

As an educator, one of your important goals is to help members of your group apply what they have learned. Your tool for accomplishing this is the half-page action plan form called Skill Builders.

- Pass out copies of the half-page form and guide participants in creating their personal Skill Builders. You might begin the process by saying something like, “Think about what we’ve been learning today, and pick out a specific parenting skill you would like to improve. Exactly how do you want to strengthen this skill? Choose one small but important change you really want to make in the next few days. Write your action plan in the space provided.”
- Ask the members of your group to choose a reasonably small commitment for their Skill Builder action plans. Biting off too much at one time only sets a person up for frustration or failure. The action plans should be specific and measurable. Having a definite game plan will help the participant follow through, and it will be much easier to measure the degree of success.
- Once everybody has had an opportunity to complete the Skill Builders, go around the group, allowing each person to share his or her action plan. As you listen, freely give compliments and encouragement. This is the final session in the series of Keys to Great Parenting teaching outlines. However, if another learning session will follow this one using a different order of the teaching outlines, remind participants to bring their Skill Builder forms with them next time. Knowing that they will have an opportunity to report on their action plans will be an added incentive for following through.
- After participants have completed their half-page Skill Builders, invite them to close their eyes, take several deep breaths, and relax. Then ask them to imagine that they are successfully carrying out their Skill Builder action plans just the way they want to. Lead them in visualizing the positive results and in experiencing how good it feels. Without rushing, you may want to guide them in going over these images a second time. Explain that mental pictures can be an effective way of learning. Many athletes, for example, use visualization as an essential technique for improving their skills.
- If this session ends your series of meetings with this group, guide participants in using their Skill Builder Log Sheets to evaluate their growth in parenting skills. Encourage participants to read over the skills they wrote down on the lines during each session and to add up the checks in each column. They should be able to see positive changes. Discuss ways in which they may continue to work on their roles as their children’s first and most important teachers. If possible, keep their log sheets for your evaluation records. Assure them that you will not divulge their names or individual personal data in any evaluation procedure. Refer to the resource “Using the Skill Builder Log Sheet: A Guide for Program Evaluation” for more information.
- Refer to the “Wrap Up” section for suggestions about celebrating the end of the program series.

*(If you have a children's program that runs along with the parent meeting, you may say, "In a few minutes we will go to the children's room. We will observe the way the educator has planned the program to promote healthful, safe learning and play. Be aware of specific actions the educator has taken to prevent accidents. Also notice the techniques she or he uses when misbehavior occurs. Continue to pay close attention to the skills your child shows in the physical, social, emotional, and intellectual areas of development. Write notes about what you observed in your developmental record as soon as you can after you arrive home.)*

#### **WRAP UP**

- A.** Ask participants to continue to read and review the entire booklet of Key #7 as their babies and toddlers grow and develop.
- B.** Assist the group to organize another session on safety or on any other parenting topic of strong interest.
- C.** Point out that this is the last session in the "Keys to Great Parenting" series. Compliment them on their participation and their progress in the many skills of parenting. Hand out certificates of completion to participants with good attendance records. (A sample certificate may be found in the Teaching Manual materials).
- D.** If appropriate for your group, suggest that the group might like to plan a closing event to celebrate learning and friendship. Discuss and make plans for such an event, such as a potluck meal, a party, a field trip, etc.