

Lesson – Integrating Facebook into Your FACS Program



Lesson Overview

In this lesson, participants will be introduced to various ways they can weave Facebook into their FACS lessons on a variety of topics to engage students.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to use Facebook to engage students in a variety of activities
- Understand how students use Facebook and tap into that interest to meet students where they are

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• Internet access	1. Make sure you can access the Internet and ascertain if you can access Facebook	10 minutes
LEARN	<ul style="list-style-type: none">• <i>Caregiver Journal</i> handout (one per)• Facebook Group name	1. Create Facebook group 2. Print/photocopy the <i>Caregiver Journal</i> – one for each	30-90 minutes
REVIEW	<ul style="list-style-type: none">• <i>What I'd Like to Post...</i> handout• Internet access	1. <i>What I'd Like to Post</i> handout – one for each	5-10 minutes

Lesson – Integrating Facebook into Your FACS Program

FOCUS: Pre-Survey Activity

5-10 minutes

Purpose:

The increasing relevance of social networking is hard to ignore. Rather than avoiding it, instructors are encouraged to embrace it and use it as a means to engage students. Social media sites such as Facebook can be used as another way to connect with students. This activity will help gather initial information and reaction from students on their use of Facebook.

Materials:

- Internet access and Facebook access if possible

Facilitation Steps:

1. Begin by asking students the following questions:
 - Do you have a Facebook account?
 - How often do you use it?
 - What do you use it for?
2. Tell students that for the activity in this lesson, they will need to have a Facebook account. For anyone that doesn't have a Facebook account, you can access tutorials if needed to create one.

Here are instructions from Facebook:

- a. Go to www.facebook.com.
- b. If you see the signup form, fill out your name, email address or phone number, password, birthday and gender. If you don't see the form, click **Sign Up**, then fill out the form.
- c. Click **Sign Up**.

Once you sign up, you'll need to confirm your email address or phone number. We'll send you either an email or a text message to help you confirm your account.

3. If students would like to learn more about using Facebook, here are some free tutorials:

<http://websitetutorial.org/social-media/easy-facebook-tutorial/>

<http://www.gcflearnfree.org/facebook101>

<http://personalweb.about.com/od/howtofacebook/ss/Learn-Facebook-tutorial.htm>

<https://www.youtube.com/watch?v=OgyT0Pi4XCA>

Lesson – Integrating Facebook into Your FACS Program

LEARN: Facebook Group Discussion

30 minutes

Purpose:

The purpose of this activity is to have participants join a dedicated class “group” that you create on Facebook and provide feedback and journal entries relating to their RealCare Baby Simulation experience.

Materials:

- *Caregiver Journal* handout from Basic Infant Care Unit 4 Lesson 1 Simulation Experience.
- Facebook Group name

Facilitation Steps:

1. Create a group in Facebook by using the Group tool. Name the Group after the class you are doing the simulation experience in (i.e. Child Development 1 Simulation Group). Make sure students know where to find the Group to join. If you want, you can make it private after all the students have joined.
2. Tell students that the activity that they are going to do is within the Facebook group you have created. Give each student the *Caregiver Journal* handout. Here are the directions: At least three times per day during the care simulation, write down your thoughts and feelings about your care giving experience. Explain challenges you are facing or emotions you are feeling. This information will help you

with the reflection assignment you will complete after you turn in your Baby.

3. Tell students that instead of writing down their thoughts and feelings on this handout, they will be logging onto Facebook and journaling in the Facebook group. They are to do two written journal entries per day.
4. If students have the ability to do a video journal entry and post it to the group site, they may do that in lieu of one of the written journal entries per day.
5. Tell them that in addition to journaling in the Facebook group, you will also be posting various discussion questions during the simulation experience that you also want them to post an answer to.
6. If time permits and if you have Internet access and can access Facebook, spend time helping students create Facebook accounts if there are any that do not have one. Students may pair up to do this if necessary.
7. Post a practice question in the Facebook group for students to practice answering during class.
Q. How would your life change right now if you had a baby? Identify at least 3 ways it would impact your life. If you cannot access Facebook in school, have students post their answer to the question when they are able to access it.



Name: _____

Date: _____

[illegible]

Lesson – Integrating Facebook into Your FACS Program

REVIEW: What would you like to post...

5-10 minutes

Purpose:

Give students an opportunity to identify other questions, related videos, links to informational sources or other items they would like to post on the Facebook group page relating to infant care and parenting of a newborn.

Materials:

- Internet access
- *What I'd like to post ...* handout

Facilitation Steps:

1. Explain to students that Facebook can be a forum in which information is shared in many ways – discussion, video, links to other web pages etc.
2. Tell students that the Infant Simulation Facebook Group site is meant to be a place where they will be journaling their thoughts, feelings and experiences. But you also want it to be a forum that they can go to for information relating to newborn infant care, parenting and teen pregnancy.
3. Give each student 5-10 minutes to do some internet research identifying potentially good sources of information that they could share on the Facebook group site. Students should write down the URL and identify the source of information and why they believe it would be beneficial for the group.

Extension Activities:

You can use Facebook Groups for many applications. Here are a few suggestions for use in other FACS classes.

Child Development: Invite students to journal about their experience working in a daycare with young children.

Culinary: Post questions asking students to submit their best tips for cooking meat. They could also post their favorite recipes.

Interior Design: Post a question regarding career exploration in interior design, asking students to look for job descriptions and list the top 5 skills and attributes needed to be successful as an interior designer, in their opinion.

Apparel Design and Construction: Give students a scenario where they have to sew a shirt from a pattern given to them in class. Ask what material they would use and why, how much material they need and estimate the cost for construction.

Budgeting and Financial Literacy: After the class has been shown how to figure out a budget, give them a scenario: You and your partner have \$2000 from a tax refund. It is supposed to be deposited in your savings account. Before a deposit is made, your partner uses the money for a shopping spree, buying lots of clothes and leaving only \$80. How do you feel about this? What ways can you think of that will avoid this from happening in the future?

What I'd like to Post...

Directions:

Using the Internet, research various sources of information that you believe would be useful and helpful regarding newborn infant care, parenting and teen pregnancy prevention. Identify the URL, the informational source and why you believe it would be beneficial to share.

Example: URL - <http://thenationalcampaign.org/data/landing>

Source – National Campaign to Prevent Teen Pregnancy State Data

How Beneficial – This is a searchable map to provide key teen pregnancy statistics by State

URL or website	Source of Information	Why it is Beneficial to Share



Lesson – Power Up Your FACS Lessons with Pinterest



Lesson Overview

In this lesson, you'll learn how to use Pinterest to inspire, keep organized and cultivate new ideas. You'll see how to weave it into lessons to get students involved and engaged.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to use Pinterest to engage students in a variety of activities
- Understand how teachers use Pinterest to find new ideas, keep organized and be inspired.

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> • Internet access and Pinterest access if possible • <i>Anthropologist Finds a World of Methods for Parenting Babies</i> (one per) 	<ol style="list-style-type: none"> 1. Make sure you can access the Internet and ascertain if you can access Pinterest 2. Print/photocopy <i>Anthropologist Finds a World of Methods for Parenting Babies</i> - one for each 	15 minutes
LEARN	<ul style="list-style-type: none"> • Computer lab with Internet access and specifically, Pinterest access 	<ol style="list-style-type: none"> 1. Practice creating a Pinterest board and pinning things to it 	30 minutes
REVIEW	<ul style="list-style-type: none"> • Internet access • Presentation Slides 9-29 <i>Customs About Pregnancy Around the World</i> from Lesson 7 Understanding Pregnancy curriculum (Included with the Pregnancy Profile Simulator QR) • Slideshare link to the same presentation at: https://www.slideshare.net/secret/GgF3Zu26yZm5W 	<ol style="list-style-type: none"> 1. Create a personal Pinterest board called "Slide Presentations" 2. Pin the Slideshare link to your Pinterest board 3. OR access the <i>Presentation Slides</i> from the <i>Understanding</i> 	10 minutes

		<i>Pregnancy Curriculum</i> included with the Pregnancy Profile Simulator	
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Lesson – Power Up Your FACS Lessons with Pinterest

FOCUS: Methods for Parenting Babies Around the World

15 minutes

Purpose:

This lesson will introduce participants to the fact that there are many different pregnancy customs and ways to parent a baby around the world. We'll use Pinterest in various ways to make the lesson interactive.

Materials:

- Internet access and Pinterest access if possible
- *Parenting in Different Cultures* handout (one per participant)

Facilitation Steps:

1. Have participants read the *Parenting in Different Cultures* handout aloud, paragraph by paragraph. Have a discussion using the following questions:

- Which example of baby care in the article surprised you the most?
- Does it surprise you that in some cultures mothers hold their babies most of the day? Why or why not?
- How do you think a parent who held his/her baby most of the day would be viewed in this country?

- What kinds of care practices might differ from parent to parent in this country?
- Do you feel that the way babies are raised in this country is the best way? Why or why not?
- How do you think a parent would feel if he/she came from a different country and his/her parenting practices were not accepted here?
- What kinds of situations might arise if a parent's practices were not accepted by the culture (think about schools, law enforcement, etc.)?
- Where do parenting practices originate (religion, tradition passed down, etc.)?

2. Go around the room and have each participant volunteer what their cultural heritage is. Have them name one or two things that they do in their family (traditions, special food dishes, etc.) that are unique to their culture.

Instructor Information: The article "Anthropologist..." by Paul Cody of the Cornell News Service is about a book written by Meredith Small, an associate anthropology professor at Cornell University. It is an excellent transition into the topic of how different cultures raise children.

Parenting in Different Cultures

Anthropologist Finds a World of Methods for Parenting Babies

by Paul Cody, Cornell News Service, January 22, 1998. Reprinted with permission.

"When Gusii mothers in southwestern Kenya were shown a videotape of middle-class American mothers with their babies," said Meredith Small, an associate professor of anthropology at Cornell, "the Gusii mothers were shocked."

Why did that American mother on the tape ignore her baby's cries? Gusii mothers asked. Why do American babies sleep alone in small beds with bars, in their own rooms?

And if American mothers saw a newborn Gusii baby cared for by a 6-year-old sibling, they might be equally shocked.

"Cultural ideology, tradition and personal experience, rather than what is best for babies, often drives parenting," Small said.

In her new book, *Our Babies, Ourselves*, published by Anchor Books/Doubleday in April, Small takes a fresh and lively view of how different cultures do that old human thing—raise babies.

"Parents readily accept their society's prevailing ideology on how babies should be treated," wrote Small in the cover story of the October issue of *Natural History*, "usually because it makes sense in their environmental or social circumstances. In the United States, where individualism is valued, parents do not hold their babies as much as in other cultures, and they place them in rooms of their own to sleep. Japanese infants are held more often, not left to cry and sleep with their parents. Efe parents in the Congo believe even more in a communal life, and their infants are regularly nursed, held, comforted by any number of group members, not just parents."

Kung San parents in Botswana, in south-central Africa, respond to a crying or whimpering baby in 10 seconds on average. In the West, parents wait

60 seconds. "If you ask an Italian mother about her baby's eating," Small said, "she'll be able to tell you in great detail. But she won't know nearly so much about her child's sleep. In the United States, the opposite is very often true."

Small was trained as a primate behaviorist at the University of California at Davis and came to Cornell in 1988. She has won both the Russell Award and a Stephen H. Weiss Presidential Fellowship for excellence in teaching.

In addition to her scholarly work in the biological anthropology field, Small writes widely for such broader-appeal magazines as *American Scientist*, *Scientific American*, *Discover*, *The Scientist* and regularly for *Natural History*.

"We have a great deal to learn from other cultures about raising babies," Small said. "More and more studies seem to show that breast-feeding is good for mothers and babies—for immunologic reasons, for lower rates of Sudden Infant Death Syndrome, even for lower rates of breast cancer. And some experts in the field say there is strong evidence to suggest that babies who sleep with adults do much better than those who do not. Babies are not designed to be by themselves."

"I always more or less assumed that the way we raised babies in this country was the best way," Small said, but research for her book opened her eyes.

So what's the best way to raise a baby?

In *Natural History*, Small writes, the only reasonable way to raise a child is in a "Kung-San-Gusii-Efe-American-Japanese-Australopithecine-chimpanzeemacaque way."



Lesson – Power Up Your FACS Lessons with Pinterest

LEARN: Using a Pinterest Board to Learn about Parenting and Pregnancy Around the World

30 minutes

Purpose:

Participants will explore other cultures globally and research parenting or child-rearing practices unique to the culture. Participants will create a Pinterest board focusing on pregnancy and parenting customs for one country or culture.

Materials:

- Computer lab with Internet access and specifically Pinterest access

Facilitation Steps:

1. Have participants select a country, continent or a culture (i.e. Africa or specifically Tanzania) to create a Pinterest board about parenting and pregnancy practices in that culture or location. You may have students pair up if you prefer.
2. Participants can specifically look for the following items:
 - Feeding
 - Bathing
 - Clothing
 - Holding/contact with mother
 - Sleeping (where, with or without parents)
 - Toilet training
 - Pregnancy
 - Childbirth
 - Parenting
3. Create a template board for each student or small group. To create a board you must have a Pinterest account. Log into your account and click on your name in the upper right hand corner. Choose from “Create a Board” or “Create a Secret Board.”

For this project you will create a secret board.

4. Ask each participant or small group to identify the country, continent or culture they are researching. When you create their template board, you will name each “Pregnancy, Birth and Parenting Customs in (name of place)”.

For the description use the following:

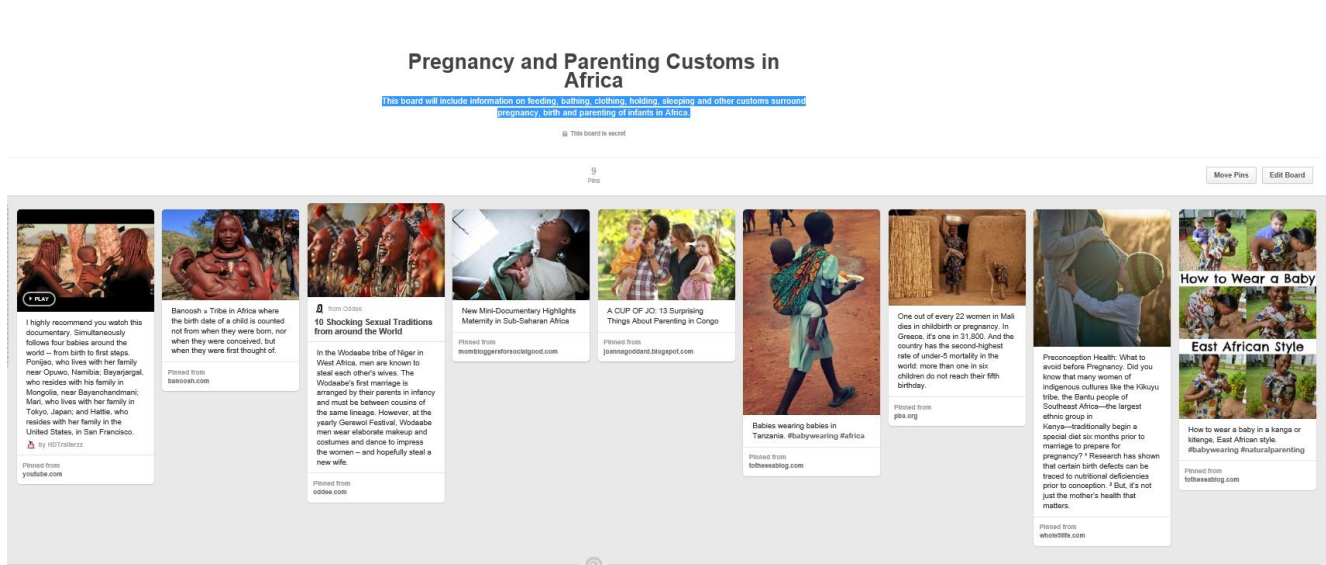
“This board will include information on feeding, bathing, clothing, holding, sleeping and other customs surround pregnancy, birth and parenting of infants in _____/”

Next, invite the participant(s) to the group so that they are the only ones who can pin items to it.

5. Give students at least 30 minutes to research and pin things to their board. You may do this activity for another class period if necessary.



Here is an example of a board done for Africa:



Optional Activities:

Interview: Have participants interview an older person (a grandparent, for example, or willing residents of a local nursing home or assisted living complex) to find out how parenting practices have changed as the culture and/or society has changed over the years. If time permits, discuss the interview findings as a class.

International Family Research: Have participants search the Internet, encyclopedias and other library resources for additional information about how other cultures, ethnic groups or countries treat pregnancy with regard to the mother, father and newborn baby.

Parenting Panel: Invite a panel of parents from different cultures to discuss child-rearing practices in class. Adoptive parents of a child from a culture different from their own could also be considered.

Lesson – Power Up Your FACS Lessons with Pinterest

REVIEW: Using Slideshare

10 minutes

Purpose:

The purpose of this activity is to review unique customs about pregnancy around the world.

Materials:

- Internet access
- Presentation slides 9-29 *Customs About Pregnancy Around the World* from lesson 7 *Understanding Pregnancy* curriculum (Included with the Pregnancy Profile Simulator) OR
- Slideshare link to the same presentation at: <https://www.slideshare.net/secret/GgF3Zu26yZm5W>

Note: Slideshare presentations may be pinned to Pinterest boards. Slideshare works best with Chrome or Firefox, not Internet Explorer.

Facilitation Steps:

1. Share examples from presentation slides 19-29 *Customs About Pregnancy Around the World* from the *Understanding Pregnancy* lesson or from the Slideshare Link above. You could create your own Pinterest “Slide Presentations” board and pin this presentation to it to show also. Click the arrow link on the lower right hand side of the screen to show it on the ‘full screen’ setting.
2. Ask the group the following discussion questions:
 - How do various cultures or ethnic groups view pregnancy?
 - Is this a positive, helpful view? Why or why not?
 - What are some of the customs or care associated with pregnancy and childbirth?

- What are the roles of mother, father, or grandparents when a family member is pregnant? Upon delivery?
- How does this society or culture view teenage pregnancy?
- What cultural practices promote pregnancy and early child development in healthy positive ways?

Extension Activities:

You can use Pinterest boards for many applications. Here are a few suggestions for use in other FACS classes.

Child Development: Invite students to create a Pinterest board using a popular children’s book of their choice as the theme (i.e. Green Eggs and Ham etc). This activity could be used in an early literacy lesson.

Culinary: Divide the class into small groups and have each group create a Pinterest board on Food and Kitchen Safety.

Interior Design: Challenge your students to create and design the ultimate kitchen design. They should use Pinterest to create a board that includes furniture, layout ideas, paint and wallpaper samples etc.

Apparel Design and Construction: Give students a scenario where they have to put together a set of 3 outfits for different occasions: school, a formal dinner, and exercise. They need to create a Pinterest board that shows clothing and accessories for each occasion.

Budgeting and Financial Literacy: Have students work in groups to create a collaborative Pinterest board on “Tips for creating a successful financial future.”

Lesson – Taming the Tweet: Using Twitter to Engage Your FACS Students



Lesson Overview

In this lesson, you'll get ideas for integrating Twitter into your existing lesson plans. Engage your students by using Twitter in a variety of ways.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to use Twitter to engage students in a variety of activities
- Understand how teachers use Tweets to communicate, find trends, research and more

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• Internet access and Twitter access if possible• Optional Twitter tutorial• Simulation Experience Unit 4 – Lesson 1 from Basic Infant Care• <i>Master Twitter Username List</i>	<ol style="list-style-type: none">1. Make sure you can access the Internet and ascertain if you can access Twitter2. Print/photocopy <i>the Master TwitterUsername List</i> form3. Access Unit 4, Lesson 1 and print any materials if desired	15-30 minutes
LEARN	<ul style="list-style-type: none">• <i>Caregiver Journal</i> worksheet• <i>Twitter Rubric</i>	<ol style="list-style-type: none">1. Print/photocopy <i>the Caregiver Journal</i> worksheet – one for each2. Print/photocopy <i>the Twitter Rubric</i> – one for each	30 minutes
REVIEW	<ul style="list-style-type: none">• Basic Infant Care Unit 4 Lesson 2 – Care Simulation Reflection• <i>#CareSimulationReflection Activity</i> handout	<ol style="list-style-type: none">1. Access Unit 4, Lesson 2 and print any materials if desired2. Print/photocopy the <i>#CareSimulationReflection Activity</i> – one for each	45 minutes

Lesson – Taming the Tweet: Using Twitter to Engage Your FACS Students

FOCUS: Tweeting During the Readiness Activity

15 - 30 minutes

Purpose:

This lesson will introduce participants to Twitter as a means to communicate and collaborate before, during and after the RealCare Baby simulation experience.

Materials:

- Internet access and Twitter access if possible
- *Simulation Experience* Unit 4 – Lesson 1 from *Basic Infant Care*
- Master Twitter Username List

Facilitation Steps:

1. Provide an introductory Twitter lesson in the classroom before assigning the Twitter activity. If possible show an available online tutorial or lesson on Twitter basics. There are many to choose from.
2. Have each student create an account, if they don't already have one. Once they have their account created, send around Master Twitter Username List so that students can provide their username or handle so you can track tweets and assess assignments.
3. Tell your students that each of their tweets must include a class hashtag such as #MsFACSClass. Try to choose one that is unique.
4. Part of the preparation prior to the RealCare Baby simulation experience is the *Readiness Quiz* and *Caregiver Journal* explanation. Cover those items in class but then tell the students that over the next few

days, that you will be tweeting some discussion questions. They will be expected to tweet an answer to each question that you ask on Twitter. These questions are in Unit 4, Lesson 1. We are extending the experience beyond the classroom by using Twitter rather than asking them during class. By providing students with your handle and unique hashtag, they should have no problem reading and responding to them. Students will be ready for the simulation after this activity as they have gone through the *Readiness Quiz* and *Infant/Toddler Schedule* (see *Basic Infant Care Simulation Experience* lesson.)

Here are the questions you will Tweet: (remember to keep them to less than 140 characters)

- How do you think others will react to Baby and how might you handle those reactions?#(your unique hashtag)
- What will you tell people who want to hold Baby?#(your unique hashtag)
- How can Baby's sensitive skin be protected?#(your unique hashtag)
- How will you handle emergencies?#(your unique hashtag)



Master Twitter Username List

Write your name and your Twitter username on the list below. This will be used by the instructor to track Tweets for grading purposes.

[illegible]

Lesson – Taming the Tweet: Using Twitter to Engage Your FACS Students

LEARN: Using Twitter to Journal During the Simulation Experience

30 minutes

Purpose:

Participants will receive their RealCare Baby simulators for the take-home experience. They will use Twitter instead of the Caregiver Journal worksheet to journal.

Materials:

- *Caregiver Journal* worksheet
- *Twitter Rubric*

Facilitation Steps:

1. Give each student their RealCare Baby and supplies. Also put the wristband with the ID on the student's wrist. Ensure you have the correct Baby and student matched up.
2. Give each participant a copy of the Caregiver Journal worksheet. Tell participants to look at the directions:

At least three times per day during the care simulation, write down your thoughts and

feelings about your caregiving experience. Explain challenges you are facing or emotions you are feeling. This information will help you with the reflection assignment you will complete after you turn in your Baby.

3. Tell students that instead of writing down their thoughts and feelings, they will Tweet instead. Tell participants that they should Tweet a minimum of 3 times per day, explaining any problems or challenges, thoughts, or feelings. Remind them that all of their Tweets should include the unique hashtag you assigned at the beginning of the lesson. Also tell participants that they are expected to comment on at least one other Tweet from the class each day.
4. As the instructor, you should be able to easily find your students' Tweets as you have their handle and hashtag information. There is a suggested grading rubric for this Twitter assignment included in this lesson.





Unit Four—Lesson One

Simulation Experience

Date: _____

Directions: At least three times per day during the care simulation, write down your thoughts and feelings about your care giving experience. Explain challenges you are facing or emotions you are feeling. This information will help you with the reflection assignment you will complete after you turn in your Baby.

This image shows a blank sheet of white paper with horizontal ruling lines. On the right side, there is a large, light gray curved shape that resembles a thick arc or a partial circle. The paper has several horizontal lines spaced evenly apart.

Twitter Rubric

ELEMENT	Exemplary 3	Proficient 2	Partially Proficient 1	Unsatisfactory 0	POINTS
Content	Original tweets consistently provide value to the discussion.	Most original tweets provide value to the discussion.	A few original tweets value to the discussion.	Original tweets do not provide value to the discussion.	____/3
	Tweets are creatively and succinctly written to reflect problems, challenges, thoughts or feelings.	Most tweets are creatively and succinctly written to reflect problems, challenges, thoughts or feelings	A few tweets are written to reflect problems, challenges, thoughts or feelings.	Tweets are poorly written do not reflect problems, challenges, thoughts or feelings.	____/3
Frequency	Exceeds the required number of tweets per day.	Meets the required number of tweets per day.	Falls just short of meeting the required number of tweets per day.	Fails to meet the required number of tweets per day.	____/3
	Responds to tweets of classmates more frequently than required.	Responds to tweets of classmates as often as required.	Responds to tweets of classmates somewhat less often than required.	Responds to tweets of classmates too infrequently to meet the requirements.	____/3
Mechanics	Writes with no errors in grammar, capitalization, punctuation, and spelling.	Writes with minor errors in grammar, capitalization, punctuation and spelling.	Writes with major errors in grammar, capitalization, punctuation, and spelling. (3 or more errors per tweet).	Writes with numerous major errors in grammar, capitalization, punctuation, and spelling. (More than 5 errors per tweet).	____/3
TOTAL POINTS					____/15

Lesson – Taming the Tweet: Using Twitter to Engage Your FACS Students

REVIEW: Care Simulation Reflection Hashtag Activity

45 minutes

Purpose:

This activity provides time for participants to share feelings, thoughts, and experiences about the care giving simulation experience. This hashtag activity is an alternative to the reflection discussion activity found in the simulation lesson in Basic Infant Care Unit Four, Lesson 2.

Materials:

- *Basic Infant Care* Unit Four Lesson 2 – *Care Simulation Reflection*
- *#CareSimulationReflection* Activity handout

Facilitation Steps:

1. Tell participants that today they are going to share some of the incidents or challenges that occurred while caring for Baby. They are going to do this in a creative, concise way – using hashtags.
2. Tell students that they are going to summarize and share what they felt, thought and experienced during the simulation in short, creative phrases. Ask students the following question: How did the car seat or carrier make things easier or harder?
3. Give students a moment to think and give some examples of possible hashtags. Give a few examples yourself.
#itsreallyheavybaby
#notenoughhandsforeverything
#babynugandsafe
4. Give students the *#CareSimulationReflection* Activity handout. Share these instructions with your students:
 - Hashtags should be made up of short phrases

- You will create one hashtag for each question on the grid. These should be creative and reflect your true thoughts and experiences.

5. After students have completed the grid, ask each question and have students share their hashtags.
6. If you are using *Basic Infant Care* Unit 4, Lesson 2, continue on by giving each participant a copy of the *Caregiver Self-Assessment* worksheet to complete.

Extension Activities:

You can use Twitter for many applications. Here are a few suggestions for use in other FACS classes.

Child Development: Tell students that they are to tweet one observation per week of children age 0-3 that they see during that week. It could be a tweet on their behavior, activity, interaction with the parents etc.

Culinary: Have students track hashtags on a variety of culinary topics. These could be related to cooking techniques, recipes, culinary careers etc.

Interior Design: Challenge your students to research interior design ideas by typing related keywords into Twitter's search engine.

Apparel Design and Construction: Give students a challenge to come up with a top ten list of draping techniques. They may only use Twitter to do their research and create their list.

Budgeting and Financial Literacy: Have students tweet one tip each day for creating a successful financial future. They may use Twitter to research and retweet good advice from others.



#CareSimulationReflection Activity

<p>What were your expectations about being the caregiver of an infant before you cared for Baby?</p> <p>#</p>	<p>What do you know now about being the caregiver of an infant after caring for Baby?</p> <p>#</p>	<p>How ready are you for the responsibilities of caregiving?</p> <p>#</p>	<p>What are the rewards of caregiving?</p> <p>#</p>
<p>What are the challenges of care giving?</p> <p>#</p>	<p>What knowledge might help you in meeting the responsibilities of care giving?</p> <p>#</p>	<p>What attitudes might help you in meeting the responsibilities of care giving?</p> <p>#</p>	<p>What attitudes might limit you in meeting the responsibilities of care giving?</p> <p>#</p>
<p>What skills might help you in meeting the responsibilities of care giving?</p> <p>#</p>	<p>What life experiences might help you in meeting the responsibilities of care giving?</p> <p>#</p>	<p>In what ways was caring for Baby easier than expected?</p> <p>#</p>	<p>In what ways was caring for Baby harder than expected?</p> <p>#</p>
<p>What did you learn from this experience?</p> <p>#</p>	<p>What suggestions do you have for improving the experience with Baby?</p> <p>#</p>	<p>What advice would you give a classmate who is going to take Baby home soon?</p> <p>#</p>	<p>What one thing will you remember as a result of this simulation experience?</p> <p>#</p>

Lesson – Using Instagram to Boost Your FACS Student Creativity



Instagram

Lesson Overview

In this lesson, you'll get ideas for integrating Instagram into your existing lesson plans. Engage your students by using Instagram photo sharing in a variety of ways.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to use Instagram to engage students in a variety of activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> • Internet access and Instagram access if possible • Optional Instagram tutorial • Holding and Feeding Unit 2 Lesson 4 from Basic Infant Care • <i>Breastfeeding Facts</i> and <i>Formula Feeding Facts</i> handouts • <i>Breastfeeding vs. Formula Feedings</i> handout • Master Instagram Username form 	<ol style="list-style-type: none"> 1. Make sure you can access the Internet and ascertain if you can access Instagram 2. Print/photocopy the <i>Master Instagram Username</i> form 3. Access Unit 2, Lesson 4 and print any materials if desired 	30 minutes
LEARN	<ul style="list-style-type: none"> • RealCare Baby and bottle • Instagram access • Holding and Feeding Unit 2 Lesson 4 from Basic Infant Care 	<ol style="list-style-type: none"> 1. Access Unit 2, Lesson 4 and print any materials if desired 	30 – 45 minutes
REVIEW	<ul style="list-style-type: none"> • Instagram access • <i>Instagram Writing Prompts</i> handout 	<ol style="list-style-type: none"> 1. Print/photocopy the <i>Instagram Writing Prompts</i> handout 	15 - 30 minutes

Lesson – Using Instagram to Boost your FACS Student Creativity

FOCUS: Using Instagram to do Brand Research

30 minutes

Purpose:

This lesson will introduce participants to Instagram as a means to research information.

Materials:

- Internet access and Instagram access if possible
- *Holding and Feeding* Unit 2 – Lesson 4 from Basic Infant Care
- *Breastfeeding Facts* and *Formula Feeding Facts* handouts
- *Breastfeeding vs. Formula Feedings* handout
- *Master Instagram Username* handout

Facilitation Steps:

1. Provide an introductory Instagram lesson in the classroom before assigning the Instagram activity. If possible show an available online tutorial or lesson on Instagram basics. There are many to choose from.
2. Have each student create an account, if they don't already have one. You should also have an account. Pass around the *Master Instagram Username* form.
3. Tell your students that each of their Instagram postings, it must include a class hashtag such as #BabyClass123*. Try to choose one that is unique. This is how you will search for student postings.
4. During this lesson we will be using parts of Unit Two Lesson Four *Holding and Feeding* from the Basic Infant Care curriculum. This activity will compare and contrast bottle feeding versus breastfeeding. Give each participant a copy of the *Breastfeeding Facts* and *Formula Feeding Facts* handouts.
5. Divide participants into groups of four and give each participant a copy of the *Breastfeeding vs. Formula Feeding* worksheet. Have each participant within the group fill in one quadrant, then share their ideas with one another to complete all quadrants, contributing additional ideas as they see fit. Ask for volunteers to share their ideas and display *Slides 12-13*.
6. Now that students understand the advantages and disadvantages of each, they will do a bit of research using Instagram. Tell students that many products and companies use Social Media as a way to reach out to customers. New parents are one target segment that is big business. Tell students that they are to first research and identify the brand names of baby food and formula and also companies. They should also use the Internet to research the names of associations that focus on breastfeeding or infant nutrition. For example, Gerber is a big name in baby food. They will use the brands or company names in the Instagram activity.
7. Have students research to see if each company on the list has an Instagram presence. If so, what types of marketing messages does their Instagram portray? How might they be trying to influence new parents?
8. Have a class discussion when students have completed their Instagram research. Ask students to identify a name that they researched and what they found.

Master Instagram Username List

Write your name and your Instagram username on the list below. This will be used by the instructor to track Instagram for grading purposes.

Student Name	Instagram Username



Lesson – Using Instagram to Boost your FACS Student Creativity

LEARN: Using Instagram to Create Writing Prompts With Photos

30 - 45 minutes

Purpose:

Participants will learn how to hold and feed an infant properly during this lesson. In addition students will post a photo to Instagram during in-class practice to be used later as a writing prompt.

Materials:

- Basic Infant Care Unit 2 Lesson 4 *Holding and Feeding*
- Instagram access
- RealCare Baby and bottles

Facilitation Steps:

1. Give each participant or group of participants on Baby and a bottle.
2. Before you teach the lesson, however, tell students that they are going to be looking for opportunities to take photos during class today as they practice holding and feeding Baby, and they will choose one to post to Instagram along with a thought-provoking caption that will be used as a writing prompt later in class. If there are students that do not have a cell phone, have their pair up with another student to access Instagram and take photos during class.
3. Give an example of how a photo can be used as a writing prompt.
4. Tell students that they should try close-ups or different angles of common objects. They could even use some of the visual effect tools on Instagram as they post their photo. The caption should be a question or give students something to consider.
5. Teach the lesson on *Holding and Feeding* an infant. Follow the detailed facilitator instructions provided in the Basic Infant Care curriculum. Participants will actively practice holding and feeding techniques using RealCare Baby in class.
6. After you have completed this lesson, tell students that they are going to choose the photo they want to post to Instagram and add a good question. You will share the writing prompts from Instagram later and give students a chance to write. Remind students to include the unique hashtag on their post so that you can search and find them all easily.



Lesson – Using Instagram to Boost your FACS Student Creativity

REVIEW: Using Instagram Photos as a Writing Prompt

15 – 30 minutes

Purpose:

This activity provides time for participants to find Instagram posts by other students and choose one to journal about.

Materials:

- Instagram access
- *Instagram Writing Prompt* handout

Facilitation Steps:

1. Begin by telling students that they will begin by searching Instagram using the unique hashtag that you provided earlier in the lesson. Each student should have posted one photo with a caption to be used in this exercise. The number of photos submitted will be based on the number of students in your class.
2. Have students look at each Instagram photo and caption. They should choose one for their writing exercise.
3. Give the Instagram Writing Prompt handout. Have students identify the writing prompt 'question' and answer it on the handout provided.
4. Give students 5 minutes to complete their writing exercise. If time permits, show Instagram posts on a smartboard and invite students to share their answers.

Extension Activities:

You can use Instagram for many applications. Here are a few suggestions for use in other FACS classes.

Child Development: Tell students that they are to document "A Day in the Life of Baby." They should shoot and post a series of photos documenting their RealCare Baby simulation experience and put them on Instagram.

Culinary: Have students research Instagram posts by famous chefs. What type of information do they share? Cooking tips? Recipes? Food photos?

Interior Design: Challenge your students to design a room of choice from wall to ceiling. They should post a photo of each major decorating decision that they make during the project.

Apparel Design and Construction: Create a class-wide fashion show. Have students submit a photo of a garment they have sewn using a unique hashtag.

Budgeting and Financial Literacy: Post a provocative photo of something relating to budgeting or money with a question. Students should use this to write a short journal entry.

Instagram Writing Prompt

Instructions: In the space below identify the Instagram post that you have chosen to journal about. Identify the writing prompt question. Then add your answer in the space provided.

Question:

Answer:

How did the Instagram photo influence your response or impact your thinking as you answered the question?



Lesson – Using YouTube to Create Multimedia FACS Lessons



Lesson Overview

In this lesson, participants will be introduced to various ways to use YouTube videos to make existing lessons more visually engaging.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to wear YouTube videos into lessons as a way to engage students
- Understand how students can use YouTube to extend learning beyond the classroom

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• YouTube clips on parenting styles	<ol style="list-style-type: none">1. Make sure you can access the Internet and ascertain if you can access YouTube2. Prepare your Parenting Styles playlist	15 minutes
LEARN	<ul style="list-style-type: none">• <i>Parenting Styles Outcomes</i> handout (one per pair)• <i>Nurturing Parent Styles</i> handout (one per pair)• Tape• Scissors	<ol style="list-style-type: none">1. Print/photocopy the <i>Parenting Styles Outcomes</i> – one for each pair2. Print/photocopy the <i>Nurturing Parent Styles</i> – one for each pair	20 minutes
REVIEW	<ul style="list-style-type: none">• Access to video camera of phone/tablet with video capabilities• <i>Natural vs. Logical Consequences</i> handout	<ol style="list-style-type: none">1. <i>Natural vs. Logical Consequences</i> handout – one for each student2. Practice uploading videos to YouTube so you are prepared	15 minutes

Lesson – Using YouTube to Create Multimedia FACS Lessons

FOCUS: Creating a Playlist on Your YouTube Channel

15 minutes

Purpose:

The students in our classrooms today are visual learners. They are used to TV, social media, cell phones with video capabilities, gaming technology and more. Tap into the power of video technology to make your lessons more engaging. One way to do this is to use YouTube. You can find video clips to augment your lesson content making them exciting and new. Video clips can bring new viewpoints, spark discussions and inform. We are going to use Lesson 9 *Parenting Styles* from the Parenting curriculum as example for enhancing an existing lesson with YouTube.

Materials:

- YouTube clips on parenting styles

Facilitation Steps:

1. Begin by setting up a Google account. You will need to be able to log into Google which will get you into YouTube.
2. Go to YouTube at www.youtube.com. Click on "Sign in" in the upper right hand corner.
3. It will ask for your Google password. Enter this and you will now be taken into YouTube. You will notice in the upper left hand corner there is a button called "My Channel." Click on it.
4. This will take you through a series of questions to set up your YouTube Channel. Answer the questions and it will take you to your YouTube channel home page.
5. For our lesson we are going to create a "Playlist" called Parenting Styles. Do a keyword search for 'parenting styles.' A list of videos relating to these key words will appear.
6. Click on various videos that you want to preview. When you find videos that you would like to potentially play for your class when teaching the less on parenting styles, add it to your "Playlist."
7. You create a playlist by clicking on a "+" sign that says "Add to." You will get a pop up box that gives you the ability to enter the name of a new playlist you'd like to create. Or you can add it to existing playlists that you have created. The first time you create a playlist, after you have entered the name of the playlist, it will say "create new." Choose your privacy setting and click on 'create.'
8. Now continue to keyword search "parenting styles" to find additional videos that you can add to that play list. Choose at least 4 that you can add to the playlist.
9. In Lesson 9 *Parenting Styles*, the focus activity is a parenting styles self-quiz with a slide presentation and discussion that outlines the 4 different parenting styles. Instead of doing that activity, we are going to play one of the parenting styles videos from our playlist.
10. Make sure that the video clip you play from your play list includes information on the various parenting styles covered in this lesson: positive, dominating, permissive, and unengaged. Choose the video and click on the link to play it.

Lesson – Using YouTube to Create Multimedia FACS Lessons

LEARN: Parenting Styles Outcomes

20 minutes

Purpose:

Students learn about the effect the four different parenting styles have on a child.

Materials:

- *Parenting Styles Outcomes* handout
- *Nurturing Parent Skills* handout
- Scissors
- Tape

Facilitation Steps:

1. Have students get into pairs.
2. Hand out the *Parenting Styles Outcomes* and *Nurturing Parent Skills* worksheets, scissors and tape to each pair.
3. Give pairs 15 minutes to complete the activity.
4. Display the chart on a whiteboard and go through each outcome, having students tell you which quadrant they go into. Discuss as a group and come to consensus on each.

Extension Activities:

You can use YouTube for many applications. Here are a few suggestions for use in other FACS classes.

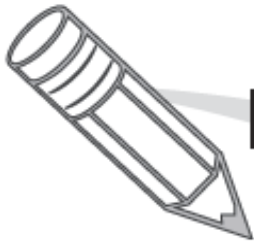
Child Development: Develop a test review video on the stages of fetal development. Allow students to access the review video prior to a quiz.

Culinary: Create a playlist of video clips showcasing culinary careers. This could be used to jump start a discussion on possible occupations relating to culinary and nutrition.

Interior Design: Post an interior design challenge video online for students to watch and have to solve. You could videotape a space they need to decorate or room that they need to do a layout for. You could even include examples of other interior designs or layouts that are good illustrations of what you are looking for.

Apparel Design and Construction: Allow students to create a videotaped fashion show modeling or showcasing completed sewing projects from class.

Budgeting and Financial Literacy: Start a lesson with ‘video biography.’ Create a short bio or script that includes a life scenario where the person is assigned a job, a salary, a city where they live and a ‘family’ status (married/single with children etc). Students need to watch the video biography at the beginning of the lesson and create a monthly ‘budget’ based on the scenario.



Parenting Styles Outcomes

Directions; The following are outcomes for children that tend to occur when parents use different parenting styles. With a partner, cut out the outcomes and paste them into the correct parenting style box on the Nurturing Parent Skills worksheet.

High self-esteem and confidence

Low self-esteem and confidence

High self-esteem and confidence

Low self-esteem and confidence

High levels of anxiety and depression

Low levels of anxiety and depression

High levels of anxiety and depression

Low levels of anxiety and depression

Generally high on social competence (empathy, emotional control, communication, conflict management)

High on social competence (empathy, emotional control, communication, conflict management)

A lot of problem behavior

Low on social competence (empathy, emotional control, communication, conflict management)

Low on social competence (empathy, emotional control, communication, conflict management)

High on respect and responsibility

Very low on respect and responsibility

Moderate on respect and responsibility

Low on respect and responsibility

Poor academic performance

Average academic performance

Underachieve academically

Good academic performance

Little problem behavior

Little problem behavior (except in accepting authority)



Nurturing Parent Skills

Parenting — Lesson Nine
Parenting Styles

Name: _____

Class Period: _____

Positive
(Authoritative, Democratic)

Dominating
(Authoritarian)

Permissive
(Indulgent)

Unengaged
(Neglectful)

Lesson – Using YouTube to Create Multimedia FACS Lessons

REVIEW: Natural vs. Logical Consequences

30 minutes

Purpose:

Students learn about the difference between natural and logical consequences and consider each of them for a variety of scenarios. Students will work in groups and create their own original video clips to post on YouTube.

Materials:

- Access to video camera of phone/tablet with video capabilities
- *Natural vs. Logical Consequences* handout

Facilitation Steps:

1. Have students get into pairs.
2. Hand out the *Natural vs. Logical Consequences* worksheet to each pair.
3. Give students 5 minutes to choose a scenario, identify a natural and a logical consequence.
4. Give students 10 more minutes to practice acting it out. When they are ready, they should call the instructor over for videotaping each consequence.
5. Upload the video clips of each group to your YouTube Channel. You could create a playlist called “Natural vs. Logical Consequences” and save them all in that place.

Instructor note: If you do not know how to upload videos to YouTube, there are many online tutorials you can find if you search. When you go to your YouTube Channel, there is an “upload” button in

the upper right-hand corner. When you click on that it gives you the option to drag and drop files or select files to upload. If you have saved your video clips to your desktop, this may be a quick way to upload them. Practice doing this prior to class so you feel comfortable with the process.

6. Reconvene as a large group and show the Natural and Logical Consequences video clips. Discuss students’ answers to see if they are truly natural and logical.

Instructor Background Information:

Limit setting is crucial for child development. Children are initially upset when parents cannot say yes to every request. However, setting limits allows a child to grow a sense of reserve which is necessary for safety, social acceptance, and healthy living. Human desire is for instant gratification, yet if we always gave into this desire we would have long-term dissatisfaction. A few results of living without ever saying “no” (to ourselves and others) are obesity, poverty, limited education, violence, increased stress and many more undesirable consequences. Parents that want only to please their children want to gain the love of the child by always saying “yes.” What these parents don’t realize is that they are hurting their child in the long run and the child will likely realize this as an adult, who will eventually have to learn to say “no” to themselves, and live with the consequences. This could cause a real relationship breakdown at a much later age. Parents need support for when they have to say “no” to a child, and they need to do it in a way that conveys the message that the child is still loved and respected.



Natural vs. Logical Consequences

Name: _____

Class Period: _____

Natural Consequences:

- Allows child to learn from natural order of the world
- Parent allows unpleasant, but natural, consequences to happen when child misbehaves
- Example:
 - o A child refuses to eat dinner so child is hungry later.

Logical Consequences:

- Arranged by the parent
- Consequences fit the misbehavior, hopefully teaching responsibility for that particular action
- Example:
 - o A brother and sister won't stop fighting over a toy so both children have a 15-minute "time out" and get their toy taken away for a period of time.

Scenarios:

1. Jenny leaves her scooter in the driveway.
2. Jake checks out a library book and loses it.
3. Traci stays out past her agreed upon curfew.
4. Michael is late for work because he played videogames too long.
5. Kia doesn't pay attention to her toddler – aged sister she is babysitting and the toddler leaves the house.
6. Trevor oversleeps because he stayed up late for a movie marathon.