

The Life Sentence – Teacher Resources

Unit Overview

Grade Level: 9-12

Kristi Hodson; Family & Consumer Sciences Teacher; Carthage High School

Essential Learning Targets:

Students will:

- Identify physical, social, emotional (mental), and legal / financial consequences of shaken baby syndrome for families and society.
- Identify factors (stressors) that are present to cause one to shake a baby.
- Explore reasons why babies cry.
- Explore various methods for soothing a baby when it's crying.
- Develop a strategy for what to do when alone with a baby that won't stop crying.

National Standards for Family & Consumer Sciences and Health Education

Human Development

12.2 Analyze conditions that influence human growth and development.

Parenting

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

Health

2 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

4 Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

5 Demonstrate the ability to use decision-making skills to enhance health.

7 Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

8 Demonstrate the ability to advocate for personal, family, and community health.



Changing Our Parenting Experience

Lesson Plans for Unit

<i>Learning Goal</i>	<i>Teaching Strategies & Student Activities</i>	<i>Assignment/ Assessment</i>	<i>Resources Needed</i>
<i>BEFORE & DURING THE VIDEO</i>			
<p>Identify physical, social, emotional (mental), and legal / financial consequences of shaken baby syndrome for families and society.</p>	<p>#1 Before watching the video</p> <ul style="list-style-type: none"> ○ Explain that the names on the worksheet represent the children whose lives are changed by being shaken. Students will get to see the “whole” story in the video. <ul style="list-style-type: none"> - Nicolas - Presley - Hannah - Camrey ○ Under each name on the worksheet, students should notice the labels Physical, Social, Emotional (Mental), and Legal/Financial. ○ All of these are consequences of shaking a baby that students will be watching for during the video as you show it in class. ○ Discuss what students are watching for to write down: <ul style="list-style-type: none"> - Physical: What types of physical consequences are happening or have happened to the bodies of these children? - Social: Think about how the social lives of the children and of the parents will be impacted as a result of the child being shaken. Some things will be said plainly in the video: in some instances students will have to infer what the lives of those in the story might be like socially. - Emotional (Mental): This isn’t simply saying that the mom was sad that her baby was shaken. All of the moms on the video are sad about it. What are some of the other strong emotions that are felt in each scenario? Students are looking for things that family members in the scenarios stress or worry about, things that interfere with their mental or emotional health. Think about why these things are stressful or worrisome. - Legal / Financial: Look for what happened to the person who shook the baby legally and financially. Also, look for the financial costs the family and/or society might have. Again, some families will come right out and say it: some things students will have to infer. <p>#2 Play the entire video. Allow students to write down what they see in each story/scenario.</p> <p>#3 When the video is over, allow students a few minutes to discuss their findings with their table mates or shoulder partners.</p> <ul style="list-style-type: none"> ○ Call on students randomly to share their thoughts and findings aloud regarding what they noticed in each child’s story. 	<p><i>The Life Sentence</i> Video Worksheet <i>Side 1</i></p>	<p><i>The Life Sentence</i> Video</p> <p><i>Video Length</i> 42 <i>Minutes</i></p>
<p><i>Modifications for Students w/IEPs, 504s, or Limited English Proficiency.</i></p> <ul style="list-style-type: none"> ● IEP / 504 Students: Allow students to work with a partner as they are watching the video; each student looks for different things on the chart (one looks for physical and legal; one looks for emotional and social). Or you can have students look for just one or two areas on their own (physical and legal only). In addition, allow students to discuss answers with their table group before asking them to answer out loud. ● Limited English Proficiency Students: If they have a low level of English proficiency, have students identify the English words they recognize in each story of the video and write them down. If they have a moderate level of proficiency, have them focus on the physical effects on the child’s body. If they are more advanced, have them focus on physical and emotional and/or other categories if you think they are capable. 			



Lesson Plans for Unit Continued...

Learning Goal	Teaching Strategies & Student Activities	Assignment/ Assessment	Resources Needed
AFTER THE VIDEO			
<p>*Identify stressors that cause one to shake a baby, reasons why babies cry, and develop a personal plan for what to do when baby won't stop crying.</p>	<p>#1 Now that students have watched the video, have them work together in groups, to come up with 2 things they noticed in each story, that would be considered a “stressor” as far as what made the person “snap” and shake the baby. They will all write this in the “<i>Stressors</i>” section of their own worksheets.</p> <ul style="list-style-type: none"> ○ Discuss aloud as a class what each group came up with, making a bigger list on the board. Each group will need to place a check mark next to ideas that their classmates share that are similar, to avoid repeating. If something is shared by another group that is not on their list, they should add it, generating a longer list on their own worksheets in the “<i>Stressors</i>” section. ○ Discuss other stressors that might come into play that weren't mentioned in the video add those as well to the worksheet. (<i>Drugs, alcohol, single parenting, lack of sleep, debt, etc.</i>) <p>#2 Next, have groups come up with 2-3 reasons why babies cry, in their opinions. They will all write this in the “<i>Reasons Babies Cry</i>” section of their own worksheets.</p> <ul style="list-style-type: none"> ○ Discuss aloud as a class following same procedures as above... <i>It's important that sometimes babies cry just to cry ends up on their lists.</i> <p>#3 Next, have groups come up with 2-3 things they can do to help a baby stop crying, assuming the baby's diaper has been changed, it's been fed, burped, and rocked. They will all write this in the “<i>Things you can do to help a baby stop crying</i>” section of their own worksheets.</p> <ul style="list-style-type: none"> ○ Discuss aloud as a class following same procedures as above... <p>#4 Next, tell groups, they've done everything they know to do to get the baby to stop crying, and it won't. What do they do now? As a group, they need to come up with 1-2 things to put in their “<i>You've tried it all, baby is still crying, NOW WHAT</i>” section of their own worksheets.</p> <ul style="list-style-type: none"> ○ Discuss aloud as a class following same procedures as above... <i>It's important that calling someone comes up as an option. If students don't come up with this, add it in, have them think about different people they could call to help them. Also ask and discuss what would they do if it was 2am and they were alone and had no one to call to give some separation between them and the crying baby? Put it in its crib and leave the room? Close the door? Leave the door open? If they are watching someone else's baby and have no crib, where can they put it? Dresser drawer? Laundry basket?</i> <p>#5 Next, have groups come up with 2-3 things they can do to help calm themselves down once they've separated themselves from the crying baby. They will all write this in the “<i>How do you calm yourself down at this point</i>” section of their own worksheets.</p> <ul style="list-style-type: none"> ○ Discuss aloud as a class following same procedures as above... ○ Wrap up discussion – end with: it's never ok to shake a baby. 	<p><i>The Life Sentence</i> Video Worksheet <i>Side 2</i></p> <p>Final assessment ideas:</p> <p>*Students write a paragraph explaining two reasons why it's never okay to shake a baby.</p> <p>** OR**</p> <p>*Students make a plan explaining what they will do when they are alone with a baby and it won't stop crying.</p>	
<p>Enrichment: Show students Ted Talk: <i>Nadine Burke Harris: How childhood trauma affects health across a lifetime.</i></p>			

The Life Sentence Video Worksheet



Name _____

Nicolas

Physical:

Social:

Mental (Emotional):

Legal / Financial:

Presley

Physical:

Social:

Mental (Emotional):

Legal / Financial:

Hannah

Physical:

Social:

Mental (Emotional):

Legal / Financial:

Camrey

Physical:

Social:

Mental (Emotional):

Legal / Financial:



Stressors

Reasons Babies Cry

Things you can do to help a baby stop crying?

You've tried it all, baby is still crying, NOW WHAT?

How do you calm yourself down at this point?