

# Pregnancy and Parenthood

TITLE  
**09**



# Pregnancy and Parenthood

This unit aims to enhance the learners’ understanding of pregnancy and caring for a baby. Understanding is developed and embedded through a range of carefully planned and personalised learning experiences. The activities are suggestions only. You can adapt or extend them to suit your learners’ age, cognitive ability and specific needs.



Links to Curriculum for Excellence	Learning intentions	Success criteria
<p>I am learning about where living things come from and about how they grow, develop and are nurtured. <b>HWB 0-50a</b></p> <p>I am able to show an awareness of the tasks required to look after a baby. <b>HWB 0-51a</b></p> <p>I can describe the role of a parent/carer and the skills, commitment and qualities the role requires. <b>HWB 2-51a</b></p>	<p>With the appropriate level of support and resources children and young people learn:</p> <ul style="list-style-type: none"><li>▶ That all mammals go through pregnancy and give birth.</li><li>▶ How we care for a baby.</li></ul>	<ul style="list-style-type: none"><li>▶ I know animals have babies/I know the baby grows inside the mother/ I can match animals and their babies.</li><li>▶ I show awareness of the needs of a baby and how parents care for their baby</li><li>▶ I can tolerate a baby crying and I can be quieter when they are sleeping.</li></ul>

## Links to other themes

Learning within these other thematic units will support learning on this theme:

- ▶ My Body
- ▶ Personal Hygiene
- ▶ Puberty
- ▶ Relationships

Why this learning matters

Children and young people may have babies in their own family, or mum or another relative may be pregnant. Of course children and young people will meet pregnant women in school, in their extended family and in the community. They will encounter babies in many different settings too. For children expecting a new baby at home, or with the arrival of a new baby, this learning may be especially helpful, particularly when the learner needs to build tolerance of the new smells, sounds and changes in routine that a new baby will bring. Of course we want our learners to be the best big brothers and sisters they can be!

Pre Early Level learners may be interested in where babies come from rather than have the capacity to understand how they are made and so this unit does not explore sexual intercourse/conception. For young people who are learning at Early/First Level, who will benefit from such content, this is available in other sections of the national RSHP resource.

If you have been working with learners on the topic *Puberty* you will see in the unit that there is material to support learning on the theme of *I am growing up* within which learners have the opportunity to look at *life stages* and *life cycles*. You might want to do that work alongside this unit.

Activities, ideas and supports for learning

There are 5 sections in this booklet.

- 1. All babies grow inside their mother
- 2. Mothers and their babies
- 3. Looking after a baby
- 4. Crying and sleeping
- 5. Visits from a pregnant woman and baby



1. All babies grow inside their mother

Supporting PowerPoint available

The PowerPoint provides a script and images to tell the story of the baby through pregnancy. You can change the word ‘mother’ to the word the learner knows like mummy, mama etc *A note on language:* While we would not expect a learner to necessarily learn/repeat the term uterus we do want to use a proper, age appropriate term rather than an expression like ‘in the mummy’s stomach’.

All babies grow inside their mother

- ▶ Babies grow in a special place inside the mother called the uterus.
- ▶ The baby is safe as it grows.
- ▶ Babies start out very small and grow for 9 months inside the mother.
- ▶ Then they are born.



## 2. Mothers and their babies

Card set for printing available

Use the set of cards (print and laminate) and match mothers with their babies. While learning the names for the animals make the connections between mother and their baby: *All babies grow inside their mothers; then they are born; the mother looks after their baby.*

## 3. Looking after a baby

Supporting PowerPoint available

This activity will help learners to recognise and identify what a baby might need. Connections can be made with other work described in the unit *Personal Hygiene* or work you are doing around *Food and Health*. Each slide has images that you can explore/ talk about.

As learners work through the slides a number of times, they may be able to begin to predict responses to the initial question: *What do we do to look after a baby?* And your conversation can affirm their understanding with the slides/images that follow.

The film clips on the final slides can be watched and key elements of the baby's care identified. While the breastfeeding film is instructional for parents, it shows very well how a baby feeds. The film *24 hours with a new born baby* shows how many feeds and nappy changes a baby needs in a day. When using a clip on a platform like YouTube remember to make sure it is what you want to view, to set it up and skip adverts.

What do we do to look after a baby?

- ▶ Babies need to eat
- ▶ Babies need to have a bath
- ▶ Babies need a clean nappy
- ▶ Babies need care and hugs
- ▶ Film: Breastfeeding [How to get a comfy attachment \(Video\) - BabyCentre UK](#) (from [babycentre.co.uk](http://babycentre.co.uk) duration 2 minutes)
- ▶ Film: *24 hours with a new born baby* (duration 3 minutes 33) <https://youtu.be/m9QndNXcnCU>

For the duration of the unit set up an area with dolls, cots, baby things. Depending on their experience, it may be necessary to support and facilitate boys' involvement, it is important that boys feel they can be interested and be part of this play. Bath babies – use anatomically correct dolls and use correct terminology for genitals. Talk about hygiene and the need to keep babies clean. Dolls can be dried and dressed discussing the need to be clean, warm and dry.



## 4. Crying and sleeping

Two important aspects of looking after a baby are to understand the importance of sleep and why and what to do when a baby cries. If a member of the group/class has or is expecting a new baby at home then it will be beneficial to build understanding of the need to be quieter sometimes and tolerance of the baby when it cries.

When playing with dolls you can use some prompts like: *Ah, the baby is tired. Let's put the baby in her cot to sleep. Shh... we need to be quiet when the baby sleeps.*

Some dolls can cry and can be soothed when lifted or cuddled, again you can verbalise what is happening and why: *Ah, the baby is upset, let's give him a cuddle and sing him a song.* There are so many lullabies, find out which were, or may still be, sung at home.

You can watch a baby sleeping and a baby crying, as well as making other noises, in these clips:

- ▶ Baby crying – 4 months old (2 minutes) <https://youtu.be/qS7nqwGt4-I>
- ▶ Baby (snoring and sleeping!) (2 minutes 56 seconds) [https://youtu.be/P-g86hD\\_upw](https://youtu.be/P-g86hD_upw)



## 5. Visits from a pregnant woman and baby – create a visual story

Have a pregnant woman come visit- possibly a mum from the group or a colleague? They can talk about being pregnant and what the baby needs. Then they can come back and visit with the baby – maybe several times over the school year as the baby grows to talk about care, feeding, changing, love and development. You could take photographs (with permissions) and create the baby's story from pregnancy through those first months, along a timeline, revisiting and adding to the story with every visit.



## And finally....

### I can indicate to an adult if I am upset

Children/young people may be upset about aspects of their RSHP learning. As they learn we want them to understand and remember who they can find support from. The My Circle exercise described in the unit called Personal Space and Boundaries can support children and young people to identify who they can tell if they are upset. Of course it is also the responsibility of adults who provide education and care to know the learner well and to be aware of changes in behaviours that might communicate worry or distress.

### Learner evaluation

Learners should be asked to show a preference as to whether they like or dislike the activities that are part of their RSHP learning. It may be possible to tell if the child/young person is enjoying their participation as it happens, this is facilitated when the adult knows the learner well and is able to interpret reactions. Whether at school or at home, you may have already worked on developing an object of reference or signifier for when you want to know a child/young person's opinion. Learner evaluation will help you to make learning more enjoyable, relevant and useful for the learner.



