

**INSTRUCTOR'S NOTES
MODULE OVERVIEW**

CHILD CARE



CONTENT LIST

ITEM #	QTY	DESCRIPTION
4501	1	Instructor's Binder with: <ul style="list-style-type: none">• Instructor's Notes• First Look Book• Student Instructions• Digital files: Instructor's Notes PDF and Word, Student Instructions PDF and Word, First Look PowerPoint, Work Performance Benchmarks Word Template, Certificate of Accomplishment PDF, Parent Involvement Brochure PDF
4503	1	Pre/Post Test - Master*
4504	1	Work Performance Benchmarks - Master*
BabyDemoKit	2	Baby size dolls
	1	Bar of mild soap
	1	Bag of cotton balls
	1	Baby powder
	1	Large, heavy Turkish towel
	1	Baby blanket
	3	Disposable diapers
	2	Baby gowns
	1	Baby shampoo
	1	Baby bottle
	1	Baby towel
	1	Bib
	3	Cloth diapers

-OVER-

**INSTRUCTOR'S NOTES
MODULE OVERVIEW**

CHILD CARE

CONTENT LIST (CON'T)

<u>ITEM #</u>	<u>QTY</u>	<u>DESCRIPTION</u>
	3	Infant shirts
	1	Set of booties
	1	Package of safety lock safety pins
	1	Pkg. of baby wipe moist towelettes
	1	Booklet "Intro to Baby Care"
4531	1	"Infant and Toddler Emergency First Aid Series" (Set of 2 DVDs)
4517	1	Plastic panties
4519	1	Large bathtub
4521	2	Baby washcloths
4530	1	Small wash basin
4580	1	Child Care Adapted Version Binder (if purchased)

Please check the contents of this container. We cannot be responsible for missing or damaged articles beyond 10 days from receipt. Thank you.

MODULE OVERVIEW

This package provides students with an overview of the various job tasks of a child care worker. Students will learn the proper techniques for holding, lifting and carrying an infant; how to feed an infant; how to diaper an infant; how to dress an infant, bathing techniques, safety and first aid procedures.

ACTIVITIES IN MODULE

Activity 1 - Lifting and Carrying the Baby

Activity 2 - Feeding Baby

Activity 3 - Diapering Baby

Activity 4 - Dressing Baby

Activity 5 - Sponge Bathing Baby

Activity 6 - Tub Bathing Baby

Activity 7 - Swaddling Baby

MATERIALS IN PACKAGE

Instructor's Notes

Student Instructions

Work Performance Benchmarks

Pre/Post TestBaby

Demonstration Kit including:

Baby size dolls

Bar of mild soap

Bag of cotton balls

Baby powder

Large, heavy Turkish towel

Baby blanket

Disposable diapers

Plastic panties

Baby gowns

Large bathtub

Baby shampoo

Baby washcloths

Baby bottle

Baby towel

Bib

Cloth diapers

Infant shirts

**INSTRUCTOR'S NOTES
MODULE OVERVIEW**

CHILD CARE

Set of booties
Package of safety lock safety pins
Baby wipe moist towelettes
Small wash basin
DVD series "Infant and Toddler Emergency
First Aid Series"
Booklet "Intro to Baby Care"

MATERIALS NEEDED

Water

CAREER CLUSTER CORRELATION

Career Cluster Areas: Human Services

Job Areas:

Child Care Attendant
Attendant, Children's Institution
Nursery School Attendant

NOTES TO TEACHER

Students are reminded throughout the package of safety factors when taking care of infants. You might want to stress these factors, too. Two babies are provided to enable students to work on different activities at the same time if necessary.

Activity 2 - As time permits, have students review the booklet.

Activity 4 - Make sure the baby is undressed before the activity begins.

INSTRUCTOR'S NOTES SKILLS

CHILD CARE

REQUIRED KNOWLEDGE

Activity 1 - None

Activity 2 - Experience from Activity 1 of lifting and carrying baby

Activity 3 - None

Activity 4 - Experience from Activity 1 and Activity 3

Activity 5 - Experience from Activity 1

Activity 6 - Experience from Activity 5

Activity 7 - Experience from Activity 1

MANIPULATIVE SKILLS

Activity 1 - Uses hands and arms to lift and support; coordinates movements of hands

Activity 2 - Manipulates small objects such as bottle cap; handles bottles, strokes baby, uses hands and arms to lift and support; coordinates movements of hands

Activity 3 - Uses hands to grasp and manipulate objects such as safety pins and diaper wipes; uses hands and arms to lift and support; coordinates movement of hands

Activity 4 - Uses hands and arms to lift and support; coordinates movement of hands; uses hands to grasp and manipulate objects

Activity 5 - Uses hands and arms to lift and support; coordinates movement of hands; uses hands to grasp and manipulate objects

Activity 6 - Uses hands and arms to lift and support; coordinates movement of hands; uses hands to grasp and manipulate objects

Activity 7 - Uses hands and arms to lift and support; coordinates movement of hands; uses hands to grasp and manipulate objects

CONCEPTUAL SKILLS

Activity 1 - Understand the importance of why a baby should be handled in a gentle manner; understand why a baby's head and neck should be supported when handling

Activity 2 - Understand the feeding needs of a baby and why the baby should be fed according to schedule; understand why different feeding techniques are important to the baby's health; understand the physical needs of a baby

Activity 3 - Understand the physical needs of the baby; understand the consequences of not properly changing diapers

Activity 4 - Understand the physical needs of the baby; understand the importance of handling a baby correctly

Activity 5 - Understand the physical needs of the baby; understand the importance of sponge bathing a baby during first few weeks

Activity 6 - Understand the physical needs of the baby; understand the importance of tub bathing a baby correctly

Activity 7 - Understand the physical needs of the baby; understand the importance of swaddling a baby during first few weeks

**INSTRUCTOR'S NOTES
SKILLS**

CHILD CARE

ACQUIRED KNOWLEDGE

- Activity 1 - How to properly handle a baby when lifting and carrying; how to lay a baby down and position on its back
- Activity 2 - How to prepare and bottle feed a baby using the proper handling techniques
- Activity 3 - How to clean and diaper a baby; how to secure a disposable and cloth diaper; how to dispose of soiled diapers
- Activity 4 - How to dress and handle a baby; how to dress/undress on lap and on flat surface
- Activity 5 - How to sponge bathe a baby; how to assemble items used for the bath
- Activity 6 - How to prepare tub for bath; how to tub bathe a baby; how to assemble items used for the bath
- Activity 7 - How to wrap a baby in a blanket or swaddle



SCOPE AND SEQUENCE

This 10 - day curriculum is designed as a skeleton lesson plan. Instructors must adapt time constraints to level and ability of students.

- | | |
|-------------------|--|
| DAY ONE: | Complete Pretest |
| DAY TWO: | Complete Activity 1:
“Lifting and Carrying the Baby” |
| DAY THREE: | Complete Activity 2: “Feeding the Baby”
Review Booklet “Infant Nutrition
Ages 0-12 months” |
| DAY FOUR: | Complete Activity 3: “Diapering the Baby” |
| DAY FIVE: | Complete Activity 4: “Dressing the Baby” |
| DAY SIX: | Complete Activity 5: “Sponge Bathing the Baby” |
| DAY SEVEN: | Complete Activity 6: “Tub Bathing the Baby” |
| DAY EIGHT: | Complete Activity 7: “Swaddling the Baby” |
| DAY NINE: | Field Trip to Childcare Center |
| DAY TEN: | View DVDs “Infant and Toddler
Emergency First Aid”
Assign Writing Portfolio Assignment
Complete Post-test |

Activities 1-7 Child Care

Qualifications Profile

Critical Aptitudes

G = General Learning Ability = 3

K = Motor Coordination = 3

M = Manual Dexterity = 3

F = Finger Dexterity = 3

Data, People, Things Code (Worker Function Level)

= .674

Work Activities Preferences

4 = Direct personal contact to help or instruct others

Work Situations Adaptability

1 = Perform duties which change frequently

4 = Deal with people

6 = Work under pressure

7 = Make decisions using personal judgment

8 = Make decisions using standards that can be measured
or checked

10 = Work within precise limits or standards of accuracy

G.E.D. = 3

Reasoning = 3

Mathematical = 2

Language = 3

Physical Demands

L = Light

4 = Reaching, handling, fingering, and/or feeling

6 = Seeing



VOCABULARY STUDENT WILL ENCOUNTER

Baby tub - plastic tub that can be used to bathe the baby.

Burping - babies sometimes swallow air when feeding. This process of rubbing the back gently helps to remove the air bubbles.

Cloth diaper - Diaper that has to be secured with safety pins and can be reused after washing.

Diaper wipes - Sterilized disposable wipes that may include lotions or scents.

Disposable diaper - paper diaper secured with tape and has outer plastic lining; can be thrown away after being used.

Formula - special blend of nutrients and milk that can come in liquid or powder form and is fed to babies for usually one year.

Safety pins - Pins that have a safety clasp and are used to secure cloth diapers.

Sponge bath - Baby is washed and rinsed with a washcloth. The baby does not sit in a tub of water.

Swaddle - blanket wrapped with each side and bottom tucked together to completely secure the baby's body.



HOW TO USE WORK PERFORMANCE BENCHMARKS

Project Discovery activities may be used to help students determine if they would be interested in and capable of performing particular work tasks. Work performance benchmarks have been identified for the tasks in each Project Discovery Program. This form may be used in an exploration situation or in situations where evaluation and assessment of a student's performance is required.

Exploration: Students may fill out the benchmarks themselves as they complete program activities. This will help them determine for themselves what types of work they enjoy, are interested in, and have some ability to perform.

Assessment: The teacher or evaluator may fill out the checklist while observing the student's performance on a program. This provides a documented record of the student capabilities and interests.

Work Performance Benchmarks

- I. Space is provided for the student's name.
- II. Spaces are provided for recording if a student has completed a task. Mark these spaces with "yes" or "no".
- III. The evaluator/ teacher may give a performance rating to each activity and/or to each program interaction. The performance scale values and their definitions follow on the next page.

**CHILD CARE
WORK PERFORMANCE BENCHMARK**

Client's Name: Susan Marshall Date: _____

Trial Number 1 2 3 4 5 6 7 8 9 10

Overall Rating: 1 2 3 4

Activity 1 - Lifting and Carrying the Baby

- (a) Lifts baby by supporting the head and neck with one hand, and bottom with the other.
- (b) Carries baby by supporting back and bottom in a face forward position.

1.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4
	Yes		No	
(a)	<input checked="" type="checkbox"/>			
(b)	<input checked="" type="checkbox"/>			

WORK PERFORMANCE BENCHMARK (CONTINUED)

Scale Value

Definition

- 1. *EXTREMELY LIMITED:* Can do simple parts of task; needs to be told/shown how to do most of the task; needs extremely close supervision.
 - 2. *PARTIALLY PROFICIENT:* Can do most parts of task; needs help only on hardest parts; may not meet local demands for speed and accuracy; needs close supervision.
 - 3. *COMPETENT:* Can do all parts of the task; needs only spot check of completed work; meets minimum job entry supervision.
 - 4. *HIGHLY PROFICIENT:* Can complete task quickly and accurately; can direct others in how to do task; needs normal supervision.
- IV. Look at the example on this page: This is the first time Susan has tried the "Child Care" program. She has completed two tasks in Activity 1 of the program. She has received a performance rating of "3" for her work in Activity 1.
- V. A sample of the Work Performance Benchmark for this particular program is included. This benchmark can be found in Section 1.

WRITING PORTFOLIO ACTIVITIES

Activities To Incorporate Higher Thinking Skills

- A. Writing Portfolio Activities after every kit on:**
1. What I learned about the occupation, its duties, the terms associated with it, and the tools and equipment used.
 2. What I liked/ disliked about the kit/occupation.
 3. What I learned about myself, my likes, my dislikes, and my abilities.
 4. How this career matches/ does not match my likes and abilities.
 5. Why I might/ might not enjoy working in this occupation.
 6. If I feel better prepared to make a decision about wanting/not wanting to pursue a career in this area.
 7. What program of further study I would need to plan to pursue a career in this area and the time needed to prepare / train for this career.
 8. Occupational outlook profile of the job area to include:
 - a. Past history of employment needs over the last five years, locally and nationally.
 - b. Future employment needs in the next ten years, locally and nationally.
 - c. Salary range.
- B. Task activities to include, either individually or in groups:**
1. Researching and developing a list of local businesses and employers with that type of job.
 2. Interviewing area employers who have that particular type job and present a written or oral report on such areas as:
 - a. Employment outlook over the past five years and next ten years
 - b. Qualities and characteristics employers look for in employees for that type of job
 - c. Duties on the job with that particular company
 - d. Chances for advancement within that occupation
 - e. Length of average training/schooling of workers in that field
 - f. What makes a successful worker in that field
 3. Interview a worker in this area and present a written and/ or oral report on such areas as:
 - a. How the worker in this area got into this particular job
 - b. If the worker had career exploration activities in school to help him or her learn about jobs
 - c. The things the worker most enjoys about the job
 - d. The things the worker dislikes about the job
 - e. How the worker received training for the job
 - f. What additional skills the worker has had to learn on the job to be successful
 - g. What advice the worker would tell someone thinking about a career in this area

WRITING PORTFOLIO ACTIVITIES (continued)

- B.** 4. Interview a parent on topics such as:
- a. Career exploration he or she received in school
 - b. How the parent decided upon his or her job
 - c. The training received and time required
 - d. Skills and attitudes needed on the job

COMMUNITY INVOLVEMENT

Linkages with the community are excellent activities to enhance the Project Discovery experiences.

It is a good idea for the teacher/facilitator to develop a “pool” of area employers and employees who are interested in being involved in the program and will allow students to come to their places of business. By visiting face to face with employers and employees, students will have an opportunity to learn what knowledge, skills, and training are needed for that particular occupation, and its outlook for the future and in the local area. In addition students may research the knowledge, skills and attitudes employers look for when hiring potential employees and when retaining and promoting employees. This will provide valuable insight for students.

It would also be a very valuable idea for the teacher to develop a speaker’s pool” of local business persons who would be willing to come to the classroom to speak to the students and to answer questions.

The higher order thinking skills activities presented in this kit incorporate not only critical thinking skills, but also communication and interpersonal skills. Community linkages are an essential component to these activities.

PARENT INVOLVEMENT

Parental involvement is a key component in helping students have successful career education and transition experiences. A Parent Involvement Brochure is included that can be printed out for each student to take home to review with parents. The Brochure includes a message to parents that provides an overview of the module tasks and stimulates discussion about the students’ activities and skills they are learning.

SPECIAL EDUCATION VERSION

Project Discovery is an all inclusive program. The kits contain a Special Education component for Special Needs students that is entitled the "First Look Book." This component is provided in a PowerPoint format with colorful, dynamic graphics. The PowerPoint is specially written and illustrated to introduce the students to the terms and concepts of the kits on a 2nd-4th grade reading level. Then the students can mainstream into the general Student Instruction activities after utilizing this component. In addition, the PowerPoint also contains assistive technology with audio support that reads thru the screens at the user's own pace.

IMPLEMENTATION

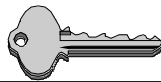
The teacher will direct the student to view the PowerPoint for Activity 1 (or read that section in the First Look Book). Then the student will complete Activity 1 in the Student Instructions. Students will follow this process throughout the activities.

CHILD CARE – PRE/POST TEST

ITEM #4503

Directions: Read each item and decide which choice best completes the statement or answers the question.

1. What is the correct way to lift a baby out of bed?
 - A. Lift under the arms
 - B. Pick up under the head and ankles
 - C. Place hand under back or stomach and lift supporting neck and head and other hand supporting legs
 - D. Pull up by the arm and other hand under buttocks.
2. When sponge bathing a baby...
 - A. Use a small basin and wash cloth.
 - B. Use a tub and sponge.
 - C. Use a small basin and sponge.
 - D. Use a tub and wash cloth.
3. What is the proper way to bottle feed a baby?
 - A. Propping the bottle on a pillow and letting the baby suck the bottle
 - B. Holding the bottle at a 45-degree angle with the baby cradled in your arm with head higher than feet
 - C. Holding the bottle for baby while baby is lying down
 - D. Holding baby with head lower than feet
4. When can babies be given a tub bath?
 - A. At three months when they have more control over their bodies
 - B. After about two weeks when the umbilical cord and circumcision areas have healed
 - C. After one month when baby is more likely to enjoy the water
 - D. Not until six months because baby's skin is too sensitive to soaps
5. When putting a baby down to sleep, always position...
 - A. on her stomach with head to the side.
 - B. on her side so she can roll over to a comfortable position.
 - C. on her back.
 - D. Any of the above.
6. Babies must be burped...
 - A. Once after they have finished the bottle.
 - B. At intervals of three to five minutes.
 - C. Whenever they pull away from the bottle.
 - D. Once every minute.
7. Babies should be burped in the following way:
 - A. Hold the baby at your shoulder and gently pat her back
 - B. Put her in the bed on her back until you hear her burp
 - C. Do nothing, she will burp when she is ready
 - D. Put her in the bed on her stomach so it will force the air bubbles out
8. When changing a diaper...
 - A. Clean with a diaper wipe only if using disposable diapers.
 - B. Use a diaper wipe only when the baby has soiled the diaper
 - C. Clean with a diaper wipe only if using cloth diapers
 - D. Clean the baby thoroughly with a diaper wipe each time
9. Babies should be swaddled...
 - A. up until they are one month old.
 - B. for the first week only.
 - C. up until they are three months old.
 - D. as long as they like it.
10. When undressing a baby...
 - A. Take the gown over baby's head first, then pull the arms through and the gown off.
 - B. Pull the gown quickly over the baby's head and arms in one motion.
 - C. Take off the sleeves one at a time while supporting back and head, then pull gown over head and off baby.
 - D. Take off over the head first, then pull off in one motion.
11. How much do you know about Child Care?
 - A. Nothing.
 - B. Very little.
 - C. Some.
 - D. A lot.
12. How prepared are you to make a decision about a career in Child Care?
 - A. Not prepared.
 - B. Prepared very little.
 - C. Somewhat prepared.
 - D. Very prepared.

**CHILD CARE – PRE/POST TEST****ITEM #4503****Directions:** Read each item and decide which choice best completes the statement or answers the question.

1. What is the correct way to lift a baby out of bed?
 - A. Lift under the arms
 - B. Pick up under the head and ankles
 - C. Place hand under back or stomach and lift supporting neck and head and other hand supporting legs
 - D. Pull up by the arm and other hand under buttocks.
2. When sponge bathing a baby...
 - A. Use a small basin and wash cloth.
 - B. Use a tub and sponge.
 - C. Use a small basin and sponge.
 - D. Use a tub and wash cloth.
3. What is the proper way to bottle feed a baby?
 - A. Propping the bottle on a pillow and letting the baby suck the bottle
 - B. Holding the bottle at a 45-degree angle with the baby cradled in your arm with head higher than feet
 - C. Holding the bottle for baby while baby is lying down
 - D. Holding baby with head lower than feet
4. When can babies be given a tub bath?
 - A. At three months when they have more control over their bodies
 - B. After about two weeks when the umbilical cord and circumcision areas have healed
 - C. After one month when baby is more likely to enjoy the water
 - D. Not until six months because baby's skin is too sensitive to soaps
5. When putting a baby down to sleep, always position...
 - A. On her stomach with head to the side.
 - B. On her side so she can roll over to a comfortable position.
 - C. On her back.
 - D. Any of the above.
6. Babies must be burped...
 - A. Once after they have finished the bottle.
 - B. At intervals of three to five minutes.
 - C. Whenever they pull away from the bottle.
 - D. Once every minute.
7. Babies should be burped in the following way:
 - A. Hold the baby at your shoulder and gently pat her back
 - B. Put her in the bed on her back until you hear her burp
 - C. Do nothing, she will burp when she is ready
 - D. Put her in the bed on her stomach so it will force the air bubbles out
8. When changing a diaper...
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 - A. up until they are one month old.
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 - C. up until they are three months old.
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10. When undressing a baby...
 - A. Take the gown over baby's head first, then pull the arms through and the gown off.
 - B. Pull the gown quickly over the baby's head and arms in one motion.
 - C. Take off the sleeves one at a time while supporting back and head, then pull gown over head and off baby.
 - D. Take off over the head first, then pull off in one motion.
11. How much do you know about Child Care?
 - A. Nothing.
 - B. Very little.
 - C. Some.
 - D. A lot.
12. How prepared are you to make a decision about a career in Child Care?
 - A. Not prepared.
 - B. Prepared very little.
 - C. Somewhat prepared.
 - D. Very prepared.

CHILD CARE - WORK PERFORMANCE BENCHMARKS

Client's Name: _____ Date: _____

ITEM #4504

Trial Number 1 2 3 4 5 6 7 8 9 10

Overall Rating: 1 2 3 4

Performance Scale

Activity 1 - Lifting and Carrying the Baby

- (a) Lifts baby by supporting the head and neck with one hand and bottom with the other.
- (b) Carries baby by supporting back and bottom in a face forward position.
- (c) Lays baby down and positions to sleep on back.
- (d) Cleans area and puts baby and materials away.

	1	2	3	4
1.	Yes		No	
(a)	_____		_____	
(b)	_____		_____	
(c)	_____		_____	
(d)	_____		_____	

Activity 2 - Feeding the Baby

- (a) Measures four ounces water for bottle and warms baby bottle to correct temperature.
- (b) Tests to see if temperature is correct before feeding.
- (c) Cradles and bottle-feeds baby in up-right position with head higher than feet.
- (d) Burps the baby by holding at shoulder and rubbing/patting back or puts baby on lap face down and pats baby's back until she burps.
- (e) Holds the bottle during feeding so that formula fills neck of the bottle and covers the nipple.
- (f) Cleans area and puts baby and materials away.

	1	2	3	4
2.	Yes		No	
(a)	_____		_____	
(b)	_____		_____	
(c)	_____		_____	
(d)	_____		_____	
(e)	_____		_____	
(f)	_____		_____	

Activity 3 - Diapering the Baby

- (a) Removes diaper and cleans baby front to back with a diaper wipe.
- (b) Puts disposable diaper on baby and secures tape tabs.
- (c) Folds cloth diaper suitable for boy or girl.
- (d) Puts cloth diaper on baby and secures with safety pins.
- (e) Puts plastic panties on baby over cloth diaper.
- (f) Disposes of soiled diapers in sanitary fashion.
- (g) Cleans area and puts baby and materials away.

	1	2	3	4
3.	Yes		No	
(a)	_____		_____	
(b)	_____		_____	
(c)	_____		_____	
(d)	_____		_____	
(e)	_____		_____	
(f)	_____		_____	
(g)	_____		_____	

Activity 4 - Dressing the Baby

- (a) Positions baby on back and dresses baby on flat surface.
- (b) Puts diaper on baby.
- (c) Puts gown on baby by pulling gown over baby's head and inserting arms. Then pulls gown down..
- (d) Undresses baby by removing arms from sleeves and pulling gown over baby's head. Dresses baby in onesie and booties.
- (e) Dresses and undresses baby on lap while supporting back and head.
- (f) Cleans area and puts baby and materials away.

	1	2	3	4
4.	Yes		No	
(a)	_____		_____	
(b)	_____		_____	
(c)	_____		_____	
(d)	_____		_____	
(e)	_____		_____	
(f)	_____		_____	

Activity 5 - Sponge Bathing the Baby

- (a) Fills small basin with warm water.
- (b) Undresses baby and wraps in towel exposing only parts being bathed at a time.
- (c) Uses damp cotton ball to clean eyes from inside corner to outside corner and outside of ears.
- (d) Washes face with washcloth but no soap.
- (e) Washes front side of baby to include neck, arms, trunk, and legs using one washcloth to wash and another one to rinse.
- (f) Turns baby on side and supports with hand while sponge bathing back side of body.
- (g) Supports head and neck over basin while shampooing and rinsing hair.

	1	2	3	4
5.	Yes		No	
(a)	_____		_____	
(b)	_____		_____	
(c)	_____		_____	
(d)	_____		_____	
(e)	_____		_____	
(f)	_____		_____	
(g)	_____		_____	

Activity 5 - Sponge Bathing the Baby (Con't)

- (h) Removes diaper and washes diaper area.
- (i) Wraps baby in towel and pats dry; diapers and dresses baby.
- (j) Cleans area and puts baby and materials away.

5.	1	2	3	4
	Yes		No	
(h)				
(i)				
(j)				

Activity 6 - Tub Bathing the Baby

- (a) Prepares the tub by lining with a cloth diaper and pouring in two inches of warm water.
- (b) Undresses baby and slips baby gradually into bath and supports neck and head with hand.
- (c) Uses damp cotton ball to clean eyes from inside corner to outside corner and outside of ears.
- (d) Washes face with washcloth but no soap.
- (e) Shampoos and rinses baby's hair.
- (f) Washes front side of baby to include neck, arms, chest, and legs.
- (g) Turns baby over and supports with hand while bathing back side of body.
- (h) Rinses baby thoroughly with fresh washcloth.
- (i) Wraps baby in towel and pats dry; diapers and dresses baby.
- (j) Cleans area and puts baby and materials away.

6.	1	2	3	4
	Yes		No	
(a)				
(b)				
(c)				
(d)				
(e)				
(f)				
(g)				
(h)				
(i)				
(j)				

Activity 7 - Swaddling the Baby

- (a) Folds blanket with one corner down and places baby in a diagonal position with the head over the fold in the blanket.
- (b) Takes corner near baby's left arm and pulls over arm and across body.
- (c) Lifts bottom corner and brings up over baby's body, tucking into first swathe.
- (d) Lifts last corner, brings over baby's right arm and tucks under back on left side.
- (e) Removes swaddling and practices wrapping baby loosely without tucking the arms and feet in.
- (f) Cleans area and puts baby and materials away.

7.	1	2	3	4
	Yes		No	
(a)				
(b)				
(c)				
(d)				
(e)				
(f)				